



**PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI**



KWAZULU-NATAL PROVINCIAL HUMAN RESOURCE DEVELOPMENT STRATEGY (2018-2045)

A Skilled Population for a Prosperous Province

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Foreword by Premier: KZN HRDC Chairperson



Mr. Thembinkosi Willies Mchunu
The Premier of KwaZulu-Natal

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ACRONYMS

AET	Adult Education and Training
ANA	Annual National Assessment
BCM	Business Commerce and Management
CBO	Community Based Organization
CCEP	Civic and Citizenship Education Programme
CETC	Community Education and Training Collage
CLC	Community Learning Centre
COGTA	Co-operative Governance and Traditional Affairs
CSO	Civil Society Organization
CSSRP	Civic Shared Social Responsibility Programme
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DEDT	Department of Economic Development and Tourism
DHET	Department of Higher Education and Training
DoE	Department of Education
DPISA	Department of Public Service and Administration
DUT	Durban University of Technology
ECD	Early Childhood Development
EMIS	Education Management Information System
FET	Further Education and Training
FETMIS	Further Education and Training Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GET	General Education and Training
GVA	Gross Value Added
HDI	Human Capital Index
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HESA	Higher Education South Africa
HRD	Human Resource Development
HRDSA	Human Resource Development Strategy of South Africa
HSRC	Human Sciences Research Council
HSS	Human and Social Sciences
ICT	Information and Communications Technology
IDP	Industrial Development Plan
IPAP	Industrial Policy Action Plan
IYDS	Integrated Youth Development Strategy
KIDS	KwaZulu-Natal Industrial Development Strategy
KZN	KwaZulu-Natal
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MOU	Memorandum of Understanding
NATED	National Technical Education
NC(V)	National Certificate Vocational

ACRONYMS

NDP	National Development Plan
NGO	Non-Governmental Organization
NGP	National Growth Path
NSA	National Skills Authority
NSC	National Senior Certificate
NSDP	National Spatial Development Perspective
NSDS	National Skills Development Strategy
NYDPF	National Youth Development Policy Framework
NYP	National Youth Policy
NYS	National Youth Service
OSD	Occupational Specific Dispensation
OTP	Office of The Premier
PALC	Public Adult Learning Centres
PDI	Previously Disadvantaged Individual
PGDS	Provincial Growth and Development Strategy
PHRDF	Provincial Human Resource Development Forum
PSEDS	Provincial Spatial Economic Development Strategy
PSTA	Public Sector Training Academy
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SDA	Skills Development Act
SDC	Skills Development Committee
SDG	Sustainable Development Goals
SDL	Skills Development Levy
SDLA	Skills Development Levies Act
SEDA	Small Entrepreneurship Development Agency
SET	Science Engineering and Technology
SETA	Sector Education Training Authority
SOCC	Standard Occupational Classification Code
SOE	State Owned Enterprises
TVET	Technical and Vocational Education Training
VOESA	Volunteer and Service Enquiry Southern Africa

SECTION A: INTRODUCTION

The people of the Province are its most valuable asset. From the potential of the newly born, to the potential in the learners in our schools and institutions, and that represented in dropouts and the unemployed; from the vast array of skills represented in the people, who are engaged in the various sectors of the economy, to the inherent human capacity in the communities of the Province, it must be conceded that what is achieved in the Province, economically, socially and otherwise, relies on what the people of the Province can contribute in their various spheres of activity, both now and in the future.

Therefore, efforts to build the Province, and efforts to advance the welfare of all who live here, begin with developing and using the potential of the Province's people. This Human Resource Development Strategy for the Province is, therefore, an important statement of the priority given to building and strengthening the capacity of the people in the Province as a fundamental building block for the development of the Province as a whole, and as an essential ingredient in the development of its various communities, whether small or large, rural or urban, wealthy or distressed.

It should be recognized, at the outset, however, that realizing the full potential of the entire Province's population, though a worthwhile ideal, is not an easy feat to achieve. Its complexity lies in a wide range of social and economic factors which include: the size, profile and distribution of the population; inequities in the availability and distribution of economic, social and educational opportunities; the relatively low educational and skill level of the population; and, among others, the level of income and social disparity in society. This is evident in prevailing statistics on the Province. The population of the Province is 11.1 million people and relatively young. KwaZulu-Natal remains one of the three Provinces in South Africa where the rural population outnumbers the urban population, though with a decreasing margin. Fifty-one percent (51%) of people in the Province lived in rural areas in 2015. The PGDS situational analysis 2015, shows that greater proportions of the population of eThekweni (85%), uMgungundlovu (58.1%) and Amajuba (55.2%) lived in urban areas in 2011.

The impact of HIV and AIDS and other communicable diseases has ravaged the most productive cohort of the population, and has created circumstances of social and economic distress for a growing number of children. Although it has increased since 1995, the educational and skill profile of the population is low, with only 4.86% of the population having post matric certificates and degrees, and still 7,02% of the population with no schooling at all as per Stats SA supercross: Census 2011. At the very foundation of under-performance, the dropout rates at our educational institutions are high, the throughput rates are low and success at national examinations is below average. These circumstances vary widely in the Province, with some districts and schools excelling and others showing particularly high levels of under-performance.

The PGDS situational analysis 2015 reflects that eight percent (8%) of African youth had access to tertiary education compared to 48% of young people in the White group. A similar gap of difference in access to tertiary education exists between young people in urban areas (48%) and those in informal urban (3.3%) and rural areas (4.5%). It should also raise concern that some young people in the Province, especially in rural and informal urban areas do not have any formal education.

Even beyond this demographic and social profile, the evidence examined show that the potential for growth and the welfare of the Province's human resources are compromised by the triple challenges of our times: poverty, inequality and unemployment. These challenges have a significant impact on the pace of development, and they affect the capacity and effectiveness of the Province to develop its people, and to ensure that they are productively engaged.

The challenges also limit and frustrate the capacity of the State to create an environment where all people have the opportunity to succeed in life, either through self-employment or through placement in productive roles in society - economically or socially. Governments have been constrained in building a viable skills base in the economy and creating opportunities for employment for the growing number of youth in society.

These issues and challenges have been the subject of many policy and strategic interventions over the past decade, and particularly within the last two years. Increasingly these interventions have been framed as measures for promoting accountability for results, with a core focus on building the capacity of people to take responsibility for their lives and the social and civic responsibilities they assume.

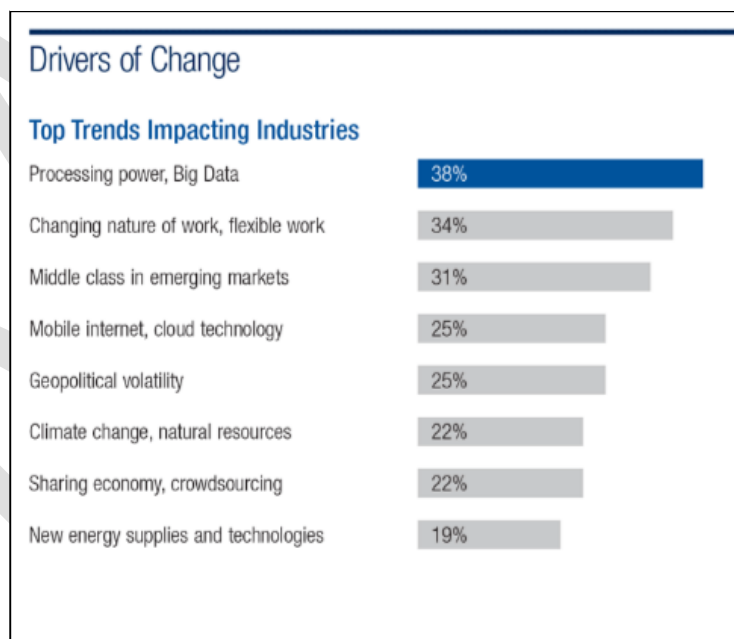
In addition to policy trends affecting the economic engagement of people, the literature on the fourth industrial revolution shows that the demand for skills globally is shifting due to leaps in IT. The fourth industrial revolution is a period that is building on the use of electronics and information technologies and includes a "fusion of technologies that is blurring the lines between the physical, digital, and biological spheres" (Schwab, 2016).

At the opening address of the 26th World Economic Forum on Africa, several African leaders recognised the significance of the Fourth Industrial Revolution. "Akinwumi Ayodeji Adesina, President, African Development Bank (AfDB), Abidjan, and a Co-Chair of the World Economic Forum on Africa, said that Africa has 'no choice but to be ambitious' in embracing the Fourth Industrial Revolution" (World Economic Forum, 2016). Graça Machel, Founder, Foundation for Community Development (FDC), Mozambique, and a Co-Chair of the World Economic Forum on Africa said that "It is crucial that the Fourth Revolution 'does not leave anyone behind'" (World Economic Forum, 2016). Furthermore, "Africa should use the opportunities presented by the Fourth Industrial Revolution to transform itself into a full partner on the global stage, said Paul Kagame, President of the Republic of Rwanda" (World Economic Forum, 2016).

Schwab argues that governments will face new challenges as the Fourth Industrial Revolution develops. He says: “Ultimately, the ability of government systems and public authorities to adapt will determine their survival. If they prove capable of embracing a world of disruptive change, subjecting their structures to the levels of transparency and efficiency that will enable them to maintain their competitive edge, they will endure. If they cannot evolve, they will face increasing trouble” (Schwab, 2016). In order to embrace the Fourth Industrial Revolution “...governments and regulatory agencies will need to collaborate closely with business and civil society” (Schwab, 2016) and adapt policy and procedures to be in line with the rapid pace of change.

The World Economic Forum (WEF) states that “the Fourth Industrial Revolution has the potential to raise global income levels and improve the quality of life for populations around the world... At the same time, as the economists Erik Brynjolfsson and Andrew McAfee have pointed out, the revolution could yield greater inequality, particularly in its potential to disrupt labor markets. As automation substitutes for labor across the entire economy, the net displacement of workers by machines might exacerbate the gap between returns to capital and returns to labor” (Schwab, 2016).

Figure 1: South African Drivers of Change, World Economic Forum



WEF report says that in South Africa, more jobs are going to be displaced than created due to the new IR and that this impact is already being felt (World Economic Forum, 2016).

The World Economic Forum developed a country profile on South Africa. The bar chart represents a share of survey respondents across industries who selected the trend/disruptions as one of the top three drivers of change affecting their industry.

This strategy and implementation framework is based on a detailed situational analysis report on human resource development in the Province. The situational analysis is supported by a consolidated report which sets out in some detail the socio-economic and human resource development profile of the Province. The situational analysis and consolidated report may be seen and used as additional resources as they contain detailed qualitative and quantitative data on human resource development.

SECTION B - POLICY FRAMEWORK RELATED TO HRD

Five priority areas were identified by government, and these resulted in the statement of 14 outcomes to create a better life for all. The priority areas were: decent work and sustainable livelihoods, education and health, rural development, food security and land reform, and the fight against crime and corruption. However, within these areas, there is an inter-play of three fundamental challenges which shape strategic options. These challenges are unemployment, poverty and inequality. Unemployment affects livelihoods, creates poverty and fuels inaccessibility to other opportunities; poverty is associated with persistent issues of health, and with the educational disadvantage which results from nutrition deficits; inequality helps to perpetrate and sustain conditions of poverty and unemployment. As a result, efforts to address poverty, unemployment and inequality are therefore at the core of policy responses to build sustainable livelihoods.

Policies on employment demand are primarily concerned with the creation of employment through an approach to industrial restructuring which enables both economic growth and job creation. Generally referred to as labour absorptive economic growth, many strategic proposals and many policy initiatives seek to create an economic environment that will foster economic growth and create jobs. This section of the chapter presents a brief overview of the major policy trends which seek to boost employment demand. These policy trends are evident in a wide variety of policy documents at both the national and provincial levels. The main documents at the national level are: the National Development Plan (2011); the Industrial Policy Action Plan 111 (IPAP111) (2011); the Regional Industrial Development Strategy (2010); the National Industrial Policy Framework (2010); the National Spatial Development Perspective (2011); and the New Growth Path (2011), among others. These documents make a variety of policy proposals for creating an environment for the prioritized industrial sectors to perform well, and hence create jobs. The policy initiatives are therefore those initiatives which serve to create an economic environment for labour absorptive growth.

There are a variety of social, economic and technical factors which influence the success of firms in the various economic sectors, and hence influence the number and types of jobs created. To the extent that there are policy drivers which create favourable conditions for growth, then, it is more likely that the economy in the area will begin to generate jobs. The policy trends to be reviewed are the policy trends which are focused on creating a favourable environment for labour absorptive growth. There are 7 policy trends that are important in the context of the HRD strategy. These trends are listed below, and each is discussed in the consolidated HRDS report. At the end of the section the implications for HRD are noted.

- Industrial Development which focuses on Industrial Restructuring
- Embedding in Industrial Strategies, Initiatives for Employment Creation
- Outlining Industrial Strategic Priorities for Employment Creation - Targeting Sectors and Jobs to be Created
- Addressing in Industrial Policy the Social Dimensions of Employment Creation
- Addressing in Industrial Strategy the Spatial Dimensions of Employment Creation
- Promoting Self Employment to Boost Economic Opportunities
- Promoting Stakeholder Participation so that Joint Responsibility is taken for Labour Absorptive Growth

National Development Plan (2012)

The policy responses to address the triple challenges of unemployment, poverty and inequality are in the National Development Plan - Vision for 2030. The plan focuses on 14 primary areas in its agenda for development.

The 14 primary areas are: inclusive economic growth that will create more jobs and sustainable employment; improving infrastructure as a basis for expanding opportunities and preserving public welfare; transitioning to a low carbon economy in order to preserve natural resources; reversing the spatial effects of apartheid so that spatial patterns do not exclude the poor from the fruits of development; sustainable human settlements and improved quality of household life; ***improving the quality of education; training and innovation so that all people have opportunities for success and that human resources are available to drive the agenda for development.*** Other development priorities include: quality healthcare for all; social protection; building safer communities; transforming the public service; fighting corruption; and transforming society and uniting the country.

All these priority areas are driven by, and are realized through the development of human resources. This places HRD at the foundation of the development agenda. Hence, there are 5 themes in the general policy and strategic direction being taken nationally and provincially which directly affect HRD and the HRD strategy. These are as follows:

- a. *Employment creation to reduce unemployment, joblessness, poverty and its many consequences.*
- b. *Improving the quality of education and skills development so as to promote equity and to create the base of skills and talent that is needed to pursue development priorities.*
- c. *Enhancing the health and welfare of the population as a basis for advancing sustainable livelihoods and in promoting social participation and economic productivity.*
- d. *Promoting social and economic equity so that all people can reap the fruits of development.*
- e. *Transforming spatial patterns so that opportunities for success are available to all.*

Building the capacity of the State, and building partnerships between the public and private sectors are seen as key ingredients for success and in advancing these policy themes. In the context of HRD the latter is the primary role of the KZN Human Resource Development Council.

National Integrated Human Resource Development Plan 2014-2018

The supply stream for skills in the economy begins at early childhood and progresses through ordinary schooling, primary and secondary education, and then into further education and training, and higher education. Within this main stream of supply there are private and public providers, there are multiple structures to provide educational opportunities for adults and for those who are out-of-school, and there are multiple

structures for governing quality and standards in the educational sector. All these structures are critical to maintaining the quality and readiness of people who graduate from educational institutions at all levels.

This section will review the major policies which govern all levels of the educational sector, and it will briefly summarize the issues which affect the performance and productivity of the sector.

The following areas are discussed: the early years and ECD; ordinary schooling; post school education and training; skills and artisan development; youth development; and adult education and training.

The National Integrated Human Resource Development Plan 2014-2018 touches on all areas of HRD and, therefore, will be discussed here first. It is important that KZN's HRD Strategy aligns to the NIHRD Plan.

The [National Integrated Human Resource Development Plan 2014-2018](#) identified five strategic outcome-oriented goals. The outcome goals and the corresponding goal statements are:

- 1. Universal Access to Quality Foundational Learning**
 - 1.1. Insure expansion & strengthening of ECD.
 - 1.2. Establish a system to ensure that entrants to the teaching profession have adequate & appropriate subject & pedagogical knowledge.
 - 1.3. Improve school leadership & management
- 2. Expanded Access to the Post-Schooling Education System**
 - 2.1. Strengthen TVET colleges to expand access to quality technical & vocational education.
 - 2.2. Improve the quality of teaching & learning within TVET colleges.
 - 2.3. Mainstream access to CETCs
 - 2.4. Increase the production & development of academics & staff at the TVET colleges.
 - 2.5. Increase the production & development of professionals across all priority professions.
- 3. Capable Public Sector with Effective & Efficient Planning & Implementation Capabilities**
 - 3.1. Revise the public service HRD strategies & plans in line with the vision of the NDP for a professional & capable public service.
 - 3.2. Turn the public sector into a training space.
- 4. Production of Appropriately Skilled People for the Economy**
 - 4.1. Put in place a skills development system that meets the current & future needs of the South African economy.
 - 4.2. Determine & critically analyse the level of alignment between skills supply & the needs of the economy.
 - 4.3. Develop artisan & other middle-level skills to meet economic needs.

- 4.4. Ensure effective monitoring systems are in place to report on progress & enable blockages to be addressed.
- 4.5. Develop a National Worker Education Framework & Implementation Plan.
- 4.6. Integrate entrepreneurship into the curriculum & programmes throughout the education & training system.
- 4.7. Put in place a comprehensive inter-departmental framework of resource access, training & support to SMMEs.
- 4.8. Report on small & micro enterprise development, including employment numbers & trends.

5. Improved Technological Innovation & Outcomes

- 5.1. Advance innovation by the conversion of research outputs into commercially viable products, processes & services (Human Resource Development Council of South Africa, 2014).

The Human Development Council is the body through which the NIHRD Plan is being implemented at a national and provincial level. To date, six Provinces have established Provincial HRD Councils. These councils effect the work of the HRDC and are chaired by the premiers of the Provinces. The Provincial HRD Councils develop their priorities and plans in line with the National Integrated Human Resource Development (NIHRD) Plan.

White Paper on Post School Education and Training (2013)

The [White Paper on Post School Education and Training \(2013\)](#) puts forward the following resolutions:

- To provide the necessary support, the DHET intends to establish an institute that will support TVET and community colleges and the skills development system more generally and monitor the quality on an ongoing basis. This institution will be known as the South African Institute for Vocational and Continuing Education and Training (SAIVCET). The White Paper acknowledges that while there are concerns that having too many institutions might overcomplicate the system and stretch the country's limited resource capacity, DHET argues that this would not be the case, citing India, South Korea, Switzerland and Germany as successful examples of countries with similar institutions (Department of Higher Education and Training, 2013).
- Many private institutions have made representations (including in response to the Green Paper) for the state to provide funding either directly to the institutions or to subsidise their students. The DHET's position on this has been firm. While recognising and appreciating the role of private institutions, the Department believes that the public sector is the core of the education and training system. The government's main thrust, therefore, should be to direct public resources primarily to meeting national priorities and to provide for the masses of young people and adult learners through public institutions (Department of Higher Education and Training, 2013).

- The White Paper on Post School Education and Training (2013) states that the goal is to have 2.5 million TVET colleges by 2030. In terms of the Further Education and Training Colleges Amendment Act (No. 3 of 2012), these colleges became a national competence and the responsibility of the Department of Higher Education and Training. This is a significant development: from 2013, for the first time, the colleges are accountable primarily to the national government rather than to the Provinces. Government is also building a number of universities and TVET colleges in rural areas to cater for the increasing demand for post-school education.
- In November 2014, the Council launched its Adopt-a-TVET College Campaign. This initiative seeks to encourage the business community to work more closely with TVET colleges and forge lasting collaborations in the delivery of relevant industry skills. An example of this is Kumba Iron Ore, which partnered with the newly opened Waterberg College to provide bursaries to academically deserving students (Department of Higher Education and Training, 2016).

KZN Provincial Growth and Development Strategy & Plan (PGDS/P)

KZN's primary instruments for planning are the Provincial Growth and Development Strategy and Plan. These take the National Development Plan and other critical national strategies into account in order to develop an integrated plan for the Province. The [KZN Provincial Growth and Development Strategy for Comment \(2016\) \(PGDS\)](#) emphasises that the knowledge and skills needed for a strong economy occur throughout the value chain and include early childhood development, school education, artisan and technical skills, community education and training, and professional education rendered at university level. This strategy suggested that the Province must expand the physical facilities of TVET and CET colleges in order to accommodate the large number of people who are Not in Education, Employment or Training (NEET).

The PGDS further emphasises the need for institutions to prepare professionals who have the necessary social skills relevant for the different contexts of the Province. It further states that there should be a development of incentives to attract professionals to different parts of the Province to support quality and equity.

The PGDS (2016) strategic objectives towards the goal of Human Resource Development are:

1. Improve early childhood development, primary and secondary education;
2. Support skills alignment to economic growth; and
3. Enhance youth and adult skills development and life-long learning

These goals remain unchanged from the previous 2011 PGDS, however, several objective indicators have changed. The changes from the PGDS (2011) to the PGDS (2016) are listed below, under their respective headings. The changes reflect an emphasis on planning, information collection, new CET colleges and skills development for local economic development, enterprise development and the informal sector.

1) Improve early childhood development, primary and secondary education

- The only additions to the interventions are performance management of educators and counselling and career guidance in all schools.

2) Support skills alignment to economic growth;

- Revitalize TVET and establish CET colleges
- Rigorous collection of information
- Skills development for informal sector, township and rural economy focusing on enterprise education and technical skills

3) Enhance youth and adult skills development and life-long learning

- Research out of school youth
- Develop district based supply pipelines and HRD plans linked to IDPs
- Contribute towards CET colleges
- Support entrepreneurial and informal activities at a local level.

Below is an infographic of the human resource development goals that are included in the [Provincial Growth and Development Plan \(2016\)](#).

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Figure 2: Provincial Growth and Development Plan (2015)

<p>GOAL 2: HUMAN RESOURCE DEVELOPMENT <i>The human resource capacity of the province is relevant and responsive to growth and development needs</i></p>		<p>GOAL INDICATORS</p> <ul style="list-style-type: none"> • Reduction in skills shortage in key priority skills areas • Gross enrolment rates: Primary and Secondary School • Gross enrolment rate (GER) in TVET colleges • Gross enrolment rate in higher education • Adult literacy rate • The proportion of the unemployed who are unable to find employment or self employment due to not having the appropriate education and/or skills • Percentage of Grade 12 learners passing with Mathematics and Science • Performance in SACMEQ: Reading and Mathematics 	
OBJECTIVES	<p>Improve early childhood development, primary and secondary education</p> <p><i>The school sector produces students with the ability to study further, or to enter the workplace</i></p>	<p>Support skills alignment to economic growth</p> <p><i>The development of skills is sufficient and appropriate to service the economic growth and development needs of the province</i></p>	<p>Enhance youth skills development and life-long learning</p> <p><i>The education and skills level of youth and adults is enhanced</i></p>
PRIMARY INDICATORS	<ul style="list-style-type: none"> • Percentage of learners performing at the required levels in all grades in national benchmark assessments equivalent (previously ANA) • Percentage of NSC pass rate (70% across KZN should be the minimum requirement) • Percentage of children in lower quintiles who succeed in primary and secondary school • Percentage of children with special needs (disability, giftedness) and "at risk" children whose needs are being adequately met by the education system • Number of ECD facilities adhering to norms and standards • Percentage of children in 0-4 age group accessing ECD facilities • % of 3-5 year old children in educational institutions (public and private) • Percentage of Grade 1 learners who attended a Grade R class • Retention rates: Grades 10-12 • Retention rate: Grades 1 - 12 • Percentage of children who turned 9 in the previous year who are currently in Grade 4 or above • Percentage of children who turned 12 in the previous year who are currently in Grade 7 or above • Number of learners qualifying for NSC in Bachelors Programme, Diploma and Certificate 	<ul style="list-style-type: none"> • Number of NSC candidates taking Mathematics and Science • Percentage of Grade 12 learners passing Mathematics at 50% or more in the NSC • Percentage of Grade 12 learners passing Science at 50% or more in the NSC • Number of full- and part-time students in public TVET Colleges for NC(V), N courses and occupational programmes • Students graduating in fields of Education, and in Science, Engineering and Technology (SET) • Proportion of students graduating within 4 years of registering • Number of PhD graduates • Percentage of academic staff with PhD Qualifications • Pass rate of TVET and CET colleges • Percentage students successfully placed in employment on graduation from TVET Colleges • Number of artisans qualifying in scarce skills 	<ul style="list-style-type: none"> • Number of youth on mentorships / internships / learnerships • Number of Adult Education Training Centres that conform to government norms and standards • Number of CET colleges established and throughput of the CET College sector across the Province, disaggregated by types of courses studied
INTERVENTIONS	<ul style="list-style-type: none"> • Monitor, evaluate, review and resource teacher education and capacity development programmes, including in scarce skill categories • Improve school infrastructure through the implementation and monitoring of water, sanitation and electricity programmes • Develop and implement programme to enhance logistical support to facilities (books and equipment) • Improve effective governance and management at schools and district level • Improve and monitor performance management of educators • Counselling and career guidance to be provided in all schools • Minimise drop-out rates of learners in the system, including a focus on girl child challenges • Promote the use of new technology to encourage distance learning • Develop and maintain a monitoring system to assess adherence of ECD facilities to norms and standards • Promote partnerships with NGOs to support school improvement • Improve capacity in the Department of Education • Efficient data collection to track learner progress and enhance retention • Enhance technical and vocational education 	<ul style="list-style-type: none"> • Improve skills development planning and implementation in the Province as detailed in the KZN HRD Strategy, and including skills plans for lead economic sectors per district municipality • Revitalise and expand the TVET sector and develop CET Colleges • Develop counselling and vocational guidance for out-of-school youth • Skills development for the informal sector, township and rural economies focusing on enterprise education and technical skills • Strengthen Provincial HRD Council to develop partnerships between the state HRD sector and the private sector • Encourage the development of women professional and technical graduates and people with disabilities 	<ul style="list-style-type: none"> • Expand and targeted skills development, capacity building and mentoring programmes for the SMMEs, Cooperatives, and persons in the informal economy • Facilitate targeted support to meet youth skills development needs • Preparation of district based HRD plans linked to IDPs, including the assessment and development of district needs based supply pipelines • Monitor progress of education and training programmes prepared for delivery in community-based colleges • Develop awareness campaigns regarding opportunities for learnerships, apprenticeships, mentorships and internships within the public and private sectors • Maximise the enrolment of youth in TVET colleges and other post-school training institutions focusing on artisan development

Effects of policy on the supply stream

The supply stream for skills in the economy begins at early childhood and progresses through ordinary schooling, primary and secondary education, and then into Post School Education and Training (PSET). Within this main stream of supply there are private and public providers, there are multiple structures to provide educational opportunities for adults and for those who are out-of-school, and there are multiple structures for governing quality and standards in the educational sector. All these structures are critical to maintaining the quality and readiness of people who graduate from educational institutions at all levels.

This section will review the major policies which govern all levels of the educational sector, and it will briefly summarize the issues which affect the performance and productivity of the sector. The following areas are discussed: the early years and ECD; ordinary schooling; post school education and training; skills and artisan development; youth development; and adult education and training. Each will be highlighted in the sections to follow.

The early years and ECD

For the first time 'Early Childhood Development' is part of UNESCO's Sustainable Development Goals. Target 4.2 reads "by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" (Ralkes, Dua, & Britto, 2015). This is a massive step for ECD advocates globally. This means that resources are now being pooled to measure and promote outcomes in ECD. According to the World Bank, every dollar invested in ECD yields a return of 6 dollars (IISD Reporting Services, 2016). In South Africa, the importance of the early years, from birth to pre-Grade R, has been recognized for some time, and are within the administrative and policy authority of the Department of Health, the Department of Social Development and the Department of Education.

These departments serve to protect the interest and welfare of children in the early years through a variety of health, social welfare and educational interventions. These interventions have been largely made in an uncoordinated manner as each department pursues its policy priorities and its developmental targets, however, in order to address this, the Department of Social Development published the [National Integrated Early Childhood Development Policy](#) in 2015. The Policy took account of existing relevant policy and legislation from the following documents, and supersedes them: the White Paper on Social Welfare (1997), White Paper 5 on Early Childhood Development (2001), the Children's Act No 38 of 2005, the National Integrated Plan 2005-2010, and the South African Integrated Programme of Action for Early Child Development - Moving Ahead (2013-2018).

The National Integrated ECD policy acknowledges government's recognition of the universal right of all children in South Africa to early childhood development services and the fundamental developmental importance of early childhood development. It provides a statement of associated commitments to developing a strong and effective integrated national early childhood development system founded on a strong enabling legal

framework; to establishing the necessary organisational and institutional structures; and to providing adequate public funding and infrastructure to ensure sustainable universal availability and equitable access to comprehensive quality early childhood development programmes and services for the period from conception until the year before children enter formal school or, in the case of children with developmental difficulties and/or disabilities, until the year before the calendar year in which they turn 7, which marks the age of compulsory schooling or special education.

Cabinet approved the National Integrated Early Childhood Development Policy in December 2015. The policy is a culmination of three years of research and consultation conducted via the Human Science Research Council. Broadly, government responsibility for ECD across the three spheres is set out as:

- National: The National Inter-Ministerial Committee for Early Childhood Development, supported by a National Inter-Departmental Committee for Early Childhood Development, will support the improved capacity, planning, coordination and monitoring of early childhood development services, and the design and development of the specific programmes described in this Policy.
- Provincial: Provincial Governments are responsible for the delivery of services (such as health, social services and basic education) including responsibility for funding, delivery of contracting NGOs for service provision, registration and monitoring, and the evaluation of compliance of services with norms and standards.
- District: municipalities are responsible for the effective coordination in each district of ECD services within their mandate. Relevant services and associated responsibilities and budgets should be reflected in all municipal Integrated Development Plans (IDPs) and in specific sectoral policies and by-laws which should be harmonised with national policy and legislation (Department of Social Development, 2015).

The Minister of Social Development will, through the National Inter-Departmental Committee for Early Childhood Development, establish the South African Inter-Sectoral Forum for ECD. This body will serve as a national platform for engagement between the Government and the non-governmental sector involved in ECD service delivery in SA. The forum will meet at least twice a year and is established via a mutually accepted TOR. The policy recommends that similar fora be established in all Provinces, coordinated by the Department of Social Development and replicated at district and municipal level coordinated by the Office of the mayor with support from municipal managers (Department of Social Development, 2015).

Box 1: Case Studies in Early Childhood Development

Case Studies in Early Childhood Development

- ❖ In the development of the National Integrated Early Childhood Development Policy, the Human Science Research Council team visited both Sweden and Chile as best practice examples in the developed and developing world. The key learnings were as follows (Department of Social Development, 2015):

- Sweden and Chile both prioritise the rights of children, in particular, vulnerable children above all else;
 - In Sweden, universal pre-school education is unanimously accepted;
 - In both Sweden and Chile there is good integration between government departments and high level of compliance with policy;
 - In both Sweden and Chile Municipalities play a central role in service delivery and are the custodians of a centralised waiting list for ECD centres;
 - Chile provides strong support to parents and fathers from conception through to primary school. Parents are provided with anything they need to do with the nutrition of the baby;
 - Practitioners in both Chile and Sweden are highly qualified at all levels with a minimum of a University Degree.
- ❖ The Gauteng Department of Social Development is implementing a mobile ECD programme. The programme consists of busses which carry high quality ECD tools and curriculum from community to community ensuring the most secluded communities have access. Each bus has its own qualified ECD teacher who conducts lessons for children between the ages of 2 and 6 years old (Sukuma Sakhe Development, n.d.).
 - ❖ Neumann and Hatipoglu's journal article on pre-primary education around the world (Neuman & Hatipoglu, 2015) states that the three most pressing international challenges for ECD are:
 - Addressing inequitable access to preschool;
 - Scaling-up quality ECD programmes (South Africa is used here as an example of how implementing Grade R has had no effect on low-income children and a minor impact on children from all wealth quantiles);
 - Strengthening the ECD workforce.
 - ❖ In Zanzibar, the government is using radio to reach under-resourced areas in order to implement two years of pre-primary school learning. These are locally produced 30 minute lessons. Evaluations have shown that children in classes with radio instruction performed significantly higher in tests scores. This programme is now being implemented at scale in Bolivia, Honduras, Indonesia and El Salvador (Neuman & Hatipoglu, 2015).
 - ❖ Saving Brains is an organisation that uses scientific, technological, social and business innovation to have an impact on children's first 1000 days of life. Saving Brains has 70 innovations in multiple countries, including South Africa. The following are some examples:
 - A team at the Institute of Nutrition of Central America and Panama (INCAP) is bringing to life a policy that rice, the staple crop in the region, must be fortified with folic acid, by incentivising rice millers in Nicaragua.
 - Mobile Crèches is developing a social franchise model to leverage the resources of construction companies and local civil society organisations to scale early child development centres for the children of migrant construction workers in India.
 - A team at the Hanoi School of Public Health is engaging fathers in parenting in Vietnam, where this is not the cultural norm (Macmahon & Silver, 2015).
 In South Africa Saving Brains is currently involved in two initiatives. One involves home-based intervention by community health workers to encourage sensitive and responsive mother-infant interactions, and the other involves home-based intervention delivered by lay counsellors to support exclusive breast-feeding in first 180 days of life (Saving Brains, no date).

Foundational Learning

The content and process of public education is governed primarily by the National Education Policy Act No. 27 of 1996 and the South African Schools Act (SASA) No. 84 of 1996 and its associated amendments. SASA, in particular, has codified a policy agenda to transform education, as it outlines school funding norms to prioritize, redress, and to target poverty. It goes further, in later amendments, to authorize the declaration of schools in poor areas as “no fee schools”, and gives guidance on matters pertaining to the control of substance abuse. Beyond these primary pieces of legislation pertaining to education, policy trends governing the content and processes of general education are defined in a wide variety of policy documents. Most important among them are: the Education White Paper 6 on Inclusive Education; Education White Paper 7 on e-Learning; the Revised National Curriculum Statements for Grades R-9, and Grades 10-12; the educational provisions of the Human Resource Development Strategy for South Africa (HRDSA); the provisions and delivery agreements on Output 1: Improved Quality Basic Education (DBE, 2010); the General Notice 752 of 2010 on an Action Plan to 2014 - Towards the Realization of Schooling 2025 (DBE, 2010) and Action Plan to 2019 - Towards the Realisation of Schooling 2030 (DBE, 2015).

These documents, together, have consolidated key policy trends in education. The primary focus of these trends is the improvement of educational quality, enhancing educational outcomes and the promotion of equity in educational opportunities. A selection of eleven of the key trends are identified and briefly described in the annexure. These are:

- Inter-Departmental Partnerships and Collaboration
- Regular Assessment to Track Learner Progress
- Improved Teacher Capacity and Practices
- The Availability of Learning Materials to all Learners
- Improved Quality of ECD
- Strengthening School and District Management
- Enhanced Learner Performance
- Promoting Equity in Resourcing of Schools
- Health Promotion and Social Welfare of Learners and Teachers
- Specialist Services for Learners with Learning Difficulties
- Promote Adult Literacy and Numeracy

New Government Interventions: 2014-2016 related to foundational learning

[The Action Plan to 2019 - Towards the Realisation of Schooling 2030](#) has 27 goals. Four of the goals that relate to schools are priority goals and include:

- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career;
- Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy;

- Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment; and
- Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

Basic Education priorities for the [2014-2019 Medium-Term Strategic Framework](#) are as follows:

- Improved quality of teaching and learning through development, supply and effective utilisation of teachers.
- Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM).
- Improving assessment for learning to ensure quality and efficiency in academic achievement
- Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision
- Strengthening accountability and improving management at the school, community and district level.
- Partnerships for education reform and improved quality (South African Government, 2015).

Innovation in South African Schooling

Minister of Basic Education, Angie Motshekga, MP, described the innovations in schools in the country at the World Social Science Forum held in Durban. She said that ICT Support has been provided via Mindset, involving Live TV revisions and linked to a website, YouTube, Facebook, Twitter, etc. Government has also established an educational TV channel (Available on Open View Higher Definition (OVHD) (Channel 201), DSTV (Channel 319) & StarSat platforms). She said that as of September, 2015, 830 schools have access to DBE TV channel. Grade R, 4-6, 8-9 and 10-12 Live and pre-recorded lessons are broadcast daily. Network Operators (Vodacom, MTN, Cell C & Neotel) are providing internet connectivity and end-user devices to schools as part of the Universal Service & Access Obligation (USAO). 327 Secondary schools have been provided with Internet & ICT devices. Schools have access to online curriculum resources (past papers, study guides) on Thutong and provincial curriculum portals (South African Government, 2015).

National Education Collaboration Trust (NECT) (2014)

In response to the National Development Plan (NDP) 2030, sectoral partnerships have resulted in the establishment of the National Education Collaboration Trust (NECT), which is an organisation dedicated to strengthening partnerships among business, civil society, government and labour in order to achieve the education goals of the National Development Plan. It strives both to support and influence the agenda for reform of basic education (National Education Collaboration Trust, no date). The NECT is currently working in eight districts (South African Government, 2015), including Pinetown and uThungulu in KwaZulu-Natal.

Box 2: Case Studies for Ordinary Schooling

Case Studies for Ordinary Schooling

Finland was ranked as the top scoring country in the Organisation of Economic Co-operation and Development's (OECD) PISA assessments in terms of educational achievements. Becoming a teacher involves a stringent vetting system. The first phase involves selection based on matric results, as well as extra-curricular achievements. The second phase involves candidates completing a written exam on assigned books on pedagogy. They then participate in an observed clinical activity replicating school situations, where social interaction and communication skills come into play. The top candidates are interviewed and asked to explain why they have decided to become teachers. The chosen candidates then complete a rigorous teacher education program at the government's expense.

The teaching profession in Finland is seen as involving high social prestige, involving seeing the ethos of teaching as a service to society and enhancing the public good. Finns regard the teaching profession as on a par with medicine, law, or economics.

Sahlberg (2010) argues that no single thing can explain Finland's outstanding educational performance, however, most analysts observe that excellent teachers play a critical role. Among the successful practices that can be taken from Finland are:

- The development of rigorous, research-based teacher education programs that prepare teachers in content, pedagogy, and educational theory, as well as the capacity to do their own research, and that include field work mentored by expert veterans;
- Significant financial support for teacher education, professional development, reasonable and equitable salaries, and supportive working conditions;
- The creation of a respected profession in which teachers have considerable authority and autonomy, including responsibility for curriculum design and student assessment, which engages them in the ongoing analysis and refinement of practice. (Sahlberg, 2010).

Post School Education and Training (PSET)

Post school education and training refers to “all education for people who have left school but require education opportunities” (Department of Higher Education and Training, 2010). In this respect, post school education includes the TVET and higher education sectors, as well as adult education and training, and the programmes offered by the respective Skills Education Training Authorities (SETAs). The summary of the policy context for post school education, as outlined in this chapter, seeks to capture the policy trends in TVET and higher education. These policy trends have been selected on the basis of their centrality to HRDSA; on the basis of their relevance in the White Paper for Post School Education and Training (2014); in relation to the priorities in the National Development Plan; and on the basis of the findings derived from a range of policy documents relating to the TVET sector and higher education. Policies pertaining to skills and artisan development, and those related to youth development, are addressed

separately in subsequent sub-sections because of their emerging importance on the policy landscape for post school education, and because of their importance to the future of education as a whole.

The area of post school education and training represents the most critical sector of the human resource supply stream. Its importance stems from its position as the immediate release point through which jobs and opportunities in the economy are accessed by learners who are successful. On the educational foundation established in the early years, and on the foundation established in ordinary schooling, learners access a wide range of post school education and training opportunities so that they can be effectively prepared for occupations in the world of work. It is at this point where concerns about regarding the extent to which the stream of supply adequately meets the demands of the economy. The expectation is, generally, that the post school education and training system will generate the human resource skills and talent that are needed in the economy, and in the society in general.

The policy trends in the post school education and training are informed primarily by the urgent need to build an adequate skills base to respond to concerns that economic performance is constrained by the lack of skills needed in the economy, and the policy positions recently taken that post school education and training will be designed to provide the opportunities and the need to better the lives of people. These policy trends are also based on the need to respond to a variety of factors which limit the performance and productivity of the post school education and training systems. Some of these factors are itemized briefly, and, thereafter, the key policy trends in post school education and training are enumerated. The factors, which compromise the performance and effectiveness of post school education are as follows.

- Lack of access to post school opportunities for the poor, because of unaffordability, lack of proper qualifications or lack of opportunities in their respective areas. Rural areas seem to suffer the most deprivation in post school provision.
- There are primarily poor learners who struggle to complete academic and vocational programmes and drop out of school. Generally, such learners lack the readiness to enter TVET and be successful in the programmes of their choice.
- Qualifications and curricula offered do not always allow for progression, and sometimes lead to a dead end educationally.
- Lack of strong enough links with the labour market and lack of productive partnerships with industry.
- High attrition rates and low success rate of learners.
- The TVET and higher education sector have insufficient capacity for the level of skills production needed in the economy.
- Inadequate skills levels and general lack of capacity of many TVET graduates resulting from lack of workplace-based training, lack of knowledge and experience among instructors in some areas and lack of appropriate laboratory and workshop facilities in some institutions.
- Lack of articulation and lack of coherence between many TVET and HEIs where successful NC(V) graduates are unable to enter HEIs.

Although these problems are not universal in the post school sector, they have become typical. In response, and with a sense of urgency, many initiatives have been undertaken over the years to transform the sector. The scale and timing of some of these initiatives have, to some extent, destabilized the sector and have temporarily dislodged its focus. The challenges in the sector are diverse and complex, and the effort and investment in transforming the sector is warranted and essential for the future. The policy initiatives and trends for post schooling education and training focus on five critical priorities. They are as follows: expansion of the sector to enable access and to serve more people; maximizing efficiency in terms of throughput and certification rates; promoting quality and diversity in programming; enhancing responsiveness to economic and social needs and circumstances; and ensuring coherence and articulation in the sector so that graduates have opportunities to progress. Some of the most critical policy priorities are itemized and discussed in the annexure. These are:

- Access and Equity - Increasing Enrolments: Improving the Quality, Quantity and Diversity of Provision: Enhancing Cohesion and Articulation of the Post School System:
- The Promotion of Economic Linkages and Responsiveness to the Labour Market through Industry Partnerships: More Effective Management of the Feeder System for TVET Education: Alignment and Rationalization of Regulatory Agencies: Establishment of Community Education and Training Centres: Promotion of Workplace Learning:
- Flexible and Diversified Mix of Programmes:
- Promotion of Research and Innovation: Maximizing Throughput of Learners: Networking Providers in Flexible and Innovative Modes of Delivery - Open and Distance Learning.

#FeesMustFall Movement

The fees must fall movement, written [#FeesMustFall](#), is a movement that started in October, 2015. The announcement of a 10.5% fee increase at the University of Witwatersrand appears to be the immediate trigger to the #FeesMustFall movement (Badat, 2016).

The response of DHET was a transformation summit, attended by key stakeholders where it was agreed that there was “increasing levels of frustration at the slow pace of transformation in the university sector, with respect to...insufficient levels of student funding; inadequate levels of funding to match the growth in the system and concerns about sustainability; institutional environments that continue to reflect the broader inequalities in society and result in experiences of alienation by many staff and students, including persistence of racism, patriarchy, homophobia, able-ism, and classism; university curricula and forms of knowledge production that are not sufficiently situated within African and the global South contexts, and are dominated by western worldviews; language practices at universities, which create barriers to effective teaching and learning” and, significantly, “the need for further interrogation of the balance between institutional autonomy and public accountability” (Badat, 2016). The #FeesMustFall movement continues with the rationale listed above in mind.

In January, 2016, the Department of Higher Education and Training released a statement on the increased allocation of funding saying: “The President, in his January 8th statement to the nation, announced that government will allocate an additional R4.582 billion funding to NSFAS”. This funding is in addition to the R10 billion that we have been allocated in the 2016/17 financial year. In total, the budget that will be administered by NSFAS in 2016 comes to R14, 582 billion” (Department of Higher Education and Training, 2016).

In September 2016, “Minister of Higher Education and Training Dr Blade Nzimande made the announcement on 2017 university fees...saying that poor, working and middle-class families would be subsidised to cover the fee adjustments based on 2015 fees and that this would be done for increments up to 8%...The Minister adds that the fee adjustments should not go above 8%” (Department of Higher Education and Training, 2016).

There has been no unified government policy or statement other than the recent fee announcement by Blade Nzimande as a result of the continued protests in 2016.

Skills and artisan development

Skills and artisan development is, perhaps, one of the most critical policy priorities in the agenda of development. Its priority is justified on two primary objectives: skills development to contribute to economic and industrial growth, and skills development to end poverty through the creation of jobs and opening access for people to decent work. Skills development policy has always had this dual focus, but the social imperatives of skills development have become more pressing over time. The policy trends in skills development will highlight the importance of these imperatives in presenting the strategic provisions which have been made to build the skills base of the economy.

It is necessary, first of all, to highlight the importance given to skills and artisan development in key strategic documents. While the Skills Development Act (Skills Development Act 97 of 1998, as amended by Act 26 of 2010) and the Skills Development Levies Act (Skills Development Levies Act 9 of 1999) have both served as anchors of government’s policy to transform skills development structures, processes and priorities, its importance is also demonstrated in the pervasive reference to skills development in policy documents, and in the recent emergence of a wide range of initiatives to build more robust structures for managing and producing the nation’s artisans.

Among the priorities of the medium term strategic framework (MTSF), for instance, is the intent to “strengthen the skills and human resource base”; Outcome 5 and its respective delivery agreements seek to ensure “a skilled and capable workforce to support an inclusive growth path”; Commitments 1,2,4 and 5 of the HRDSA focus on skills development; and, among others, the Provincial Growth and Development Strategy (PGDS) of Kwazulu-Natal embraces HRD and skills development as one of its central objectives on the agenda of provincial growth and development. More details on the manner in which the agenda on skills and artisan development will be advanced are documented in the NSDS111 (DHET, 2011), the National Skills Accord (Department of Economic Development, DHET, 2011), the White Paper on Post School Education and Training (2013); and in the

Delivery Agreement 5, which embodies 3 separate and more specific agreements on skills development.

Within all these documents, as an overarching policy framework, there is general agreement on a set of specific policy priorities for skills and artisan development. While some of these priorities are consistent with established policy directions, others are new ideas which have recently emerged in the National Development Plan, the White Paper on Post School Education and Training and in other policy documents related to skills development. The key policy priorities and the emergent policy proposals on skills and artisan development are presented and described briefly below. First, established policy trends and priorities will be presented, and then a selected set of emergent or new policy proposals and priorities will be discussed. These are presented below and in more detail in the consolidated report.

Established Policy Trends and Priorities in Skills and Artisan Development

- Massification of Skills Development Delivery
- Initiatives to Promote Enhanced Performance of TVET Colleges
- Increased Supply of Learnerships and Artisans
- Focus on the Unemployed and Disadvantaged
- Spatial Focus - Access to Occupationally Directed Programmes in Needed Areas
- Building Human Capital for Research and Innovation
- Programmatic Focus - Focus on Programme Areas needed for Accelerated Economic Growth
- Creating the Foundation for Learning in the Early Years - ECD
- Equity Impact - Promoting Equity in Skills Development
- Emphasis on Workplace-Based Skills Development
- Entrepreneurial Development
- Career and Vocational Guidance
- Maximizing the Efficiency in Skills Supply
- Importance of a Sound Foundation in General Education
- Commitment to Youth Development
- Recognition of Prior Learning (RPL)
- Focus on the Unemployed

Emergent and New Policy Proposals and Priorities in Skills and Artisan Development

- Initiatives to enable more Effective School to Work Transition Integrated Institutional Mechanisms for Skills Planning
- New Institutional Arrangements to Promote Effective Delivery
- Reconstruction of Funding Policy for TVETs
- Creation of “Second Chance” Programmes
- Code of Decent Conduct, and Code of Ethics and Good Citizenship
- Diversified Programming Structure or Programming Architecture Reflected in Mix of Programmes in Structure
- Establishment of a Sector Focus in Skills Development

- Defining a Specific Role for SOEs in Skills Development
- Incentives to Promote an Increase in Private Spending on Training

There are six emerging policy trends which will, perhaps, transform the manner in which skills development is undertaken by institutions, Provinces and communities. These are as follows:

Partnerships: There is an emphasis on partnerships with public and private employers for learners to attain workplace experience. Such partnerships are not ad hoc and incidental, but are well-established relationships and networks that are governed by commitments and agreements where employers take responsibility for training.

Networks of Public and Private Institutions Engaged in Skills Development: There is a policy shift where public and private delivery is no longer seen as separate and independent. The shift is towards the establishment of delivery networks which involve NGOs, private providers, employers and public institutions in a structure which maximizes skills development services both geographically and by audiences and communities to be served. The NDP specifically notes that the “one-size-fits-all model is inappropriate” (page 287) and that a more differentiated approach should be adopted.

Flexible and Diverse Programming Structures to Maximize Responsiveness: Institutions cannot be responsive to labour market dynamics and to the diverse population to be served with a permanently established and inflexible array of vocational programmes. Programming must be adapted to social and economic imperatives. Programming structures must be designed to maximize services to diverse populations and adapt to the changing demands of the economy and society.

Spatial Focus in Delivery: The spatial focus in skills development has become most prominent. There is particular concern regarding the lack of access to skills development in rural and disadvantaged areas where such access is sometimes most valued and most needed.

A Sector Focus in Skills Development: There is a movement towards a sector focus in skills development recognizing that sectoral needs and dynamics may be different. The focus is also directed to sectoral contributions to skills development delivery through partnerships or through the private sector adopting institutions and programmes in sector-based skill specializations.

Responsiveness to Social Issues and Circumstances: Skills development has always had a focus on social responsiveness. This has become much more critical in light of youth unemployment, and in light of the lack of access to skills development in many disadvantaged communities. Such responsiveness has become much more programmatic, and there is greater accountability to ensure that social issues are clearly reflected in skills development programming.

Box 3: Case Study on Skills & Artisan Development

Case Study on Skills and Artisan Development

Thanks to funding from the NSF and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA), the Province was able to train 990 artisans in the manufacturing and engineering sector. Furthermore, the Mangosuthu University of Technology signed an MoU for maritime training.

Youth Development

Youth development is included among the policy priorities in the HRD because of the importance of youth in the overall development trajectory of the Province. Youth represents almost 50% of the population of the Province, and over 50% of the Province's unemployment. As many as 40% of people aged 20-34 years were unemployed in 2014. The unemployment rate was as high as 57% among young people in their early twenties.

There is a significant increase in the number of out-of-school-youth from year to year and even youth who are graduates of TVETs and higher education institutions have difficulties in securing employment. Youth represent the Province's human resource potential for the future, and, to the extent that youth are not well served and developed, the future of the Province may be compromised.

The HRD strategy, therefore, seeks to assess the policy trends in youth development in an effort to determine the manner in which this significant cohort of the Province's population could be developed and productively engaged through the HRD strategy. Many key policy documents on skills development have given priority to young people. These include the HRDSA (2010), the NSDSIII (2010), the Integrated Youth Development Strategy 2011-2021 (NYDA, 2010), the National Youth Development Policy Framework 2002-2007, the National Youth Development Agency Act No. 54 of 2008 and other related policy documents such as the White Paper on Social Welfare (1997). However, the most recent policy documents are the National Youth Development Agency's Strategic Plan (2014-2019) and the National Youth Policy 2015-2020.

In 2013, the National Youth Development Agency (NYDA) introduced a new strategic direction. NYDA adopted the role of facilitator, and 'go-to' partner in youth development and reduced the amount of direct programmer funding and execution. NYDA is now involved in greater stakeholder collaboration, and the development of stronger enablement, project management and evaluation capabilities. This new focus positions NYDA as a custodian of overall sector performance and enables NYDA to be in a position to address sector deficiencies. NYDA Strategic Plan 2014-2019 identifies four strategic objectives, under which fit six key programme areas (National Youth Development Agency, 2014):

- Improved sustainable livelihood opportunities for young people in South Africa;

- ❖ Economic participation - to enhance the participation of young people in the economy.
 - ❖ Education and skills development - to facilitate and implement education opportunities in order to improve the quality education attainment of youth and facilitate and implement skills programmes.
 - ❖ Health and well-being - to facilitate access to health and well-being programmes.
- **Enhanced participation of youth in social cohesion towards nation building;**
 - ❖ Health and well-being - to provide health and well-being interventions to young people
- **Enhance an enabling environment that promotes youth development in all sectors of South African society; and**
 - ❖ Policy, research and development - to create and produce information and knowledge for better youth development planning and decision-making.
- **Develop and enhance a credible and capable agency for youth development.**
 - ❖ Governance - to establish a credible, efficient, and effective organisation in terms of the NYDA governance identified areas.

Based on an assessment of the NYDA's Strategic Plan and based on a review of related policy documents, 10 critical policy trends have been identified. These policy trends could have significant bearing on the HRD strategy of the Province, and have critical implications for the Province's approach to youth development. These policy trends are itemized below and described briefly in the consolidated report.

- An Integrated and Coordinated Package of Service for Youth Social Cohesion and Youth Volunteerism
- Creating Enabling Environment for Youth to Participate in the Economy
- Consideration of Youth as a very Diverse and Special Target Group
- Professionalization of Youth Work
- Multi-Sectoral Responses for Service to Youth
- Education and Skills Development for Youth
- Life Skills for Sustainable Development
- Uniqueness of Programme Design Approaches

One further change in youth development includes the introduction of the [Employment Tax Incentive Act \(Act no. 26 of 2013\)](#). The Employment Tax Initiative (ETI) is an incentive aimed at encouraging employers to hire young work seekers. It was implemented with effect from 1 January 2014.

Box 4: Case Study for Youth Development

Case Study for Youth Development

The Harambee Youth Accelerator Centre in Johannesburg recruits, screens, trains and places first-time youth work-seekers who are marginalised from the existing corporate recruitment networks. Harambee describes their purpose saying that they connect “employers looking for entry-level talent to young, high-potential work-seekers who are currently locked out of the formal economy. Started in 2011, we recruit candidates where existing corporate recruitment networks do not reach, assess their competencies and match them to jobs where they are most likely to succeed. We then deliver high quality work readiness programmes that directly address the risks identified by employers in taking on first-time workers” (Harambee, no date).

Adult Education and Training

Adult education and training is a critical component of the education and training structure for serving out-of-school youth and adults. The current institutional structure for adult education and training is diverse. Existing programmes in adult education serve only a small fraction of the population to be served; the success rate of learners is low, and very few learners progress from ABET level 4 (N2F1) to the next level.

In addition, adult learners have unique needs that are sometimes not addressed. The policy trend for adult education and training is evident primarily in the White Paper on Post School Education and Training, but is also noted in a variety of other policy documents including the KZN Adult Education and Training report published by the Department of Education (2010), and the adult education and training priorities in NSDS111, among others. The general orientation of AET policy is quality, relevance and responsiveness, on the one hand, and, on the other, the diversification of AET programming using training delivery networks.

The policy trends in adult education and training are itemized below and discussed in the situational analysis documents.

- Community Education and Training Centres (CETC)
- National Registry of Private Providers in AET
- Employment Related Focus of AET
- Community-Based Lifelong Learning
- Articulation of AET with the Post School Sector
- Diversify AET Delivery
- Delivery Networks for AET
- Norms and Standards for PALCs
- Responsiveness to the Needs of Learners
- Entry Point for Further Learning

In an attempt to respond positively to the challenge of providing for the education and training needs of these youth and adults, the state has instigated a shift in responsibility for Public Adult Learning Centres (PALCs) from provincial education departments to the

DHET, which has been made possible by the Further Education and Training Colleges Amendment Act (No. 1 of 2013) (Department of Higher Education and Training, 2013). The PALCs will be absorbed into a new type of post-school institution: the community colleges, as envisaged in the Further Education and Training Colleges Amendment Act mentioned above. These colleges are expected to be sensitive to the needs of their communities. They will primarily target youth and adults who for various reasons did not complete their schooling or who never attended school. Initially, nine new colleges will be piloted - one in each Province, each starting with a cluster of PALCs. The pilot process will be closely monitored and evaluated to assist the DHET.

Box 5: Case Study for Adult Education and Training

Case Study for Adult Education and Training

KwaZulu-Natal has one of the best adult basic education and training programmes in the country, and during 2014/15 it shared its successful model with North West (Human Resource Development Council, 2015).

Effects of policy on the productive engagement of people

The traditional approach to an HRD strategy seeks to align the interface between the supply of skilled people by institutions and the demand for these skills in the economy. While the HRD strategy for the Province is also centered on this approach, it has established a wider definition of demand. In the context of this strategy, the term employment demand is substituted with the term “productive engagement of people”.

The strategy seeks to ensure that all people are developed to their full potential, and that all are then productively engaged in society - either economically or socially. In this sense, “getting the best of our people” in the Province means that we develop and use our people to the fullest. The productive engagement of people, therefore, is not limited to the economic consequences or successes in the labour market, but it is extended to the role people play in building and sustaining better communities, and in advancing the general welfare of society.

This extended definition is not contrary to policy trends since it embraces and seeks to advance the social cohesion dialogue. What this definition highlights, is that people should be prepared for, and opportunities should be created to enable their productive engagement and to ensure among other goals, social cohesion in society. Hence, part of the policy focus in considering the productive engagement of people is the opportunities that are created in society for social cohesion and the extent to which social infrastructure is established to build and sustain the welfare of communities.

Accordingly, this section looks at policy trends for the productive engagement of people in the economic context as well as in the social context. The policy context for HRD in each of these areas will be reviewed, and the implications for HRD will be highlighted. In this document, these implications have been considered in crafting the strategic options for HRD in the Province.

In respect to employment demand in the economy and the overall demand for the productive engagement of people in society, the policy trends are not separate and distinct. Social imperatives impact all policies being considered, and hence, there is an overlap between social and economic policies. In spite of this, however, the economic and the social policies that are reviewed are considered within its own framework of overriding considerations. At the foundation of the economic policies influencing HRD, for instance, is the thrust toward employment creation and the adoption of labour absorbing industrial policy in order to create jobs. Social policies, on the other hand, are similarly concerned with the positive effect of employment on wages and on alleviating poverty, but its core focus is on equity, social engagement and the welfare of youth and their communities. In different ways, therefore, these two areas are critical to the productive engagement of people, and both will be discussed separately in the sub-sections to follow.

Employment demand and economic engagement of people

Policies on employment demand are primarily concerned with the creation of employment through an approach to industrial restructuring which enables both economic growth and job creation. Generally referred to as labour absorptive economic growth, many strategic proposals and many policy initiatives seek to create an economic environment that will foster economic growth and create jobs. This section of the chapter presents a brief overview of the major policy trends which seek to boost employment demand. These policy trends are evident in a wide variety of policy documents at both the national and provincial levels. The main documents at the national level are: the National Development Plan (2011); the Provincial Growth and Development Strategy (2016) the Industrial Policy Action Plan (IPAP) (2011); the Provincial Industrial Development Strategy (2010); the National Industrial Policy Framework (2010); the National Spatial Development Perspective (2011); and the New Growth Path (2011), among others. These documents make a variety of policy proposals for creating an environment for the prioritized industrial sectors to perform well, and hence create jobs. The policy initiatives are therefore those initiatives which serve to create an economic environment for labour absorptive growth.

There are a variety of social, economic and technical factors which influence the success of firms in the various economic sectors, and hence influence the number and types of jobs created. To the extent that there are policy drivers which create favourable conditions for growth, then, it is more likely that the economy in the area will begin to generate jobs. The policy trends to be reviewed are the policy trends which are focused on creating a favourable environment for labour absorptive growth. There are 7 policy trends that are important in the context of the HRD strategy. These trends are presented below, and each is discussed briefly, and in the end, the implications for HRD are noted.

- ***Industrial Development which focuses on Industrial Restructuring:*** In the post-apartheid era, industrial policy is focused on a fundamental transformation of the industrial structure of the economy. The NGP refers to this as the need to reindustrialize. This reindustrialization or restructuring seeks to promote

diversification, focus on manufactured value-added products, encourage labour absorbing industrialization, realize higher levels of participation of historically disadvantaged people, and revise the economic geography which has excluded many communities from economic opportunities and prosperity. These considerations have influenced industrial policy post 1994 in an effort to balance economic growth with social equity and the expansion of economic opportunities. Such policy interventions have included: labour laws; the regulation of competition; the establishment of modern infrastructure for linking people, business and markets; focus on sectors which will most adequately respond to industrial policy priorities; and the enhanced analysis and focus on the geographic potential for industrial development. The emphasis has been to focus on core initiatives with high economic potential in particular areas, rather than to spread development efforts in a manner which will limit the desired outcomes. This policy dispensation affects HRD in terms of managing the supply and to meet the needs of a restructured and re-industrialized economy.

- ***Embedding in Industrial Strategies, Initiatives for Employment Creation:*** In pursuing a labour absorbing industrial strategy, it is essential that favourable conditions be created for the various sectors of the economy to perform sufficiently well and to employ factors of production which generate jobs. Poor economic performance in the sector will shed jobs, and a high capital intensity of production will limit the creation of jobs, particularly in light of the low skills level of the population. Several job drivers have been identified in the New Growth Path. Among these the most significant are: substantial public investment in infrastructure; targeting more labour absorbing activities across the main economic sectors; taking advantage of the new opportunities in the knowledge and green economies; leveraging social capital in the social economy; and promoting spatial development through fostering rural development and regional integration. In each of these areas, a specific number of jobs have been targeted. In addition to these drivers, policy initiatives have been taken to: support the development and transform the value chain in critical sectors to create opportunities for new entrants; build markets; and invest in research and innovation to create comparative advantage and to grow markets for products. All these initiatives are both part of the industrial restructuring agenda, and part of the agenda, to create jobs in the economy.
- ***Outlining Industrial Strategic Priorities for Employment Creation - Targeting Sectors and Jobs to be created:*** The current trend in industrial policy is to target sectors to be developed, jobs to be created and even the employment intensity of growth to be achieved. While the New Growth Path (NGP) has identified industrial sectors to be targeted, particularly for employment generation, other national and provincial policy documents have also identified priority sectors for focus. Industrial and economic sectors have been prioritized on a variety of criteria with the main challenge being that of balancing sustained economic growth and expansion with that of advancing transformational priorities such as job creation and transforming industrial structures. The sectors that are prioritized by the NGP for employment creation are: infrastructure; the agriculture value chain; the mining value chain;

the green economy; the manufacturing sectors included in IPAP2; and tourism and certain high level services. IPAP2 has classified priority sectors into 3 areas of focus: qualitatively new areas of focus; scaled-up and broadened interventions; and sectors with potential for the development of long term advanced capabilities.

- ***Addressing in Industrial Policy the Social Dimensions of Employment Creation:*** The New Growth Path (2010) has stressed the need to strengthen “the connection between economic and social measures” (page 8). The main areas of focus here are income equality and the disadvantages suffered in rural communities. Although there are poverty zones in the Province’s urban centres, rural areas are generally the poorest regions of the Province, with the highest unemployment rates, the lowest household incomes, the most vulnerable workers and the most disadvantaged youth. Current industrial and economic policy measures seek to address the needs of the rural poor and to promote income equality and opportunities for the poor through skills enhancement, small enterprise development, wage and productivity gain sharing policies, progressive taxation and public services targeted primarily at low income households (NGP page 8). In this regard, education and health are prioritized as crucial investments for the welfare of people and their productive participation in the economy. Employment creation is seen as a central measure for addressing the inequalities in society and expanding opportunities for peoples’ success in life.
- ***Addressing in Industrial Strategy the Spatial Dimensions of Employment Creation:*** Spatial development recognizes regional differences and the need to make the best use of the inherent potential of different geographic zones. Here, one of the most critical considerations in industrial policy is the spatial perspective promoted in the NSDP (National Spatial Development Perspective, 2011). The spatial perspective is based on: (1) the exclusivity of economic growth; (2) the need for basic services to all citizens wherever they reside; (3) the need to ensure that government spending is based on localities of economic growth and potential; (4) the need to focus and address social inequalities which are localized; and (5) the need to address the spatial distortion of the apartheid era by focusing future settlement and economic development into activity corridors and nodes. The spatial perspective seeks to ensure that the poor are able to benefit from growth and development opportunities in areas of economic potential. The Provincial Spatial Economic Development Strategy (PSEDS) (2011) has mapped the areas of economic potential in the Province, and has identified the most deprived areas where economic activity will be beneficial. The PSEDS has also mapped the primary and secondary corridors, and noted the economic potential of each. Spatial industrial and economic development is also affected by industrial infrastructure programmes such as industrial development zones; the establishment of ports, airports and telecommunications infrastructure; the establishment of industrial parks, hi-tech and science parks and catalytic projects such as cold chain facilities.
- ***Promoting Self Employment to Boost Economic Opportunities:*** While one aspect of employment creation is a focus on specific economic sectors with the potential for labour absorption, another aspect of employment creation which is gaining momentum is that of self-employment. In this regard, one avenue of industrial

restructuring is that of expanding opportunities for self-employment in the value chain of established sectors of the economy such as mining and agriculture.

- **Promoting Stakeholder Participation so that Joint Responsibility is taken for Labour Absorptive Growth:** Skills development, job creation and the management of socially sensitive economic growth is increasingly seen as a joint responsibility of social partners and stakeholders in the process of economic development. The NGP recognizes that “Not all the steps required to secure the necessary employment and growth outcomes can be done by government” (page 26). Social partners have a key role to play and, in sharing the benefits and sacrifices to be made, joint efforts will require “intensive social dialogue”. This model of “social dialogue” is required in all components of the development agenda, including HRD planning, restructuring and delivery.

Social cohesion and social engagement of people

Productive engagement of people does not only refer to employment, it also refers to the opportunities that are provided for people, particularly youth, to participate fully in society by rendering services, nurturing positive bonds and by being empowered to make responsible decisions about themselves, others and their environment. From the demand perspective, the concern here is about opportunities created in society to foster social engagement and promote social cohesion. To the extent that there are such opportunities, then people in communities, particularly youth, can be productively engaged in ways which benefit society. While there is much reference to social cohesion in recent policy documents, and while social cohesion is widely recognized as beneficial to society, such programmes are not formalized, not integrated and are rarely supported at a level where the impact is significant. One key consideration, therefore, is the adequacy of the structures and initiatives to promote social cohesion. Many policy initiatives have been made to foster this social engagement in a wide variety of policy fields - from education and social welfare, to economic and industrial policy. In integrating the policy priorities in other documents, the IYDS (2011) has presented the most comprehensive documentation of social cohesion initiatives for youth. The key priorities in establishing social cohesion and promoting productive social engagement among youth and adults are itemized and discussed below.

- **Volunteerism:** The NYS Development Policy Framework 2002 prioritized the participation of youth in volunteerism as a mechanism to build patriotism and generate social cohesion. Here, youth of different age groups are provided with a variety of opportunities to volunteer. But this volunteerism is complemented with the opportunity for youth to develop skills, build core values and acquire work experience. The concept of volunteerism is about productive engagement which builds the capacity of youth and adults to assume responsible roles in society. Structures must be created to encourage volunteerism and ensure social fulfillment as volunteers. The NGP, for instance, has suggested the establishment of educational programmes in rural education, literacy development, greening and green education and HIV education. Youth brigades and the tourism industry have

established youth ambassadors. Volunteerism is not common among the poor and among young people who are uneducated, unskilled and unemployed (VOESA 2006). As part of investment in social capital, programmes could be established where unengaged youth and adults can receive stipends for services they offer.

- ***Sports, Arts, Culture and Heritage:*** One of the avenues of social engagement is participation in sports and recreation, and involvement in activities related to arts, culture and heritage. The IYDS has promoted sports and recreation as one of the avenues for the social engagement of youth. However, a study by HSRC reported that 50% of South Africans do not participate in sport because of lack of facilities (HSRC 2005). Opportunities for participation in sports and recreation exist and are steadily increasing, but still not available to the extent necessary. Similarly, opportunities in arts, culture and heritage exist, but are relatively unexplained on a wide scale, and generally not developed in many communities. The IYDS notes that “There is limited access, both in and out of school premises, to facilities, equipment and guidance for young people interested in and with the talent for art and cultural activities” (page 188). Yet these areas are seen as having significant economic and social potential. For instance, social cohesion is seen as a means to address the protection, development and presentation of heritage attributes (DAC 2011), and the craft sector is seen as presenting many opportunities for emerging entrepreneurs (IPAP11) and the social engagement of youth (IYDS). These areas are seen to have significant potential for social engagement in current policy.
- ***Civic responsibility and participation:*** Civic responsibility is a broad term to reflect the level of social commitment to the welfare of society and one’s immediate community. Civic participation is usually reflected in voter registration and in participation in community activism, volunteerism and decision making. Voter registration among youth has stagnated or is in decline, and opportunities for youth to participate in decision-making are not always explored to the fullest. There are, therefore, two aspects of civic responsibility to be considered - civic education and opportunities for civic participation. In terms of civic education, the Civic and Citizenship Education Programme (CCEP) and the Civic Shared Social Responsibility Programme (CSSRP) promoted by the IYDS are examples worth noting. In terms of civic participation in critical development activities it is necessary to consider the promotion of youth networks that connect and inform young people and communicate opportunities for them to engage socially.

SECTION C - THE DEVELOPMENT AND PRODUCTIVE ENGAGEMENT OF PEOPLE

Human resource development is part of human development, and, is concerned about the manner in which society prepares people for self-sufficiency and for productive engagement in society. The development of people is concerned with people and their circumstances, and with the opportunities that are available for them to reach their developmental potential, or to overcome the circumstances which may prevent them from doing so.

Human resource development is concerned with all individuals in society, from birth to death; it is concerned with their current level of development and their potential to develop; with the level and accessibility of opportunities for their growth, and the manner in which these opportunities are accessed and utilized; and with the overall productivity of provincial education and training structures in generating a population that will build communities, preserve the welfare of families and contribute to the social and economic welfare of the Province.

The purpose of this section is to examine one of the core considerations of HRD: the development of people in the Province, or, what is generally referred to as the “supply of skills”. The section will look at people and their circumstances, and will thereby assess the human resource capacity of the Province. The section will also examine the skills supply stream, and assess the provincial capability and effectiveness in building human resource capacity to meet the social and economic needs and priorities of the Province.

The Demographic Profile

The situational analysis of the KZN Provincial HRD strategy analysed the demographic profile in terms of the 6 aspects of the Province’s demography. These are as follows: (1) the population profile; (2) poverty and inequality; (3) health and welfare; (4) the Literacy Rates and educational level of the population; (5) the skill level of the population; and (6) the status of household infrastructure.

While all aspect are critical for HRD, we will focus on 3 key aspects: (a) the population profile; (b) Literacy Rates and the educational level of the population; and (c) the skills level of the population.

The population profile

The population of the Province, according to the 2011 Census is 10,267, 300 and has risen to 11,1 million by 2015 according to the community survey. A total of 34% of the Province’s population resides in EThekweni, followed by UMgungundlovu (10%), UThungulu (9%), Zululand (8%) and Ugu and UThukela (7%). The least populous districts are UMzinyathi, Sisonke, ILembe and Amajuba. About 4.5 million or 43% of the population is

of school age (0-19 years), with 1.2 million or 12% of the population below age of 4. According to the definition of youth as individuals between the ages of 15 to 35 years of age, about 3.9 million or 38% of the Province's population fit within this category.

Of all the districts, UMkhanyakude and Zululand have the highest population of children in school with approximately 54% of the population below the age of 20. Between 2001 and 2011, the proportion of the population in the youth category (15-35) has changed from 3,443,376 representing 36% of the population in 2001, to 3,932,082 representing 38% of the population, and a cumulative change in the size of the youth cohort by about 2%.

About 87% of the population is African, 7.4% Indian, 4.2% White and 1.4% Coloured. Kwazulu-Natal's share of the national population has decreased from 22% in 2001 to 20% in 2011.

Kwazulu-Natal is, for all essential purposes, a relatively rural Province, with 54% of the population residing in rural areas, and 53% of the population residing in the 3 district municipalities which contribute the most to the economy of the Province. As a result, 48% of the population resides in areas where economic development is lagging. The majority of women and school children reside in rural KZN.

Internal and external migration data raises concern about the management of the Province's human capital. Migration statistics show that KZN is a net exporter of people and skills to the rest of the country with significant outflows towards Gauteng, the Western and Eastern Cape and Mpumalanga. Although the Province is a net exporter of people, there is significant in-migration from Gauteng, Mpumalanga and the Eastern Cape.

Within the Province, there is a net of flow of people, talent and skills from rural areas into the urban centres and metropolitan areas. Because of the level of under-development in most of the rural areas, people move toward the metropolitan areas in order to seek employment and in order to capitalize on educational opportunities that would create a better life for them.

The effective use of the human resources of the Province is inextricably linked to the geographic distribution of economic and educational infrastructure, and to the geographic distribution of educational infrastructure and opportunities. From a spatial perspective on the development of the Province, migration patterns are critical in planning and delivering services in education and training.

Growth rate and lower fertility rates have resulted in a declining population growth rate in the Province. Between 2001 and 2011, the population growth rate has decreased from .47% to .28%. Adult life expectancy at birth has decreased from 53 years in 1996, to 51.6 in 2000 and 43 years in 2009. Life expectancy has now increased to 48 years according to the 2011 census. The decrease in life expectancy between 2001 and 2009 resulted from the high adult mortality rate due to the impact of HIV and AIDS. However, some gains in the fight against HIV and AIDS are beginning to change this trend. Adult mortality rate was estimated at 72% in 2008 and 75% in 2009.

Population growth rates and life expectancy differ by municipal districts and local municipalities. Although a comprehensive analysis has not been conducted on these

differences, preliminary analysis seems to indicate lower life expectancy in poorer and more disadvantaged communities. The data on population growth, life expectancy and the impact of HIV and AIDS signals a significant decline in the most productive cohorts of the population that should normally be available to enter the labour force as highly skilled individuals.

In spite of the efforts made by the flagship programmes of KZN's social cluster, such as Operation Sukuma Sakhe, under 5 mortality rate in the Province was estimated at 90% in 2008 and 88% in 2009 and 85% in 2011. Although the rate is declining, it is still excessively high, and may even be higher in rural and poor communities.

Poverty and inequality limit the capacity of people to realize their full potential. They introduce bias in the availability of opportunities, inequities in the potential to achieve economically or educationally, and limitations in the overall capacity of the poor to be successful. HRD in KZN is most heavily affected by these limitations. A variety of measures are used in order to derive a comprehensive assessment of poverty and inequality in the Province. One of the primary concerns in the analysis is the variation of poverty and inequality on a geographic basis, and hence, the vast differences in opportunities to succeed depending on place of residence within the Province

Literacy rates and education level of the population

The educational level of the population is a general indicator of the extent to which the human potential of the Province could be effectively applied in achieving its developmental priorities. It also represents the quality of the labour force, and it gives an overall sense of the productive potential of the population. While literacy and the education level of the population have increased steadily over the last 10 years, the overall quality of the labour force is still low in terms of skills, and in terms of the level of education achieved. According to the 2011 Census, 7,02% of the population have no schooling and 26% of the population have not completed primary school. In terms of the standard measures of literacy used by the census, there are still 382,000 (6%) people who cannot write their name. Eight percent are unable to read, 11% are unable to fill in a form and 5% are unable to work out the change to be received when buying something.

A total of 631,000 or 9% of the population are unable to read road signs. While there is a higher level of education participation among youth, and while this has accounted for an overall increase in the level of education of the population, this increase has masked some of the key problems that still exist. The labour force is still predominantly a low-skilled labour force with 80% of all workers classified as unskilled or semi-skilled. The level of education of the population affects the education and welfare of children, since a large percentage of parents, young and old, do not have the educational foundation necessary to effectively support their children at school. The quality of skills supply is compromised, and the productive potential of the population is not maximized.

The skills level of the population

The overall skill level of the labour force provides an indication of the productivity potential of the population. Because of the unavailability of precise data in this area, the skill level of the labour force is first presented in 3 categories: the highly skilled, representing professionals and technicians; skilled personnel representing craftsmen; and semi-skilled and unskilled representing people with lower level technical skills and unskilled labourers. In addition, skill level is further broken down into the following 8 standard categories: managers, technicians, clerks, services and sales, agricultural workers, trade workers, operators and elementary workers

About 13% of those employed in the formal sector is classified as highly skilled, and this is consistent for all municipal districts, except EThekweni where slightly more are classified as highly skilled (14%), and ILembe where slightly less (11%) are classified in this category. About 43% of the employed in the formal sector in the Province are classified as semi or unskilled. Most districts have about 47% unskilled with the exception of EThekweni and Amajuba which have 41% and 42% respectively.

The skill structures of employment in the informal sector are different with more than 70% workers classified as unskilled or semiskilled and more than 80% having less than matric qualifications.

In 2010, about 20% of the employed population was engaged in the formal sector.

The labour market profile

There are different forms of work, these include work as employment (work to generate income), unpaid work which includes volunteer work and domestic work for own final household consumption. Statistics South Africa measures all forms of work including work which should be abolished like child labour.

Work as employment is measured from two sources, establishment surveys and household based surveys. The Quarterly Employment Survey (QES) is establishment based while The Quarterly Labour Force Survey (QLFS) is a household based survey. The two sources differ in coverage, scope, unit of measurement and method of collection. Because of these differences, the two sources yield different figures. However, the two sources should be regarded as complementary rather than competitive.

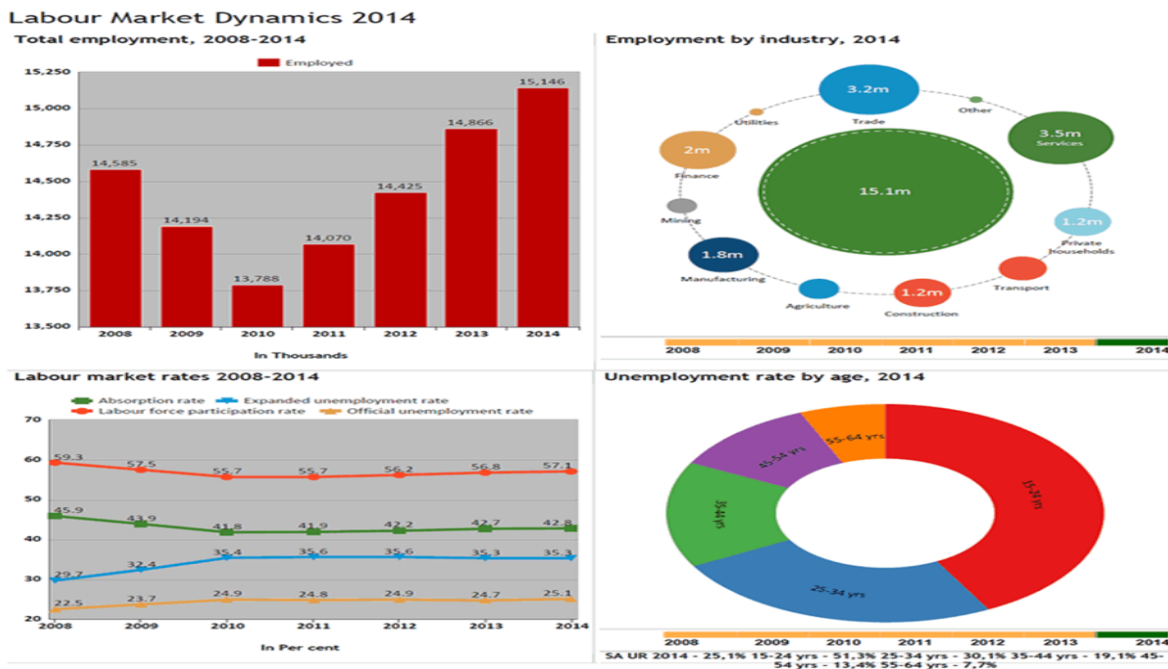
Each source has advantages and limitations in terms of statistics yielded. The QES covers non-agricultural formal sector employment while the QLFS covers total employment in all industries and sectors. The QLFS can also provide information on demographic characteristics of the labour force (employment and unemployment) which the QES cannot provide.

- Between 2008 and 2014, the number of employed persons increased from 14,6 million to 15,1 million; however, the number of unemployed persons increased from

4,3 million to 5,1 million, resulting in an increase in the unemployment rate from 22,5% in 2008 to 25,1% in 2014. In addition, the absorption rate in 2014 at 42,8% was still 3,1 percentage points below the peak reached in 2008.

- Labour market rates vary by Province; with the exception of Limpopo, unemployment rates increased in all Provinces, most notably by 10,5 percentage points in Free State and 7,1 percentage points in Northern Cape. The unemployment rate in Limpopo declined by 13,2 percentage points to 16,5% in 2014 due to a shift into discouragement.
- The absorption rate also declined in all Provinces, and although it increased in Limpopo, this Province had the second lowest rate in both 2008 and 2014. Reflecting the changes in employment and unemployment over the period 2008-2014, the labour force participation rate declined in five Provinces, with Limpopo reflecting the lowest rate in both years.
- Young people experience higher unemployment rates and lower absorption rates relative to adults. In addition, the unemployment rate for young people aged 15-24 years increased from 45,6% in 2008 to 51,3% in 2014, constituting the largest increase among all age groups. Unemployment rates for persons with a qualification less than matric is close to three times that of persons with a tertiary qualification; the unemployment rate for this group also increased by the largest percentage over the period 2008-2014 (3,3 percentage points).

Figure 3 The South African labour market (Stats SA)



Employment patterns and trends

- Employment gains between 2008 and 2014 by industry highlight that the largest gains were observed in Community and social services (717 000), Finance (248 000) and Transport (108 000).
- The Community and social services industry (23,1%) was the biggest employer in seven of the nine Provinces, while the Trade industry (21,1%) remained the second largest contributor to employment in all Provinces. However, in Western Cape and Mpumalanga, Trade was the biggest employer, while the Mining (2,8%) and Utilities (0,8%) industries remained the smallest employers.
- When comparing 2008 and 2014, the gain in employment by occupational categories was mainly due to a rise in Sales (468 000), Manager (234 000) and Clerical (110 000) occupations.
- Over the period 2008 to 2014, employment levels in the formal sector increased by 739 000 to 10,8 million in 2014, while in the informal sector, employment was virtually unchanged at 2,4 million (up 13 000 jobs since 2008)
- Between 2008 and 2014, the average weekly hours worked declined from 45 to 43 hours. Average hours worked by men were consistently higher compared to those of women.
- The number of underemployed persons declined from 651 000 in 2008 to 602 000 in 2014 as the number of employed increased by 504 000 to 15,1 million in 2014. This resulted in a decline in the underemployment rate of 0,5 of a percentage point, from 4,5% in 2008 to 4,0% in 2014.
- While the share of employees working excessive hours declined, men were more likely to work excessive hours than women. The proportion of employees who were members of a trade union declined over the period 2008 to 2014, most notably in the Community and services industry, while the proportion of unionised employees increased in the Mining and Utilities.
- Gender disparities continue to exist in terms of access to benefits. Despite rising for both men and women, a higher proportion of male employees were entitled to paid sick leave. The proportion of employees who had access to pension/retirement fund contributions by their employer increased from 45,5% in 2008 to 48,9% in 2014, while access was higher among male employees relative to female employees. In 2014, more than 50% of employees indicated that their salary increment was negotiated by the employer only; it was also the only category to show an increase between 2011 and 2014.
- Median monthly earnings for employees increased from R2 900 in 2010 to R3 033 in 2014, however the level was unchanged from 2013. While gender disparities still remain, within-gender inequality increased over the period, in particular between the top and bottom of the income distribution. Earnings inequalities among population groups are evident; in 2014, an employee from the white population group earned close to four times the median earnings of a black African employee.

- Between 2010 and 2014, earnings levels increased in all industries, with the exception of Community and personal services (down R1 000). The largest increase in earnings was observed in Mining (R2 000), Utilities (R1 000) and Agriculture (R858). Earnings growth over the period was robust in skilled occupations, in particular Managers (R5 000) and Professionals (R4 400).
- At provincial level, median earnings in 2014 was highest in Gauteng and the Western Cape while earnings increased the most over the period 2010-2014 in Gauteng (R833), Free State (R500) and the Western Cape (R423).
- Between 2010 and 2014, the number of persons engaged in own-use activities as a percentage of the working-age population declined from 16,1% to 14,3%, as the number of persons engaged in subsistence agriculture declined.
- Between 2011 and 2014, fetching of water or collecting wood/dung was the main own-use activity undertaken by South Africans aged 15-64 years. This type of activity is not counted as employment in South Africa and is predominately undertaken by women, black Africans, those who have never married, young people between the ages of 15 and 34 years, the less educated, and persons residing in KwaZulu-Natal, Eastern Cape and Limpopo.

Labour market dynamics

- Between 2010 and 2014, panel data constructed from the Quarterly Labour Force Survey (QLFS) over the two quarters (Q3 to Q4) indicate that the employed are more likely to remain employed. In 2010, 93,9% remained in employment while in 2014, the percentage was 93,0%.
- Provincial variation in employment retention rates is evident. In 2014, employment retention rates ranged from a high of 95,4% in Western Cape to 88,2% in Eastern Cape. Over the period 2010-2014, retention rates declined in all Provinces with the exception of Western Cape (1,5 percentage points) and Limpopo (1,2 percentage points), where rates increased.
- In 2010, only 10,3% of the unemployed found employment between Q3 and Q4; however, by 2014, this increased to 13,0%.
- The informal sector serves as a point of entry to the formal sector; however, provincial disparities are evident. Between Q3 and Q4: 2014, 19,9% of individuals who worked in the informal sector in Western Cape found a job in the formal sector, in contrast to only 9,0% of informal sector workers in Limpopo who found a formal sector job.
- The informal sector does not provide for stable employment. Nationally, 15,1% of informal sector workers moved out of employment, while in Eastern Cape and Mpumalanga, more than one in five of those employed in the informal sector moved out of employment in the subsequent quarter.

- The analysis identifies that certain factors hinder the transition into employment for those without jobs; in particular, lack of experience, being female, and being a young person.
- While young people are less likely to transition into employment compared to adults, in 2014 these transition rates were highest in Provinces such as Western Cape (6,9%), Mpumalanga (6,4%) and Gauteng (6,1%).
- Experience and education levels play an important role in improving the chances of finding a job. At provincial level, the unemployed with no previous work experience have a very slim chance of finding employment in Western Cape, Northern Cape and KwaZulu-Natal. In 2014, a person without a job but with a tertiary-level education was nearly twice as likely to find employment on a quarterly basis compared to those without a job and less than a matric.

Unemployment patterns and trends

- Unemployment in South Africa exhibits certain demographic characteristics, in particular, unemployment is concentrated amongst black Africans, the less educated, the youth, women and those without prior work experience. In 2014, individuals with less than a matric qualification accounted for 59,2% of the unemployed, down from 64,0% in 2008.
- Over the period 2008-2014, more than half of the unemployed indicated that they had a job prior to becoming unemployed. Search methods most utilised by the unemployed included enquiring at workplaces, with close to three out of five unemployed persons using this method. Between 2008 and 2014, the largest increase in a search method used was observed amongst unemployed persons answering job adverts or browsing the Internet for available jobs.
- Between 2008 and 2014, the number of long-term unemployed persons increased, with more than half of the unemployed looking for a job for more than a year. In 2014, those with a below-matric qualification accounted for 59,3% of the unemployed. The incidence of long-term unemployment was highest for those aged 45-54 years in both 2008 and 2014; however, the incidence increased most over the period for youth aged 15-24 years.
- A larger proportion of women compared to men were unemployed for a year or longer, while the black African population had the highest incidence of long-term unemployment among all population groups.
- The incidence of long-term unemployment for those without prior work experience was nearly double that of the unemployed who had worked before. In addition, between 2008 and 2011, the incidence of long-term unemployment increased from 74,5% to 81,8% for those with no prior work experience.

Government job creation programmes

- Awareness about the Expanded Public Works Programme and other government job creation programmes increased from 42,8% to 52,0% in 2014. Women are more likely to participate in these programmes, with the share of women among those who participated increasing from 59,3% in 2011 to 63,1% in 2014.
- In 2011, a larger proportion of youth participated (51,1%), but by 2014 this had reversed in favour of adults (54,4%). In both 2011 and 2014, participation in the Expanded Public Works Programme was dominated by persons with an educational qualification lower than matric (65,6% and 69,9%).
- In 2014, Eastern Cape accounted for 22,7% of those who participated in these programmes, followed by Gauteng (17,0%) and KwaZulu-Natal (14,9%).
- In 2014, seven out of ten of those who participated in the EPWP and other government job creation programmes were employed, up from 56,9% in 2011. Between 2011 and 2014, the proportion of those who participated in these programmes and who were employed in Tertiary industries increased from 58,1% to 75,1%. The proportion of those persons employed in low-skilled occupations also increased from 51,1% to 72,4% over the period.
- Four out of every five participants who were employed had a formal sector job - a trend that has been continuing since 2011.

Youth in the labour market

- The number of young people in the working-age population increased from 18,3 million in 2008 to 19,5 million in 2014. Over this period, the number of employed youth declined by 467 000 to 6,0 million, while the number of unemployed increased by 319 000 to 3,4 million.
- Over the period 2008-2014, the education profile of young people improved; the share of young people with jobs who possessed a below-matric level of education declined by 5,3 percentage points, while those with a matric and tertiary-level education increased by 1,8 and 3,6 percentage points respectively. Despite this improvement, one in every two unemployed youth had an educational qualification below matric.
- Young women in the labour force are better educated than young men. Amongst employed young women, 22,4% had a tertiary qualification and 42,3% had matric, compared to 15,8% and 35,7% respectively among employed men aged 15-34 years. The unemployment rate for youth with a tertiary qualification is more than half that of a young persons with a qualification lower than matric.
- Amongst unemployed youth, nationally 48,3% had previous work experience; however, this percentage varied substantially by Province. In Western Cape, 60,8% of young people had worked before while in Limpopo, only 41,2% had previous work experience.

- Combined with high unemployment rates, the elevated levels of discouragement highlight the vulnerability of youth in the labour market. In addition, the vast majority of youth had less than a matric qualification. The percentage of the working-age youth who were discouraged increased from 4,2% in 2008 to 8,1% in 2014. In 2014, discouragement among youth was highest in Limpopo (12,3%), followed by Eastern Cape (11,8%) and North West (11,6%).
- The NEET rate increases with age, with more than 50% of young people above the age of 22 years not in employment, education or training. The NEET rate of black Africans is more than twice that of a young white person, while at provincial level, the NEET rate is highest amongst youth in Northern Cape (36,4%), North West (35,1%), and Eastern Cape (33,5%).
- In 2014, young women (33,9%) were more likely to be NEET compared to young men (28,8%). In South Africa, the NEET rate for youth who completed secondary and tertiary-level education was among the highest, suggesting that even the better educated youth in this country may be vulnerable in the labour market. As many as 43,1% of youth who hold a matric qualification and more than three in ten youth aged 15-24 years with tertiary qualifications were not in education, employment or training in 2014 (35,8%).

The skills supply streams

The skills supply stream or the skills supply pipeline is embodied in the wide array of institutions and programmes [formal (credit or non-credit bearing) and informal], which constitute the overall structure for ensuring the availability of education and training in the Province.

The formal structure for the supply of skills and the primary avenue through which skills are produced, is the formal education system, which incorporates: public and private ECD centres; primary and secondary schools; TVET colleges, skills centres and universities; adult education and training centres and programmes; and by a wide range of programmes offered by the various SETAs.

The informal structure of skills supply is constituted of a wide range of education and training opportunities that are available from a diverse array of institutions, programmes and projects. Such informal education will begin with parental nurturing at home as an important avenue of informal learning for children. Also included, as informal education and training, are the education and training programmes conducted by CBOs and NGOs; workplace learning programmes conducted by employers; training and certification programmes conducted by professional associations; and training conducted by unions or within the various departments and agencies of government, among others.

In this sense, the skills supply stream is diverse, complex and offers multiple pathways of personal development and progress. This overall structure of the education and training in the Province sets a foundation for a differentiated education and training system as

envisaged by the white paper on post school education. While all components of the skills supply stream are important, only the most critical components of the skills supply stream are discussed below in their respective sections. The areas discussed are as follows: ECD, primary schooling, secondary schooling, FET, Higher Education, Adult Education, SETAs and workplace learning.

Early Childhood Development

Early childhood development, according to White Paper 5 (DBE, 2000), includes all children from birth up to the age of 9 years of age. For the purpose of this strategy, the analysis of ECD embodies all children in Grade R (age 5) and below. In this sense, ECD is not only the responsibility of schools, but the responsibility of parents, care givers, the community, the NGO sector and the public sector. The public sector's contribution is represented in the work of the Departments of Health, Education and Social Development, in particular. ECD has grown in importance, not only because of the recognition of its importance as a key aspect of the HRD strategy of South Africa (HRDSA, 2001), but also because the impact of HIV and AIDS has changed the family structure in the Province, and has had a significant impact on children.

KZN has 5753 ECD sites, distributed in the 11 districts of the Province. A total of 147 of these sites are under the authority of the Department of Social Development with 5606 administered by the Department of Education. In total, these sites serve 179,056 learners and have 4571 ECD practitioners or teachers. Not all ECD is offered in schools as Grade R. Of all ECD sites, 4106 sites are Grade R in schools, servicing 198,160 learners (KZN Department of Education, ECD Unit).

The critical consideration here is the level and the sufficiency of the ECD services delivered in the Province. On a Province-wide basis, 93% of 5 year olds are benefiting from ECD programmes; but this percentage differs by districts, with EThekweni having the lowest percent of 5 year olds enrolled, and Harry Gwala District having the highest.

Performance of ECD is judged in terms of participation rate or the gross enrollment ratio (GER) for 5 and 6 year olds (Grade R and Grade 1); and in terms of the performance of learners in Grade 1. The gross enrollment ratio at the level of ECD is 92%. The GER differs by the respective districts, and may differ even more by the respective circuits within districts. This must be confirmed with further research. It was difficult to obtain information on the performance of learners in Grade R and Grade 1, since few schools conduct reception assessment of learners, and since formal achievement or intelligence tests are not administered at this level.

While there is a high participation rate in ECD, the quality of ECD delivery differs by sites and by regions. Quality differs because of limited learning resources and inadequate facilities in some areas, and because of the low level of preparation of teachers for teaching at this level. Learners are not equally equipped to participate in ECD when they enter schools or when they make the transition into Grade 1.

The transition from ECD to foundation phase is particularly difficult for some learners. This is so especially when English is the medium of instruction in Grade 1 classes. This transition is even more difficult between phases. As most learners learn to read and write in Zulu in Grades 1-3, transition to Grade 4 is also difficult when instruction is in English. As a result, learners are disadvantaged.

Interviews with ECD teachers and with supervisors in the Department of Education were very informative. Teachers suggest that when learners enter Grade R, or Grade 1, for that matter, there are sometimes differences in their capacity to effectively engage in and benefit from education because of the differences in their educational exposure, and because of the varying levels of educational stimulation they receive in the early years.

Teachers also suggest that, in the early years, learners from poor homes and communities regress educationally during vacation periods, while learners from more affluent areas generally either retain what they have learnt, or are more advanced educationally when they return to school. The latter confirms the understanding that educational stimulation of children in the early years is critical to their progress and performance.

There is a wide variety of issues which have been raised in relation to ECD. The key issues are identified and addressed briefly below.

- **Large Classes:** In some areas, ECD classes are excessively large and as a result, the quality of the learning experience of children is significantly diminished.
- **Lack of Capacity:** More attention must be given to building capacity in the ECD sector. Many ECD practitioners are not trained, and, when they receive training they move to other jobs with more favourable working conditions. It was noted that many of the ECD advisors in the Province do not have foundation phase experience, and are therefore not able to assist teachers in the sector as well as they should.
- **Changing Structure of the Family:** Because of the impact of HIV and AIDS, the family structure in the Province is changing rapidly. There are more single parent and child-headed households, more children under the care of grandparents and a growth in children living in extended families. Over the past 10 years, the family context of children has become less favourable to their growth and development because of pressures relating to poverty, illness, crime and the lack of proper household facilities and amenities.
- **LTSM:** Some ECD teachers and supervisors have noted that ECD centres in rural and remote areas are less resourced and have less access to teaching and learning materials.
- **Language:** The language of teaching and learning at the ECD level is critical. Children are introduced to learning in their home language, but some find it difficult to make the transition to English when they progress further in the foundation phase.
- **Transition to Grade 1:** Of instance, language is one of the critical issues in the transition to Grade 1. Another issue in this regard, is the wide variability in educational readiness among children entering Grade 1. As more children are

exposed to Grade R, and as the quality of ECD becomes more even across ECD sites, this variability will be reduced.

- **Geographic Differences:** The quality of ECD programmes seems to vary geographically with ECD sites having generally lower quality programming in rural areas and in areas that are disadvantaged because of poverty, the lack of facilities and because of the impact of diseases.
- **Rapid Expansion to Grade R:** ECD has expanded rapidly over the last 3 years in order to attain the target of 100% enrolment rate in Grade R. While, to a large extent, this target has been achieved, the rapid expansion of ECD has affected the quality of delivery in some areas.
- **Inter-Departmental Delivery:** Many departments are involved in ECD delivery with the Department of Education taking responsibility for Grade R and the Department of Social Development serving children between the ages of 0 and 4. There must be a high level of collaboration between the Departments of Health, Education and Social Development, so that ECD programmes are complete, and that ECD learners are served holistically.
- **Impact of Poverty:** Poverty affects the health and development of children, and it affects their social and educational welfare. Issues like the lack of clean running water and proper sanitation facilities; the absence of learning resources in the home; the incidence of poor nutrition; and the lack of adequate learning support in the home environment, all work together to place children from poor homes at a significant disadvantage educationally. This disadvantage may be reflected in their academic performance in the later years.

Primary Schooling

Primary schooling in the Province includes Grade R (ECD) within schools, and extends from Grade 1 to Grade 7 in public schools. However, the Province also has combined schools which include both the primary grades (Grades 1-7) and some secondary school grades, generally Grades 8 and 9. Also included within the category of primary schools are independent schools and a few home schools. Independent schools receive public subsidies or transfer payments from the Department of Education, but are not generally embodied within the administrative and monitoring structure of the department. This sub-section of the report presents critical information on primary schooling in the Province. The data presented relates primarily to public ordinary schools for which most data is currently available. It does not include comprehensive data on independent schools or on home schooling. Although this will be necessary in the future in order to present a full descriptive overview of primary schooling.

Overall, there are 3641 primary schools in the Province with 1,723,809 learners and 52273 teachers (Department of Education Strategic Plan, 2011). The number of schools, learners and teachers are unequally distributed throughout the Province. EThekwini has the

highest number of primary schools, and the highest number of learners and teachers in those schools. Amajuba has the lowest.

The gross enrolment ratio was calculated as the number of learners in primary schools in 2011 as a percentage of the 5-14 age cohort according to the 2011 census. In this respect, the gross enrollment for the Province is 83%; but this differs from district to district with a high GER of 94 in UMkhanyakude and a low GER of 73% in EThekweni. There are several critical aspects of schooling for which data was not available to distinguish the differences between primary schools and secondary schools. Progress made on the primary schooling are:

- *Less than 1% of learners benefit from learner transport*
- *More than 60% of learners benefit from school nutrition*
- *About 36% of schools are no fee schools, benefiting 44% of learners*
- *About 1.4% of learners are identified and served as learners with special needs*
- *Only 25% of schools have school libraries*
- *About 12.2 % of schools are without electricity, 8% without water supply and 7% without adequate sanitation*
- *17.4% of schools have programmes for orphans, and 24,000 orphans and vulnerable children receive attention in school*
- *Only 6.1% of schools have a range of programmes offering diverse career opportunities; and very few schools offer one or more subjects in the following areas: speech and drama, visual arts, technical and engineering subjects, travel and tourism, and maritime subjects, business oriented subjects, computer skills, information technology or fine arts.*

This data indicates that, although much progress has been made by the Province in education, there is room for improvement in order to realize more equity in the provision of educational services.

Performance and performance outcomes at the level of primary schooling is assessed in terms of internal efficiency, or the extent to which learners flow through the elementary grades without disruption. The indicators of internal efficiency that are used here are: promotion rates, repeater rates and dropout rates. Performance is also judged by the GER and by performance in the annual national assessment.

The statistics reflects the highest repetition and dropout rates at the level of Grade 1. One of the reasons for the high dropout and repetition rates in Grade 1 is because of inadequate ECD preparation, and because of the lack of readiness of learners for the curriculum in Grade 1.

The gross enrolment ratio for Grades R-9 is 93%, as reported in the strategic plan for the KZN Department of Education. However, in 2001, for instance, the GER at the primary level was 122% because of under- and over-age enrolments and because of class repetition.

Policies which minimize grade repetition and which promote age grade admission have limited the saturation of the education system at the primary school level.

The primary indicator of overall academic performance at the primary school level has been the Annual National Assessment (ANA) at Grades 3, 6 and 9.

The KZN averages for literacy and numeracy are 39 and 31 respectively for Grade 3, and 29 and 32 respectively for Grade 6. It will be noted, however, that the scores vary substantially by district, and even within districts. In UThukela and Amajuba, for instance, literacy and numeracy scores for Grade 3 were substantially above the provincial average; and, within the districts, scores were generally higher in the more advantaged districts. In Amajuba, for instance, while the Grade 6 scores in Maths were 28.5 on average, it was only 19% in Emadlangeni. A more detailed analysis of the performance in districts shows patterns of performance by learning objectives within each subject area. These patterns tend to raise even greater concerns about foundational learning in language and Maths, and in this regard, one should take note of the implications of the deficiencies for future academic performance. A closer examination of the performance of learners shows the differences in scores by quintiles. The results show very clearly that the poorer schools (quintile 1) generally have much lower numeracy and literacy scores than the more affluent schools that are categorized as quintile 5

The quality of primary education is reflected in learner performance. But learner performance is a function of a diverse array of educational input which contributes to learner achievement. Included in quality measures are: quality of school infrastructure; availability of teaching and learning resources; quality of teachers; level of social support and social services; support for learners who excel; and support for learners who are academically “at risk”, among others. While efforts are being made in all these areas to ensure quality delivery, there is still a wide variability in the quality measures affecting achievement in schools.

District officials have complained of the strong rural /urban divide where many rural schools are disadvantaged with: poorly constructed infrastructure; lack of sufficient resources to facilitate teaching and learning; and unqualified, under-qualified and inappropriately qualified teachers. Many schools do not have proper libraries; most do not have adequate social support for learners and very few have special programmes for learners who excel or “at risk” learners.

Many learners who enter primary schools are not ready for the primary school curriculum because of lack of access to ECD, or because of the poor quality of some ECD programmes. One of the major issues affecting the readiness of learners is the effect of the language of learning on learner achievement. Many learners, particularly in rural areas, are unable to make the transition from home language to English as the medium of instruction.

General Issues

Among the general issues affecting primary schooling are the following:

- *In small schools, particularly farm schools, where multi-grade teaching is necessary, and teachers are not sufficiently prepared for multi-grade teaching. The quality of education is compromised.*
- *The abundance of quintile 1 and 2 schools are primary schools, and the majority of these schools are in rural areas*
- *Many rural households are unable to offer academic support to learners because of the educational level of parents and guardians, and because of child-headed households, among others*
- *There is a lack of adequate social support services in most primary schools (particularly rural), where such support is most needed*

Secondary Schooling

Secondary schooling encompasses Grade 8 to Grade 12, and, is generally referred to as the senior phase that overlaps with FET. This overlap is reflected in the notional age of learners. Secondary schooling is notionally for 14 to 18 year olds, and FET is notionally for 16 to 18 year olds. Secondary schooling is an important juncture in the skills supply stream because it is a nurturing environment which, to a large extent, determines the life and career options of learners. It is also the most critical point in foundational learning for developing in youth skills, attitudes and general capacity to become employed or to pursue higher education.

There are 1583 secondary schools in the Province; and of these, 40 are independent schools. Secondary schools represent 25% of all schools. Of the 1465 public secondary schools, 870 or 57% are in quintiles 1 and 2, constituting the poorest schools in the Province. Of these, the majority of schools are in UThungulu (129 or 15%), ILembe (85 or 10%), UMkhanyakude (135 or 16%) and UMzinyathi (90 or 10%). In Zululand, 64% of its secondary schools are in quintile 1. In effect, most of the secondary schools in rural areas are in quintiles 1 and 2. Total enrolment in secondary schools is 883601 with EThekweni having the highest enrollment of learners.

The performance of secondary schools is judged primarily by pass rates in the National Schools Certificate (NSC) examinations. Performance is also judged by internal efficiency measures such as promotion rates, repetition rates and dropout rate by throughput; and by the gross enrollment ratio (GER) at the secondary level. First, the GER and internal efficiency measures will be discussed; then performance in terms of the NSC exam will be presented.

The EMIS data from the Department of Education provides information presented on GER and a variety of internal efficiency measures.

The GER here is defined as the number of 14-18 year olds who are attending secondary schools. The gross enrolment ratio at the secondary level is estimated at 91%. Hence, the Province is not currently accommodating the entire population of children 14 to 18 years of age in its secondary grades. Internal efficiency measures such as dropout, promotion

and repetition rates show worrying trends at the secondary level. These measures begin to show signs of deterioration in the lower grades and become a matter of grave concern in Grades 10 and 11 where dropout rates are excessively high.

The trend in promotion rates reveals a decline in Grades 8 and a more significant reduction in Grades 10 and 11. Generally, only 78% of Grade 10 learners are promoted to Grade 11, and only 58% of Grade 11 learners are promoted to Grade 12. Dropout rates increase significantly in Grade 11 with as much as 25% of learners withdrawing from school in this grade. Some of the factors which lead to high repetition and dropout rates are as follows:

- *Lack of language capacity to participate and benefit from education and perform well educationally*
- *The impact of domestic responsibilities, particularly in child-headed homes and in homes where there is pressure on learners to earn incomes to support their families*
- *The impact of teenage pregnancy*
- *Poor health and nutrition which affects the capacity of learners to attend and perform in schools. Some eventually dropout out of frustration over poor performance.*
- *The effect of the adequacy of academic foundation, as learners progress to more senior classes, and, among others*
- *The lack of social support in schools and the lack of special programmes for “at risk” learners which cause learners with social and other challenges to withdraw*

The high dropout rates in the school system (primary school and beyond) result in a relatively low throughput of learners from Grade 1 to Grade 12. The findings from this analysis show the following:

- *In 2012, 59% of the Grade 1 learners from the year 2000 entered Grade 12. Fifty five (55%) percent of the cohort wrote the NSC, and 40% of the cohort was successful. Even so, the percentages overall increased from the two previous years where 25% and 28% passed the matric exam.*
- *Overall, the Province has improved significantly in its throughput rate in ordinary schooling; and, as a result, the capacity of secondary schools to retain and ensure the success of learners has improved. While there may be differences at the district level in respect to throughput, the performance of secondary schools has generally improved.*

There is no more telling indicator of the performance of secondary schools than performance of learners and schools in the NSC examinations. Performance in the NSC will be examined in terms of district differences, differences by school quintiles, differences in the subject choice of learners and differences in the quality of performance and the level of passes in exams. While the average pass rate for KZN was 68% in 2011, the pass rate ranged from 55% in UMkhanyakude to 77% in EThekweni - Umlazi. But the profile of passes by schools differs, with the urban schools generally having the highest percentage of successful learners. Pass rates also differ by quintiles, with learners in

schools in the lowest quintile generally having the lowest pass rates (59%), and learners in schools in the highest quintile having the highest pass rates (87%).

While there are notable exceptions in the performance of poor schools, a further analysis of the available data confirms that learners in poor schools, particularly rural schools, are generally less successful in the NSC exams than learners in more well-resourced schools in quintiles 4 and 5.

Another aspect of performance in the NSC is subject choice and learner success in the particular subjects both at a provincial level, and in the respective municipal districts. Of the total number of learners writing the exam in each district, generally less than 50% write Maths as a subject, and of those, generally less than 40% are successful. This means that less than a quarter of those writing the NSC in the Province take Maths as one of their subjects. The situation is more encouraging in life sciences, but much worse in physical science. In many districts only 30% of those writing the NSC register for physical science and the pass rate averages 50%. The concern here is that Maths, physical science, accounting and life sciences are considered as the gateway subjects to rewarding careers. The lack of learners registering for and being successful in these subjects in the NSC results in a shortage of professionals in fields where these subjects are required for further professional and technical studies.

The data reviewed on secondary school performance shows a significant constriction in the stock of learners who go through secondary school and are eligible to proceed into higher education and training opportunities. Of the learners who enter secondary school, about 45% will drop out before Grade 12. Of that 45%, about 70% will be successful in the NSC exam; and, of those, only 27% will be eligible for higher education. As a result, out of every 100 learners entering secondary school, on average, only 12 will be eligible to participate in higher education based on performance in the NSC after 5 years. This figure may even be less, because there is variation in the number of years it takes for learners to progress to Grade 12, and because not all Grade 12 learners register for and eventually write the NSC examinations. Generally, between 3 and 6% of learners who enter do not write the exam. In 2012, however, 19% of learners who entered did not write. While 73% of those who wrote the exam passed, this was 60% of the group that entered.

The quality of secondary education is largely affected by the availability of the relevant resource inputs for learners to succeed. In this respect, quality is affected by the availability of teachers; by the availability of appropriate LTSM; by the quality of learner support services rendered within schools; and by the quality of infrastructure and facilities. In each of these areas quality varies widely in the Province, with rural schools generally being the most disadvantaged in terms of the availability of resources.

In respect to the availability of teachers, the impact of inadequate teacher supply is most evident and, perhaps, most destructive at the secondary level. The most significant concern in this regard is the limited availability of teachers in science, Maths and technology. The impact of this shortage is greater in rural areas since suitably qualified teachers opt to retain employment in the urban centres of the Province. The shortage of teachers, however, is a general concern. On average, 3000 teachers exit the system per year, with a large percentage due to the high mortality rates among the teacher workforce

(EMIS 2011). As a result, many highly qualified teachers who are difficult to replace are lost every year.

Some of the other issues affecting the quality of secondary education are inappropriate infrastructure and lack of proper facilities in many schools; the lack of learner support services (academic and social) in the majority of schools; and, among others, the impact of social issues such as teenage pregnancy, drugs and substance abuse, and the consequences of poverty on the performance and success of learners.

Readiness of secondary education varies by the quality of primary education received. In terms of overall performance in Grade 6, as a baseline, many learners are generally not ready for secondary education. On national assessment exams, for instance, the average score for the Province in Grade 6 is 37% in language, 26% in mathematics and 40% in natural science (KZN DoE Strategic Plan 2010/11-2014/15). On Grade 9 assessment, the average score for the Province is 61.7%. Detailed analysis of ANA results by schools reveals that poorer schools perform less well than more affluent schools, and rural schools generally perform less well than urban and peri-urban schools. This confirms the comment in the strategic plan of the evolution in the Province of a two-tier education system - one for the rich and one for the poor. The more affluent learners are better prepared and more ready to benefit from and succeed in secondary education. Efforts are being made to address this dichotomy in the education system with the establishment of no fee schools; with the compensation of schools which give fee exemptions to poorer learners; and with other efforts that are being undertaken to reduce the educational disadvantage resulting from poverty.

The concern in respect to HRD is the cascading effect of educational under-performance which begins at the level of ECD and extends to both primary and secondary schools, and even beyond. In this respect, learner under-achievement worsens over time, and it generally results in the undesirable consequences of learners who drop out of school or who progress more slowly between grades, and learners who are inclined to become involved in drug and substance abuse and other undesirable behaviors. Here again, value is lost in the future stock of human capital as under-achieving learners limit their career prospects and forestall their future contribution to society.

For most learners, secondary schooling is the crossroads for careers, and a major decision point about life choices. It is also a critical juncture in the educational development of learners, and a phase in their education where they attain the academic foundation for selecting viable post school options. The extent to which they master the content of education at this point of their education will, in large measure, determine the options that are available to them beyond high school. Unfortunately, instead of enabling an expanding field of options for learners as they progress, options seem to become more limited as many learners proceed through secondary school. Some of the general issues in this regard are as follows:

- *Limited academic support programmes for “at risk” learners who enter secondary education to make the transition to the secondary school curriculum.*

- *Lack of suitably qualified or suitably placed teachers, particularly in maths, science and technology, and particularly in rural schools.*
- *Inequity in the availability and quality of facilities - science laboratories; technology workshops; libraries; availability of internet access, and career-oriented curricula.*
- *The impact of teenage pregnancy and the limited programmes that are available for support or prevention.*
- *The impact of poverty and substance abuse on learners' achievement and progress.*
- *The impact of HIV and AIDS and other communicable diseases on learners, on the teaching force and on teacher attendance.*

The Department of Education has made significant efforts at educational improvement at all levels, and has launched campaigns on teenage pregnancy and drug abuse. The department has also sought to promote educational equity and to bridge the rural-urban divide in educational resourcing, access to quality and in generally seeking to enhance learner performance. But the issues related to spatial inequity are complex, and the reach and coverage of departmental interventions have not yet made the impact intended.

Technical and Vocational Education and Training (TVET) Sector

The Technical and Vocational Education and Training (TVET) College system is the primary vehicle and institutional structure for the supply of skilled workers at NQF levels 1-4. These institutions are intended as the major supply stream for the majority of the country's future skilled workforce. The purpose of this sub-section is to take a closer look at the place, role and productivity of TVET Colleges in the supply of skills in the Province. It should be noted that there are public and private TVET colleges throughout the Province and that there are many local skill centres (public and private) associated with many of the existing colleges. Notwithstanding, the analysis focuses mainly on the public TVET College system which represents the backbone of the public infrastructure of delivering the skilled personnel needed by the economy.

There are 9 TVET colleges in the Province, with each college structured as a multi campus education and training provider with external campuses and skills centres located in surrounding local municipalities. While each college offers a wide range of programmes, the National Certificate (Vocational) - NC(V) - programme is the mainstay of its course programming. The NC(V) is currently available in 14 vocational fields and is certified at 3 NQF levels (2-4) with each certificate awarded after 1 year of course work.

It will be noted that not all colleges offer all 14 vocational fields. In addition to the NC(V) programmes, colleges offer skills programmes as short duration skill-based programmes; cooperative training and support for training young people to establish youth cooperative businesses; learnerships which combine theory at the college with on-the-job practice;

and apprenticeship programmes which focus mainly on on-the-job or workplace-based skill acquisition. There are also 3 trade test centres.

In 2015, the total college headcount enrollment in the Province was 159,910 in NC(V). Enrollment varied from 6033 in Mnambithi TVET College, to 37,000 in Coastal TVET College. Most students are enrolled in engineering, finance and accounting, hospitality, computer science and office administration. Few colleges offer primary agriculture as a vocational field. Enrolment has grown significantly in the last 5 years as the TVET College becomes the most viable post school option for most youth.

One of the critical concerns in TVET College provision is the geographic availability of skills development opportunities. The mapping shows gaps in the availability of opportunities in major population centres. While space does not allow for a detailed presentation of the vocational programmes and fields that are available in each district and in each local municipality, the analysis conducted has revealed that options and opportunities for the selection of a vocational field are restricted, particularly in rural areas. Students in many localities are very limited in their options for skills development.

The quality of programmes for skills development in the TVET Colleges varies significantly, both between and some within colleges. Colleges in the Province with the highest quality programmes and the most effective programming are generally those colleges with strong industry partnerships, and those with a rich history of ties with industry. Where there are strong industry ties in any vocational programme, and in any college, the programme tends to be of higher quality and to be more effective in preparing graduates who meet the standard of performance that industry expects. But there are many other factors which seem to affect the quality of programmes. Some of these include: the qualifications and experience of instructors; the quality and appropriateness of workshop facilities; the quality and readiness of students to pursue particular courses; and, among others, the availability of opportunities to acquire practical experience in an appropriate employment environment. Each of these will be discussed briefly below.

- **Qualification and Experience of Instructors:** According to data collected in 2010, only 30% of instructors hold degrees or higher diplomas; the majority of instructors (54%) hold academic or trade diplomas, about 6% are unqualified or under-qualified. Because the TVET College competes with the private sector for the staff it needs in the highly technical programme areas, suitably qualified instructors are difficult to attract, and almost impossible to retain.

In this respect, the engineering, accounting and ICT areas generally have difficulties in attracting and retaining qualified and experienced instructors. A concomitant issue in respect to the quality of instructors and the effectiveness of instruction at colleges, is, that while instructors may have technical qualifications, many do not have adequate pedagogical knowledge and may not be as effective as managers of learning in the learning environments of classrooms and workshops.

- **Quality of Workshop Facilities:** Here again, workshop facilities vary in quality and appropriateness. It is to be noted that significant investment has been made by colleges to improve workshop facilities under the recapitalization programme. In

most vocational programmes the benefits of recapitalization funding is obvious. In some vocational programmes, however, it is difficult to maintain currency with the standards of technology and the quality of equipment that are relevant to specific industries, and are current in the occupational environment of the specific trade.

- **Quality and Readiness of Learners:** The academic preparedness of learners, in large measure, determines their level of success in TVET Colleges. An analysis of the evidence available on qualifications of learners, upon entering the college, and a review of the comments of TVET managers, show that learners entering TVET Colleges are not generally well prepared for NC(V) or Nated programmes. Many lack the necessary communication skills and language proficiency, and most do not have sufficiently adequate backgrounds in science and maths that are needed for most of the available vocational programmes, particularly those in the field of engineering.

The consequences of inadequate academic preparation in primary and secondary schools, and the result of incorrect subject choices in the senior phase of secondary schooling are both evident in the performance of learners at the TVET level. These have undesirable consequences on the stock of skills generated through these colleges. Students are unable to keep up with the academic workload in the college and may eventually drop out. This leads to a perception of TVET colleges as a post school option available to those who are not academically inclined. The result of this perception is the ongoing inability of colleges to attract and cater for a pool of talent that could be groomed into superior artisans.

The second limitation of this perception is that many learners are not perceived as having the skills-set necessary to be acceptable to employers, and, as a result, many of them are difficult to place in positions for gaining practical experience. The quality of their training is therefore compromised. The third challenge to be confronted in this regard, is that many students are unable to succeed in their programmes of choice, and, as a result, they opt for programmes that are less challenging, but which also have lower probabilities for sustainable employment. The consequence of poor programme choice is an over-supply of graduates in areas where employment demand is low, and an under-supply of graduates in areas where employment demand is high.

- **Lack of Opportunities to Pursue Practical Training:** Although the NC(V) was conceived as a highly practical and skill-based vocational option, in many colleges, it has emerged as a largely theoretical programme of study. One of the reasons for this, is the difficulty in finding workplaces for learners to acquire practical experience. In some cases, there are, too few employment establishments in the geographic area of the college where learners can gain work experience; in other cases, employers are reluctant to engage trainees and interns because of the overriding perception that their training may be inadequate. However, where colleges have close ties with industry, workplace placements are less difficult to arrange. Many level 4 students are unable to graduate because they are unable to meet the requirement of workplace placement and, therefore, unable to acquire

relevant practical experience. The number of people registered for NC(V) programmes make it almost impossible to secure placements for all learners.

Performance of the TVET College system is assessed largely by the performance and success of its learners. But college performance is also measured by programme viability, by responsiveness to the needs of learners and the level of industry partnerships and linkages in programming courses. Programme viability is also measured by gender equity and by programme accessibility. Here again, the results vary. In some institutions performance on these measures is moderate to high. In general, however, performance of TVET Colleges, according to these criteria, is generally low. Comments will be made on each of these criteria below.

- **Programme Viability:** Programme viability refers to the extent to which it makes economic sense to offer a particular vocational programme. When programme enrollment is too low, then all things being equal, the cost of offering the programme may exceed the income to be generated by the programme; and, from another perspective, a programme is more viable when employment prospects at the end of the programme are high. From an enrolment perspective, most programmes are viable. The viability may vary among and within colleges, overall, but enrolment at TVETs in most programmes are sufficiently high so as to make most programmes viable. There has been a significant growth in enrollment in the last five years, and this is expected to continue into the future because of increased policy emphasis on expanding access to TVET colleges. From the perspective of employment prospects, however, viability is generally low. Many FET graduates are unable to gain employment at the end of their programme of study.
- **Responsiveness of the College:** While TVET colleges continue to produce NC(V) graduates in 14 sub fields, not all FET Colleges and not all programmes are seen to be responsive to the needs of industry or to the needs of students and out-of-school-youth. On the one hand, more and more programmes are being offered by colleges to serve out-of-school-youth. These include short duration skills programmes, cooperative programmes, courses for SMMEs, and rehabilitation vocational training programmes offered to inmates, among others. However, these programmes do not have the capacity to serve the growing number of out-of-school-youth.

Student support services have been expanded in some TVET Colleges to include academic and social support, some form of vocational guidance and academic financial assistance through NSFAS; but many students still need more assistance to bridge the gap between their current level of preparation and the academic requirements for success in the TVET programmes in which they are enrolled.

Some colleges seek to respond to the demands of their geographic area, and to the demands of economic activities within their jurisdiction. However, few colleges have responded to the emerging needs and priorities as defined in the New Growth Path such as: aqua-culture; the green economy; downstream and side stream beneficiation activities in mining; agro-processing; and marine

exploration, among others. In addition, few colleges have responded to the skill demands of expanded public investment in infrastructure, particularly in respect to water infrastructure and to the technologies related to the distribution and management of water.

- **Gender Equity:** All colleges maintain gender equity in terms of overall enrollment and enrollment in non-traditional programmes. Overall, the male to female enrollment in the Province is 48% female and 52% male. Traditionally, more women enroll in particular fields such as tourism and business studies. But this is changing. In UMfolozi TVET, for instance, the overall female enrollment in engineering programmes is 40% with some programmes having a female enrollment as high as 53%. There is an increase in the enrolment of women in non-traditional programmes in many colleges.
- **Programme Accessibility:** Programme accessibility refers to the number of applicants for a specific programme versus the number of candidates accepted into the programme. Overall, most colleges now have the facilities to accept all who apply, and, in this sense, access is unlimited. But accessibility varies by programme areas. Not all colleges submitted returns on admission statistics.

Two trends should be noted. The first is the educational attainment of applicants, and the second is the high rate of acceptance. Most applicants for NC(V) are students without Grade 12, while some have Grade 12 with and without endorsements. Most of the applicants for N programmes, however, already have Grade 12, but the majority do not have endorsements. With the exception of N4 programmes in business studies, almost all applicants are accepted into the programmes for which they apply. This data will vary by college; and, in respect to acceptance rates, accessibility appears to be high.

However, in respect to geographic accessibility, many TVET managers confirm that there are large populations of youth who do not have access to skills development because of the unavailability of skills development facilities in their geographic area, and because of the cost and inconvenience of travel to TVET facilities and skills centres where these are available.

- Most TVET Colleges are plagued by a low throughput rate, and on average, low certification rates and high dropout rates in most programmes. These rates vary by college. The throughput rate of Esayidi, for instance, is 59% while that for Mthashana is 40%. The national average throughput rate is about 51%. The average TVET dropout rate for the Province could not be determined at the time of this study. However, it is estimated that for every New Year group which enters a TVET College, only 22% will complete the programme for which they are enrolled in the expected time. Certification is defined as a student passing all subjects at a given level. The provincial certification rate is 20% and the national certification rate is 24% according to data from DHET.

In addition to issues of scope, programme quality, learner readiness and institutional performance, there are many issues to be considered in any programme to enhance the

services rendered by TVET Colleges. Some of these issues are itemized below. They are as follows:

- *Programmes are not sufficiently flexible and diverse to accommodate the diverse needs and circumstances of students. There is a significant need for the establishment of full time and part time programmes to accommodate the diverse needs of students - particularly students who are employed. Consideration may even be given to programmes offered on weekends. Some of this is being done, but not sufficiently so.*
- *Partnerships with industry is lagging in some colleges and this affects the quality of programmes and limits the benefits to learners. Colleges need a senior executive manager to develop and manage industry partnerships and other partnerships which can be of benefit to the college. Colleges which have appointed such an official have been more successful in establishing and maintaining partnerships.*
- *Some lecturers do not have current or updated experience in the respective trade or industry. Consideration must be given to increased use of part time lecturers with full time positions in industry.*
- *There is a growing need for more NQF level 5 courses in TVET colleges.*
- *Many graduates are unable to find jobs because they do not have experience in a particular industry or in a particular specialty in their trade. Consideration of short courses for certificate endorsements in critical skills areas.*

There are many other institutions that are unregistered that could be categorized as part of the post school sector. They include Business Colleges, Nursing Schools, Beauty Schools and Computer Academies, among others.

Higher Education

The Higher Education Sector in the Province represents a significant resource in terms of its intellectual capacity, and a rich centre of knowledge that can contribute to its welfare and development in many fields. It is the main source of supply for advanced technical and professional skills, a centre for research and innovation and an avenue through which a wide range of services could be rendered to the community. An overview of higher education seeks to highlight its role and performance in serving the human resource needs of the Province. This section of the chapter will look at the scale and scope of higher education in the Province in terms of institutions, programmes and student enrolment; the quality and readiness of learners entering the university; the performance of these institutions in terms of the success rate of students; and an overview of some of the critical issues to be considered in embracing the higher education sector as an integral component of the Province's strategy to build its human resource capacity. Each of these sections follow.

The higher education sector in the Province is represented by a diverse array of educational institutions and a wide range of educational programmes. There are 4 public

universities in the Province. In addition to these, there are external campuses of 1 other university, and a total of 24 private schools that are registered as higher education institutions. A much more detailed analysis of the higher education sector is warranted from the preliminary information gathered, however, the following general observations can be made.

- The higher education sector in the Province has a wide range of programme offerings in Science Engineering and Technology (SET), Human and Social Sciences (HSS) and Business Commerce and Management (BCM). This range of offerings includes the more vocationally-oriented programmes offered by the universities of technology, and a wide range of professional degree programmes at graduate and post graduate levels offered by the more traditional public universities. However, in spite of the wide range of programmes that are available provincially, the actual accessibility of this range of offerings is limited because these programmes are restricted to urban centres, particularly the Durban metro area, and to some extent, Pietermaritzburg.
- Enrolment in higher education in public institutions has increased steadily over the last 10 years. The current student headcount enrollment (2013) is 92,480 and the student headcount enrollment in 2003 was 73,080. Of this, a sizable proportion of students enroll in SET fields. In 2003, 32% of enrolment was in SET; in 2013, the percentage increased to 40%.
- The favourable enrolment in PSET in the Province is not reflected in graduation ratios. Appendix D shows the graduation rate for each university by degree programmes. The graduation rate at undergraduate level in engineering programmes is only 7% in the Durban University of Technology. This is compared to a graduation rate in Business of 4%, 33% in Food Sciences and 46% in Creative Arts.
- Opportunities to participate in higher education programmes are significantly limited outside of the urban centres of the Province. Even programmes in Agriculture are not available in the traditional agriculture centres of the Province.
- The range of educational options at private institutions of higher education in the Province is very limited. Apart from programmes in computer and business studies and nursing and healthcare, offerings are limited in the private higher education sector.
- While the basic programming structure in higher education institutions does establish a sound foundation for responding to the social and economic issues and priorities of our time, there is little evidence available to suggest that there are enough opportunities for students to specialize in new and emerging fields (e.g. the green economy) or in areas of emerging importance to the KZN economy such as Agriculture, Aquaculture, Agri-processing, the Marine Industry, fields of Aqua-engineering, or in careers related to the Knowledge Economy through exposure to expanded research and innovation.

- The level of enrolment and rate of success of students in post graduate programmes is low.

Except for anecdotal information obtained, no opportunity was provided to examine, in detail, the quality of programmes at the respective institutions or the level of readiness of learners in the respective programmes. This, perhaps, should also be part of a more detailed study. However, the information that was available will suggest as follows.

- **Variation in Quality:** Although programmes are accredited with the appropriate accreditation authorities, the quality of training varies across institutions of higher education. The most distinct variation in quality is observed among the private institutions in the sector. The variance in programme quality results from learner readiness, instructor qualifications and experience and the adequacy of facilities, among other factors.
- **Concern about Learner Readiness:** Dropout rates are high. The high dropout rates in higher education institutions, particularly, after the first year, is seen to result from a lack of readiness among learners. This lack of readiness takes several forms. Some learners are not ready because of inadequate academic preparation, particularly in science and mathematics. Beyond this, however, many learners are affected by being under-prepared for the vigor and discipline of higher education; by their lack of certainty about their career choices; and by their inability to adjust to their new life of freedom in urban environments which offer many temptations and distractions.
- **Opportunities for Practical Training:** The quality and depth of training in most fields is affected by the limited opportunities for students to gain in-depth practical workplace experience in their respective fields of practice.

The performance of the higher education sector could be assessed, primarily, by the number, quality and reach of its institutions; by the extent and nature of student enrolments and graduations; and by the quality of its academic staff in terms of teaching, research and service. No assessment was made of the quality of academic staff. However, a brief overview of the performance of the higher education sector in the Province is presented and this section will briefly review: the number and reach of institutions; higher education participation rates; and student graduation rates.

- **The Number and Reach of Higher Education Institutions:** As presented in the preceding sub-section, the higher education institutions in the Province are located in the urban centres of the Province, and they do not have the geographic reach to ensure ease of access to eligible populations who reside in non-urban centres. In this regard, distance education external campuses and other forms of outreach should be considered further.
- **Higher Education Participation Rates:** The participation rate in higher education is a rough estimate only. Using census 2011 figures, it is estimated based on the proportion of 20-24 year olds in the population that are currently enrolled in a higher education institutions. This estimate for KZN is 26%.

However, if one takes actual higher education enrolments in public universities in the Province as a proportion of the age group, the 'participation' rate is estimated at 11%, but, the latter does not reflect higher education enrolments outside of the Province. Estimated participation rates are also provided for the respective districts. The differences are notable, with a strong bias of higher participation rates to students who reside in the more urban centres of the Province.

- **Student Graduation Rates:** Graduation rate is calculated by the number of graduates as a proportion of total enrolment in a particular year. Overall, the graduation rate in KZN universities for 2011 was 11%. But the graduation rate differs significantly by university and by specific programmes within the university. A more detailed study will reveal these trends in more detail.

While among public universities in the Province, the overall graduation rate in 2011 is 21%, the graduation rate varies from 15% at University of Zululand to 23% at the Durban University of Technology. Using Durban University of Technology as an example it is observed that the graduation rate in science based programmes is significantly lower than in other programmes.

This low graduation rate may have resulted from the inadequate academic preparation of students in maths and science, or because many more unprepared students are enrolling in these programmes to meet the needs of well-publicized occupational areas of scarce and critical skills. It may also be an indication that students do not have the necessary academic support at these institutes to ensure their success.

Presented below is a summary of the issues which affect performance and productivity in higher education. The issues are as follows.

- **Geographic Accessibility:** Because of the geographic location of most higher education programmes in the urban centres of the Province, higher education is not equally and conveniently accessible to rural communities.
- **Access:** An examination of the admission rate to higher education programmes at public universities shows a low admission rate in most programmes particularly those in the medical sciences, engineering and finance; and, particularly those areas where skills in the economy are scarce and critical.
- **Graduation Rate:** For Durban University of Technology and University of KZN, the graduation rate is consistent with other universities nationally, and even higher than the national average. The graduation rates for University of Zululand and Mangosuthu is lower than the national average. The graduation rate in maths and science based programmes seems consistently low.
- **Throughput to Post Graduate Programmes:** Not many students enter and succeed in post graduate programmes. While figures have been increasing, the

enrolment in post graduate programmes is particularly low, especially in programmes which serve as a base for scientific advancement and innovation.

- **Dropout Rates:** The dropout rates at universities are high, particularly during the first year, and especially in programmes which require good academic standing in science and maths to succeed.
- **Service Role of University:** Interviews with key informants in both the public and private sectors suggest that, as a centre of knowledge and a potential hub of innovation and progress, the university can play a more active role or make a greater contribution to the development priorities of the Province.
- **Interface and Articulation:** While there are exceptions, in most cases, programmes at the FET Colleges are not properly articulated with university programmes. As a result, students have difficulties in making the transition between FET and university higher education, and are usually not accepted into related higher education programmes on the basis of the performance and success at the FET level.

Adult Education and Training

Adult education has been a high priority of the Province for an extended period; and in this regard, the KZN Department of Education has had much success. In the 2001 Census, 4.7 million people over the age of 25 in South Africa, had never been to school to achieve a basic level of literacy; of this number, 1.2 million (26%) resided in Kwazulu-Natal. This represented 24% of the Province's population over 20. However, over time, there has been significant improvement. In 2009, only 11% of the age group had no schooling; and in the 2011 census, only 8% of the age group was without schooling. In the 2011 census, literacy was defined as "the population aged 15 and older with a level of education lower than Grade 7, who have some, a lot of difficulty or are unable to do basic literacy activities". According to the census definition, these people are considered illiterate.

The number of people with low literacy skills in each designated area is consistently between 16 and 20 percent of the illiterate population in South Africa. However, the illiterate population, as defined above, is about 8% of the Provincial population. Adult education, therefore, emerges as a critical component of the overall strategy for HRD in the Province. This section of the chapter will present an overview of the scale and scope of adult education in the Province, and it will review the performance of the Province in providing adult education services. It will also note some of the issues which constrain performance in adult education.

There are 1105 learning centres in the Province which serve as the bedrock of adult and literacy education. In addition to the services and support provided through these centres, the Province has, over the years, implemented two projects which have been immensely successful - Masifunde and Kha ri Gude. As a result of these projects, the

Province has successfully halved the number of people who could not read and write from 1.2 million in 2006. Through these projects, the total number of people educated over the 5-year period was 567,000. The enrolment patterns for districts differs. For some districts, enrollment peaked in 2009 and 2010, but fell off sharply in 2011; for others the enrolment growth of 2010 continued into 2011.

The performance of adult education is assessed in terms of the education in illiteracy in the Province, and in terms of the level of success of learners who entered and wrote exams. The sterling performance in the Province in the reduction of illiteracy was discussed and should be noted. There are still large numbers of people who lack very basic skills for normal living and for using education as a foundation for success in life. It is noted that there is, in general, a high level of success with an overall pass rate of 65% in exams. Again, the lowest performance is observed in Maths, Maths Literacy and Natural Science. Low performance is also observed in technology and in English. Even here, there is a general trend of under-performance in the subjects which matter most for further studies and for employment in areas with scarce and critical skills.

The following are critical issues towards improving adult education:

- **LTSM:** There is not a wide range of high quality learning materials for adult learners. While progress is being made in this area, the population of adult learners is so diverse that properly targeted learning materials require a lot of resources to generate.
- **High Staff Turnover:** Staff turnover in adult learning programmes is high, partly because of the low salaries paid. Staff leave frequently to find better opportunities since adult education programmes are sometimes used as a stepping stone to better opportunities.
- **Unqualified and Under-Qualified Educators:** While much has been done to train adult learning practitioners, there is still a high percentage of unqualified and under-qualified educators in practice.
- **Low Throughput:** only 59% of the candidates who entered actually wrote exams; and of this, 65% passed. However, only 38% of those who entered actually passed. Success and throughput was not calculated as a percentage of those that are enrolled because of the unavailability of data at the time of publication. Anecdotal evidence however, suggests that throughput is low.
- **Expanding Population:** While illiteracy is being eradicated, the population that is eligible for some form of adult education is constantly increasing given the high dropout rates in schools, and with a constant increase in the level of academic preparation that is needed to survive in a changing society. Being barely literate is no longer enough. While adult education in the Province has consistently moved toward skill-based learning and has incorporated an exposure to entrepreneurship, more creative programming may be necessary to meet the

needs of the new wave of youth that are under-prepared for the world in which they must survive.

THE DEMAND FOR SKILLS

The demand for skills in each sector is complex and is driven by a variety of factors that are unique to the specific sector. In understanding demand, therefore, it is necessary to reflect on sector-specific variables, and to note the implications of the sector-specific demand dynamics. On the basis of interviews with industries representing each sector, an analysis was made of the drivers of demand, and factors which impose constraints on demand, the assessment of demand potential and the implications of particular demand scenarios on the need for skills development. Since most sectors are constituted of a complex array of sub-sectors, the information presented in this document is pitched at a very general level, but it is presented in more detail in an accompanying analysis of each particular economic sector. The data shows both potential and constraints in each sector, and the net impact on demand will depend on the extent to which drivers of demand have a positive impact on the performance of the sector. An assessment is made on the geographic zones that are likely to be impacted by growth in particular sectors, and of the possible impact on skill requirements.

There are distinct geographic differences in the industrial structure of the Province, and, as a result each district municipality has a unique potential for development. The PSEDS, in outlining a spatial development strategy for the Province, has identified and mapped the economic development potential of different geographic zones. In this regard, the key economic sectors in each district municipality have been identified, and the development potential of the associated economic sectors has been assessed. In addition, the economic development potential of each district in terms of expanded and new development has also been determined. The result, therefore, is a full mapping of the economic basis for demand, and an initial foundation for beginning to assess the need for skill development in particular vocational fields. On the basis of information presented in PSEDS and in the PGDS, and on the basis of a review of the IDPs of districts and municipalities, and on the basis of consultations with development planners in districts, Table 73 in the situational analysis, presents a geographic analysis of potential demand. This analysis is only preliminary, and a lot more work must be done in this area with a comprehensive and in-depth analysis of district potential. Each district and each local municipality has extensive plans and a wide variety of development activities. All these have implications for skills development; but the circumstances in each municipality must be examined in more detail to accurately assess implications for skills development. It should be noted here, however, that the skills needs of the district must be balanced with the skills that are already available. This must be assessed in more detail hence the District HRD Plans.

The analysis notes the main economic sectors in the respective districts according to GDP contribution. It also presents information on the district's potential for development as assessed by PSEDS, and the skill development interventions which may be needed to adequately serve the economic development needs of the geographic area. The skills

development interventions needed have been roughly determined through selected interviews with key informants representing the sectors targeted for development. As noted earlier, it will be necessary to conduct further and more in-depth analyses to confirm the general needs identified in the respective geographic areas hence the need for the skills audit.

The development of entrepreneurs and the consolidation of efforts to build the SMME sector are activities that are highly prioritized on the economic agenda of the Province. These priorities are supported by a wide range of recent legislation, and by national and provincial strategies to promote entrepreneurship and to support small enterprises. The prioritization is also in response to the extensive efforts that are undertaken in the Province to transform the structure of the economy, and to realize more spatial equity in the distribution of economic opportunities. In this regard, therefore, HRD and skills development efforts should respond to the agenda for the development of entrepreneurs. The purpose of this section of the report is to assess entrepreneurial demand, to note efforts that are currently being undertaken to build and strengthen entrepreneurship, and to assess the implications of entrepreneurial development for skills development and training. This section of the report will discuss, briefly, entrepreneurial demand, entrepreneurial development activities undertaken in the Province, issues in entrepreneurial development and implications for skills development.

Entrepreneurial demand here refers to the need for, or the level of employment demand, for entrepreneurs. Technically, it refers to the level and nature of opportunities for people to engage in their own businesses. Demand cannot be accurately assessed in the traditional sense, but it seems to be high, and the potential seems to be there if properly managed. The factors which seem to contribute to the expansion of opportunities for entrepreneurs are as follows:

Restructuring the Economy: Efforts to restructure the economy raises a new set of opportunities for entrepreneurs. These efforts include beneficiation and downstream activities in many sectors; efforts to open new supply chains in sectors that were heavily monopolized; BEEE efforts; and a wide array of programmes for SMME support. These have stirred interest in entrepreneurship and have increased entrepreneurial demand.

Job Creation and the Expansion of Employment Opportunities: Small businesses (SMMEs) create significant employment in the economy. Since there is policy priority on job creation and the expansion of employment opportunities, particularly for youth, much emphasis has been placed on entrepreneurial development; and, because other employment options are restricted, youth and adults have looked increasingly at entrepreneurship as a most viable option.

The Agenda of Transformation: The agenda to transform the economy is a significant impetus for entrepreneurial development. Transformation of the economy has various streams of consideration. The first consideration is to facilitate the entry of more PDIs into the economy. The second concern is the expansion of entrepreneurship into previously closed sectors, and into areas where entrepreneurial development and the entry of PDIs are restructured. The third consideration is rural development and the expansion of particular sectors into rural areas.

Availability of Funding and Support: Significant funding is available for entrepreneurship and for supporting SMMEs. These include incubator programmes, training and development initiatives, seed funding to start businesses and various forms of business support. Such funding has increasingly become available from a wider and wider network of agencies.

Spatial Gaps in Economic Opportunities: The Province is seeking, in its industrial development and spatial economic development strategies, to fill the spatial gaps in the availability of economic opportunities. This has expanded the opportunity for entrepreneurial development in less developed areas.

Development Efforts to Expand the KZN Economy: Many efforts have been undertaken in the Province to expand the economy in terms of expanded investments, the development of strategic and catalytic projects, and the development of a more favourable business climate. These have expanded opportunities for entrepreneurship.

New and Emerging Business Opportunities: New and emerging opportunities in aquaculture, the green economy, the marine industry and in Agri-processing, among others, have created a host of opportunities for new entrepreneurs. The overall assessment, therefore, is that entrepreneurial development is high. But such demand must be facilitated and encouraged in order to capitalize on this demand. Individuals will not always opt for opportunities if they are not aware that such opportunities exist; and, most individuals do not currently see the pursuit of their own business as a viable option for employment. Inter-agency efforts will be necessary in order to develop, nurture and sustain a viable supply stream for new entrepreneurs.

In addition to national initiatives, the Province currently has an administrative and policy framework for the development of entrepreneurs. Among the policy instruments in the Province are its small enterprise development strategy; its cooperative development strategy; the informal economy strategy; and the youth economic empowerment strategy. All these are framed within the Provincial Growth and Development Strategy, the PSEDS and the Province's effort in entrepreneurial development is spearheaded by the enterprise development sub-programmes of the Department of Economic Development and Tourism. The sub-programme has two sub-components: small business development and cooperative development. The objective of the sub-programme is to promote small enterprise development (SMMEs and cooperatives) and entrepreneurial development (informal and social enterprises). The areas of focus of the sub-programme are as follows:

- *Facilitation of access to markets for small enterprises*
- *Skills development and capacity building for small enterprises*
- *Facilitation of access to finance for small enterprises*
- *Creation of competitive SMME and Cooperatives sectors in the Province*
- *Support and promotion of entrepreneurship.*

In fulfilling its objectives, the sub-programme has managed 2 critical projects between 2009 and 2013- the SMME training and capacity building programme, and the small

enterprise pre-finance training programme. The SMME training and capacity building programme is funded to provide training and capacity building to enhance business management, technical skills and basic computer skills. Since its inception, 2319 males and 1546 females have benefited from the programme. The programme is funded for R20.3 million and is expected to maintain 2301 jobs. The DEDT works with TVET colleges in KZN in implementing this programme. The pre-finance and business support programmes is aimed at assisting and preparing the emerging small enterprises to access business loan financing. A total of 542 males and 362 females have benefited from the programme. The programme is funded at R6.1 million and is expected to maintain 516 jobs. The DEDT works with KZN SEDA in the implementation of this programme.

There is a wide range of issues which affect entrepreneurial demand in the Province. Among the key issues are the following:

The complex environment on which small businesses operate, presents a wide range of difficulties for emerging as well as established SMMEs. Integrated intervention by all stakeholders is necessary for small businesses to be successful. Currently the efforts of stakeholders are not properly articulated and well streamlined to serve small businesses.

The demand for support for small businesses is high, and this puts pressure on government resources. As a result, there is not usually enough resources to serve all small businesses which need assistance.

Small business is restricted to a few sectors of the economy where startup costs are relatively low, and where monopolistic practices by large corporations are minimized. There is a need for efforts to widen the sectoral representation of SMMEs in an effort to restructure the economy.

There is need for information and advocacy in promoting entry into entrepreneurship, and for encouraging new entrants to enter sectors in which representation is low.

Entrepreneurial education begins at a late stage, and usually when emerging entrepreneurs are most in need of assistance. While this training is effective, and while it benefits SMMEs, education is sometimes provided much too late in their careers to enable sustained success. There is a need for entrepreneurial education to begin early in secondary schools in order to build a vibrant culture of entrepreneurship.

Many SMMEs have good ideas and are able to manage their businesses effectively, but they do not have the level of access to markets that will sustain their success.

Different geographic regions have different levels of support structures available and different levels of access to markets. Support for SMMEs must be tailored to the circumstances and dynamics of the region in which they will operate.

Entrepreneurial training should begin in secondary schools, or before, as a general introduction to the world of work.

All TVETs should offer entrepreneurship as a compulsory course for all programmes. Higher education institutions should offer entrepreneurship courses as an option within the specific programme or discipline.

There is need for more established inter agency and collaborative structures for the overall governance of entrepreneurial development.

Demand in the public sector and the capacity of the state

With an estimated employment of 186,945 the public sector in KZN employs about 7.7% of the total employment (PSETA, 2011), and represents a key component of the development agenda of the Province. The central role of the public service has been expressed as outcome 12 among the 12 national outcomes of government; strategic priority 10 of the MTSF. The role of human resources in realizing the public service envisioned is expressed as commitment 7 in the Human Resource Development Strategy of South Africa 2010-2030. Because of the role employers in the public service are expected to play, and because of the increased expectations on the performance of the public service, the employment demand will normally be expected to grow, but potential growth in employment demand will be constrained by restrictions in funding in the public sector, by efficiency gains in the delivery of services and by the increased use of outsourcing of services and contract employees in conducting the business of the state. As a result, it is difficult to predict employment demand in the public service without further study. However some of the factors which will affect demand are itemized below.

- Contract appointments and the turnover of administrative leadership
- Competition with the private sector for scarce and critical skills
- Innovations in public service administration such as shared service facilities, public-private partnerships and outsourcing and contracting, among others
- Decline in budgets resulting from changes in equitable share funding, economic growth under the projected levels, and the growth in the public sector wage bill
- Large public sector investment projects and the number of strategic and catalytic projects
- The wide range of strategic initiatives, nationally and within the Province which must be undertaken and managed within the public service
- The impact of HIV and AIDS on the public service employees in terms of illness and death of public servants
- The role of technology such as e-government on employment demand
- Increased efficiency in the public service through enhanced accountability measures
- Increased efforts to use competency standards and management and skills development measures to improve the skills and capacity of those who are already employed

In the end, therefore, it will be necessary to assess the potential impact of these factors on employment and employment demand in the public service in KZN.

Table 1 ANALYSIS OF DEMAND POTENTIAL AND SKILLS NEEDED BY MAIN ECONOMIC SECTORS

ANALYSIS OF DEMAND POTENTIAL AND SKILLS NEEDED BY MAIN ECONOMIC SECTORS				
KEY ECONOMIC SECTORS/SECTOR PERFORMANCE	DRIVERS OF DEMAND/CONSTRAINTS ON DEMAND	OF ON	DEMAND POTENTIAL/GEOGRAPHIC ZONES	SKILLS NEEDED
Agriculture, Forestry & Fishing	<ul style="list-style-type: none"> ▪ New export markets e.g. BRICS ▪ Climate change and demands imposed for corrective interventions ▪ Availability of land under ITB ▪ Vulnerability to environment and water systems ▪ Loss of biodiversity and need to respond ▪ Decline in forestry resources – particularly hardwoods ▪ Need for value add to agricultural products ▪ Reducing dependency on imported agricultural goods ▪ Threat of food security ▪ Poaching of wildlife 		<ul style="list-style-type: none"> ▪ Aqua culture ▪ Agri-processing ▪ Agriculture export markets ▪ Bio fuels production ▪ Citrus production and processing ▪ Livestock ▪ Game farming 	<ul style="list-style-type: none"> ▪ Fish pathologists ▪ Agricultural economists ▪ Plant pathology ▪ Bio Resource Engineering ▪ Silviculture ▪ Forest ecology ▪ Plant production methods ▪ Agri processing ▪ Forest hydrology ▪ Ichthyology ▪ Statistical modelling for fisheries management ▪ Game wardens ▪ Game park security specialists
Mining and Quarrying	<ul style="list-style-type: none"> ▪ New production technologies ▪ Commissioning of abandoned coal mines ▪ Depletion of fossil fuels ▪ Plans to increase small scale mining operations and formalize community mining ▪ Expansion of building material mining ▪ Government incentives for the beneficiation of minerals ▪ Aging technical workforce in mining sector ▪ Labour unrest in sector ▪ Permitting processes ▪ Smaller areas open for exploration 		<ul style="list-style-type: none"> ▪ Downstream beneficiation ▪ Mine rehabilitation ▪ Increased concerns regarding the safety record of mines ▪ Increased construction and infrastructure development 	<ul style="list-style-type: none"> ▪ Metallurgical engineers and technicians ▪ Craftsmen to work in mines ▪ Carpenters ▪ Electricians ▪ Heavy equipment technicians ▪ Diesel mechanics ▪ Occupational health and safety representatives ▪ Machine operators ▪ Downstream activities – jewelry manufacturing ▪ Safety specialists and inspectors
Manufacturing <i>Note: There are 10 key sub-sectors in manufacturing, and each has its unique demand dynamics</i>	<ul style="list-style-type: none"> ▪ Expanding export markets ▪ Growth in ICT and production technology ▪ Low levels of domestic plant investment ▪ Implication of the green economy ▪ Plans for ease of access to zoned industrial land ▪ Investment promotion initiatives by DTI ▪ Cluster/value chain approach to industrial development ▪ Investment in product research and development ▪ Market share in a range of product categories 		<ul style="list-style-type: none"> ▪ Manufacturing for green economy. ▪ There are 10 key sectors in manufacturing. Different sectors have different demand profile 	<ul style="list-style-type: none"> ▪ Quality control technicians ▪ Production control and process technicians ▪ Process engineering technicians with ‘top up’ training in the specific sectors of manufacturing ▪ Manufacturing production technicians ▪ Machinists ▪ Basic computing skills ▪ Mechatronics technicians ▪ Millwrights ▪ Instrumentation technicians ▪ Quality control specialists in specific fields
Construction	<ul style="list-style-type: none"> ▪ Government investment in infrastructure 		<ul style="list-style-type: none"> ▪ Growing demand throughout Province in 	<ul style="list-style-type: none"> ▪ Civil engineers specializing in water management

ANALYSIS OF DEMAND POTENTIAL AND SKILLS NEEDED BY MAIN ECONOMIC SECTORS				
KEY ECONOMIC SECTORS/SECTOR PERFORMANCE	DRIVERS OF DEMAND/CONSTRAINTS DEMAND	OF ON	DEMAND POTENTIAL/GEOGRAPHIC ZONES	SKILLS NEEDED
	<ul style="list-style-type: none"> Need to improve water in infrastructure Insufficient electricity infrastructure to meet rising demands Plans re linking SMMEs to large scale construction projects 		<ul style="list-style-type: none"> light of infrastructure and catalytic projects Construction industry is labour-intensive 	<ul style="list-style-type: none"> Earth moving equipment mechanics Craftsmen and technicians in all construction fields (electricians, carpenters, masons and bricklayers)
Wholesale and Retail Trade, Catering and Accommodation	<ul style="list-style-type: none"> Investment in ports and harbours Increased foreign direct investment Growth in export markets Enhanced business support services Increased local travel and tourism Trends in disposable income 		<ul style="list-style-type: none"> Increased use of computers More competitive industry 	<ul style="list-style-type: none"> ICT professionals Marketing and merchandizing Import and export planners and managers Clerical staff in trade and import and export operations
Electricity and water	<ul style="list-style-type: none"> Increased demand for electricity and energy production Focus on renewable sources of energy Increased investment in energy Concern regarding water quality 		<ul style="list-style-type: none"> Expansion in the use of alternative energy Plans to expand nuclear energy production 	<ul style="list-style-type: none"> Technicians in alternative energy Civil engineers and technicians specializing in water management Technicians and craftsmen in electricity and electronics Instrumentation technicians Nuclear engineers and technicians
Transport, Storage and Communication	<ul style="list-style-type: none"> Establishment of transport corridor Trade gateways in Province Investment in transport infrastructure Increased export-oriented activities Upgrading of corridor routes Expanding economic base Increase in manufacturing and downstream activities 		<ul style="list-style-type: none"> Growth in economic output is not generally accompanied by growth in employment High level of informal employment and work in the land transport sector 	<ul style="list-style-type: none"> Diesel mechanics Heavy earth moving equipment mechanics Logistics control specialists Wide range of specialist to support expanded rail transport Wide range of specialist to support expanded marine activities
Finance, Insurance, Real Estate and Business Services	<ul style="list-style-type: none"> Investor confidence Increased desirability of the Province as a place to work, reside and play Durban's increased role as a trade, finance and business centre in the region 		<ul style="list-style-type: none"> Application of ICT in finance and business Expansion of number of entrepreneurs and support for small businesses 	<ul style="list-style-type: none"> Business management for small business owners and emerging entrepreneurs Accountants and accounting technicians Auditors
Community and Social Services	<ul style="list-style-type: none"> Emigration and movement out of the profession Poor salaries and working conditions Impact of poverty Burden of diseases in Province Need for social services in schools Increase in volunteerism 		<ul style="list-style-type: none"> Demand is high primarily in urban and peri-urban areas 	<ul style="list-style-type: none"> Social workers School social workers Early childhood development workers Youth and community workers

ANALYSIS OF DEMAND POTENTIAL AND SKILLS NEEDED BY MAIN ECONOMIC SECTORS				
KEY ECONOMIC SECTORS/SECTOR PERFORMANCE	DRIVERS OF DEMAND/CONSTRAINTS DEMAND	OF ON	DEMAND POTENTIAL/GEOGRAPHIC ZONES	SKILLS NEEDED
General Government	<ul style="list-style-type: none"> ▪ Disenchanted communities and service delivery sensitivity ▪ Development priorities proposed in provincial strategies ▪ Institutional development to increase government capacity ▪ Impact of climate change and need for disaster management ▪ Increased burden of diseases in Province ▪ Impact of poverty and inequitable distribution of economic benefits ▪ National policy and strategic leadership in all fields ▪ Housing backlogs ▪ Rural development and spatial integration 		<ul style="list-style-type: none"> ▪ Health professionals ▪ Engineers and project managers ▪ Teachers – maths, science, technology ▪ Environmental specialists 	<ul style="list-style-type: none"> ▪ Doctors ▪ Professional nurses ▪ Teachers – maths and science ▪ Engineers ▪ Social workers ▪ Policy developers ▪ Project managers ▪ Professors and senior researchers in all fields to work in universities
Tourism	<ul style="list-style-type: none"> ▪ Refocus on domestic market ▪ International focus on wild life ▪ Government support for tourism initiatives ▪ Establishment of tourism corridors ▪ New marketing of Zulu kingdom ▪ Increased community based tourism initiatives 		<ul style="list-style-type: none"> ▪ Cultural tourism ▪ Heritage 	<ul style="list-style-type: none"> ▪ Tourist guides in heritage and cultural tourism ▪ Cultural event planners ▪ Talent coaches ▪ Talent agents

School to work transition: Demand Led Skills Development

The pathway to employment and other forms of productive engagement is a restricted passage, and a bottleneck in the flow of people from “school to work”. This restriction results largely because the flow is facilitated and unmanaged. Few people enter the pathway because the majority are unprepared and incapable of maneuvering the passage to employment and other post school options; many are unsuccessful in their endeavors because of the absence of a readily available source of information and because of their lack of knowledge about the options available to them; and, finally, failures result because of the lack of opportunities that are accessible or opportunities for which they are prepared and capable. The few who manage to bridge the gap between school and work find themselves in environments that are alien to them, and many are unable to cope with the new cultures.

Facilitating the transition between school and work is important because it promotes efficiency in the use of human resources and responsiveness in serving the needs of the economy. First of all, “school to work” transition programmes prepare individuals for the

world of work and for other options of productive engagement. This preparation produces a higher level of readiness among people for options they choose, and, in the end, it results in a lower tendency to drop out, higher job satisfaction and productivity, and a higher level of overall success. The most valued asset of school to work transition programmes, however, is the capacity to manage information that assists in connecting people to workplaces, and to other opportunities for productive engagement. Proper management of the process of transition into “work” resolves a variety of labour market malfunctions which arise because of the lack of information about the opportunities that are available and the skills set in the market.

The assessment of practice in managing the school-to-work transition seeks to document the structure, availability and content of those programmes. The findings are summarized in the identified 12 areas of critical content for managing the school to work transition, and it provides short evaluative comments regarding the state of practice. It also notes whether, on average, these services are generally available to particular target groups. Some of the key findings are summarized below.

School to Work Transition: The ‘school to work transition’ is interpreted very narrowly to mean movement from institutions of learning to employment, and it is not seen in a wider sense to include other opportunities for positive engagement.

Fragmentation of Services: School to work transition services are very fragmented with different approaches being taken by different institutions and agencies. Each institution seeks to set up its own practice, build its own relationships and serve the particular audience for which it is responsible. As a result available opportunities are not widely shared and some critical audiences who need such services are under-served.

Lack of Full-Service Approach: No institution or agency addresses the full spectrum of services which could be provided to individuals. A full time service approach begins with early preparation and guidance of learners into the correct areas of learning and development so that they have the foundation to eventually explore the widest range of options. Full service will include all the components and will end with the necessary follow up and follow through services. Learners are generally abandoned when they exit their respective learning programmes, or before, and they are not generally prepared for the world they will face.

Lack of Databases and Information Systems: While some agencies and departments have small databases which they use for their clients and their designated purposes, truly comprehensive and robust databases for managing transitions to work are not available. The database used in employment centres by the Department of Labour is the only database that is generally available to the public in seeking employment opportunities.

Narrow Interpretation of Audiences to be served: School to work transition is interpreted narrowly to mean movement from school into employment. The transition of a growing number of out of school youth and unemployed adults into employment or other forms of productive engagement is not considered within the confines of this narrow meaning. As a result, a large percentage of the eligible population do not have access to

full service programmes to assist them in exploring opportunities to be productively engaged.

Limited Scope of Representation in Career Exposure: There is evidence of a wide array of events and interventions that are intended to expose learners to careers. Among them, the series of career expos organized in the Province stands out. Unfortunately, however, learners are exposed to only a limited range of careers, since the careers on display depend largely on the participants in the relevant events. There are expos in specific fields such as tourism or health.

Limited Availability of Aptitude Testing Services: Aptitude testing is not widely practiced in institutions or in programmes which seek to assist out of school youth. As a result, many learners who progress to and exit the senior phase of secondary schooling would not have thoroughly explored their interests and aptitudes. In fact, many learners choose subjects for the NSC exams without even exploring their interest, aptitudes or prospective career options.

Not Enough Professionals in Career and Vocational Guidance: Very few high schools have career guidance programmes and very few programmes for out of school youth offer career guidance services. While one reason for this is the unavailability of financial resources. Another reason is the unavailability trained career guidance professionals. In many programmes where career guidance services are offered, the assigned teachers or counsellors are not trained.

Limited Emphasis on Volunteerism and Youth Work: While the Department of Education is now beginning to implement nation building and heritage projects in schools; and projects which foster social cohesion are beginning to emerge, the concept of volunteerism and youth work is given a low priority in schools. Little training or placement services are offered in promoting volunteerism.

Limited Information on Work Integrated Learning Programmes or Programmes bridging School and Work: Programmes which bridge school and work include learnerships, work experience programmes (WEPs), apprenticeships and internships, among others. These are experiential programmes which blend theory and practice and enable the smooth transition into employment. These programmes are heavily promoted in national policy. There is little information available in the Province on the extent of these programmes and their relative success and impact. A comprehensive data management system is needed to manage work integrated learning programmes.

Lack of Knowledge among Learners: Learners graduating from high schools generally lack knowledge about themselves and their career interest, and information about the range of post school options that are available to them. As a result, many make incorrect career choices from which they eventually withdraw. The majority move into unemployment and a life of idleness without the skills to explore and capitalize on opportunities that are available to them. This lack of knowledge and information is more prevalent among learners in rural and disadvantaged schools.

Limited Access to Experiential Learning: Because of the limited number of places or slots in business and industry for learners to gain work experience in fields related to their

interest and learning programmes, many school graduates are well honed in the theory but are relatively uninformed about practice in the respective field. Unfortunately, in the current business environment, practice and work experience bear significant weight in employment. The limited opportunities for learners to gain experience in industry undermines the effectiveness of the school to work transition process.

The transition into productive engagement in society (whether economically or socially) should not be left to chance, but should be planned, designed and managed as a provincial priority. There are 5 strategic options which could be considered. These are enumerated and described briefly below.

Full Service Programming: Design specifications should be formulated for promoting full service school to work transition programming. Such full service programming should span the spectrum of services from early preparation for subject choices in the NSC, to employability training and support, and should also embody placement and referral services, and follow up and follow through support. Early entry into the career pursuits of learners and even out of school youth will be of significant value.

Standardization of Content: It would be helpful to develop and promote a standardized learning and support package for facilitating the school to work transition. This package and the associated standards of practice will ensure quality programming for all audiences.

A Provincial Database and Referral System: A provincial database for youth is a necessity. This database should coordinate registration and referrals and should embody a network of provincial departments and local municipalities, a body of public and private service providers, and a representative set of employers representing each major industrial sector.

Policy Intervention: It would be helpful if policies are established with standards and guidelines to promote quality in school to work programming.

Training Professionals: More professionals must be produced and placed as career guidance counsellors, so that all learners and out of school youth and adults who are not productively engaged have the benefit of professional assistance and advice in making decisions about career and about options for supporting the development of their communities.

Expanding Accessibility to Services: Access to support for making the transition from school to work should not be limited only to learners who are leaving school or exiting education and training programmes. These programmes should be extended to all groups or audiences that are not productively engaged, and to all individuals who are seeking such opportunities

Expanding and Managing the Areas of Opportunities for Career Exposure: Particular attention must be given to occupational areas and industrial sectors in the Province which are not generally represented in career expos. Attention must also be given to other interventions which are designed to create more exposure for learners and young people who are out of school.

Promotion of Volunteerism and Social Engagement: More formal structures must be established to train for and promote volunteerism.

Scarce, Critical Skills and Priority Skills

Given the economic activities of the Province, a particular profile of skills is needed for sustained economic performance. The absence of these skills places a “binding constraint” on economic growth. The impact of skills availability on the economy is best understood by examining the performance and skills requirements in designated economic sectors. Each economic sector has a particular structure of occupations and applies a designated set of skills that are considered as essential for production. Even within a particular occupation, the skills set and job requirements for that occupation may differ by economic sector. The concern for scarce and critical skills in the economy is, in essence, a concern about whether specific sectors of the economy have the range of skills needed for sustained economic performance. Although the HRD strategy for the Province is concerned with scarce and critical skills Province-wide, priority is placed on understanding and projecting scarce and critical skills for each economic sector. In addition to the sectoral approach to examining scarcity, the strategy also prioritizes the “geography of scarcity” in the Province. The latter is in recognition that because of the diversity of the Province, the rural/urban divide, and the spatial emphasis in economic development, the impact of skills scarcity on the particular economic sectors must also be seen in terms of the location of these sectors.

In terms of the agreed definition accepted by the Department of Labour, scarce skills refer to a current demand for skilled, qualified and experienced people to fill particular roles, professions, occupations or specializations in the labour market. Scarce skills can be absolute or relative.

Absolute scarcity means that the desired skills are not available in the labour market, and as a result, establishments are unable to find people to fill positions that become open. Because of the inability to fill these positions, challenges arise in respect to quality, service delivery and overall productivity. Absolute scarcity arises when occupations are new and emerging and people with such skills are unavailable in the country or Province. Such scarcity also arises when establishments are unable to replace people who leave because educational establishments do not produce enough graduates to meet replacement demand.

Relative scarcity exists where suitably skilled people are available in the labour market, but they do not meet other employment criteria. For example: they may not have the work experience necessary; they may not be located in the geographic region where work is available, and hence may not be willing to relocate; or, they may not meet equity considerations for filling the desired position. In respect to the latter, sometimes there are few candidates with the requisite skills from the specific groups that are available to meet the skill requirements.

Most frequently, people are available in an occupation, but do not have a particular set of capabilities that are needed to undertake responsibilities in a designated sector, or in

a specific establishment within that sector. These skills are referred to as “critical skills”. When critical skills are scarce, productivity and service delivery are also compromised.

Once stable and consistent over time, the skills environment is not dynamic and in constant flux. It is affected by industrial innovation, the emergence and application of new technologies, policy changes which affect practice, the changing needs of society, and, among others, competitive pressures in a global market which forces establishments to adopt more capital intensive and electronically mediated means of production. As a result, the profile of scarce skills in the economy may change over time and measures must be in place to adapt to these changes.

The “scarce skills profile” is presented by the occupational categories for professionals and technicians and trade workers and by the key areas in which critical skills are scarce. The main observations in the listing of scarce and critical skills for the key economic sectors of the Province are itemized below:

Critical skill shortages exist across the high and semi-skilled spectrum of occupations, particularly in the case of artisans and professionals in areas which require maths and science as an academic foundation for qualifying in the field.

There are core areas of skill shortage that are common to most economic sectors. These are referred to later in this chapter as “core areas” of scarce and critical skills. In the professional occupational category these “core areas” are in the fields of finance and engineering. In the occupational category of technicians and trade workers, the core areas of scarce skills are in the basic artisan trades such as machinery, welding, electricians and mechanics. While the basic “skills set” of these trades are indeed common to most industries, particular sectors and establishments require specializations and experience that are sometimes unique to their industry.

Every sector in the provincial economy is affected by the scarcity of skills. However, the sectors which seem most affected are: agriculture, manufacturing, and the creative industries. The factors affecting the scarcity of skills in each of these areas are different. Preliminary data has also revealed scarcity of skills in the maritime industry, in the knowledge economy and in the green economy. Again, the factors affecting scarcity in these areas are different.

Although critical skills differ by sector, core areas of critical competencies are in inter-personal skills and communications, project management, occupational health and safety and computer literacy.

The following observations are made:

Most of the scarce skills, even in the public sector, are in finance, the medical field and in engineering; and, most of these occupations require maths and science as the academic foundation for earning qualifications in the respective areas.

For many of the occupations in which there is a scarcity of skill, the departments, as public sector entities, must compete with the private sector for qualified people. Even with OSD, the departments are not able to retain staff with critical skills and lose them to private companies.

Critical skills scarcity is most prevalent in the Departments of Health, Education, Agriculture and the Provincial Treasury. These are departments that are critical to both the performance of the economy and the performance of Provincial Administration.

Most scarce skills in the Departments of Provincial Administration are classified as relative scarcity due to replacement demand or geographic location.

Table 2 ANALYSIS OF SCARCE SKILLS BY SECTOR

ANALYSIS OF SCARCE SKILLS BY SECTOR			
ECONOMIC SECTOR	SCARCE SKILLS PROFILE		
	PROFESSIONAL	TECHNICIANS AND TRADE WORKERS	CRITICAL COMPETENCIES AND SKILLS
Electricity Gas & Water	<ul style="list-style-type: none"> ▪ Water Operation Engineers ▪ Control and Instrumentation Engineers ▪ Piping Engineers ▪ Geohydrologists ▪ ICT Engineers ▪ Accountants ▪ Electrical Engineers 	<ul style="list-style-type: none"> ▪ Electricians and Electrical Artisans ▪ Millwright ▪ Fitters and Turners ▪ Radiological Nuclear Operator ▪ Boilermakers ▪ Welders ▪ Instrument Technicians ▪ Plumbing 	<ul style="list-style-type: none"> ▪ Experience in specific machines and equipment ▪ Understanding electronic applications ▪ Health and safety procedures ▪ Inter-personal communication
Chemical Industries	<ul style="list-style-type: none"> ▪ Chemists ▪ Industrial Pharmacist ▪ Accountant (General) 	<ul style="list-style-type: none"> ▪ Petroleum Tanker drivers ▪ Diesel motor mechanic ▪ Fitter(general) ▪ Fitter and Turner ▪ Electrician (general) ▪ Electrical Engineering Technician ▪ Mechanical Engineering Technicians ▪ Chemical Production Machine Operators ▪ Millwright ▪ Chemistry Technician ▪ Chemical and Biochemical engineering technicians ▪ Precision instrument maker and repairer ▪ Welders ▪ Glacier ▪ Film fitter ▪ Tool and die makers ▪ Explosive technicians ▪ Riggers 	<ul style="list-style-type: none"> ▪ Occupational health and safety ▪ Computer literacy ▪ Communications
Agriculture, Forestry and Fisheries	<ul style="list-style-type: none"> ▪ Veterinarians ▪ Agricultural engineers ▪ Plant health specialists and pests risk analyst ▪ Agricultural statisticians ▪ Agro meteorologists ▪ Pasture scientists ▪ Production managers (food processing) ▪ Agro meteorologists 	<ul style="list-style-type: none"> ▪ Agriculture and food Quarantine technicians ▪ Aquaculture equipment technicians – repairers of machinery and equipment ▪ Electrical craftsmen – maintenance and installation ▪ Air-conditioning and refrigeration mechanics 	<ul style="list-style-type: none"> ▪ Farm management skills ▪ Enhanced literacy numeracy levels ▪ Project management ▪ Business plan development marketing and processing ▪ Transportation management ▪ Knowledge of markets ▪ Production management ▪ Entrepreneurship ▪ Occupational health and safety

ANALYSIS OF SCARCE SKILLS BY SECTOR

ECONOMIC SECTOR	SCARCE SKILLS PROFILE		
	PROFESSIONAL	TECHNICIANS AND TRADE WORKERS	CRITICAL COMPETENCIES AND SKILLS
	<ul style="list-style-type: none"> ▪ Specialized food analyst (pesticide residue analyst, processed food and dairy analysts, wine and spirit analysts) ▪ Aquaculture professional ▪ Marine resources health specialists ▪ Agricultural importer/exporter 	<ul style="list-style-type: none"> ▪ Millwrights ▪ Automotive mechanics ▪ Electricians ▪ Welder (first class) ▪ Fitters and Turners ▪ Metal fabricator ▪ Pest and weed controllers ▪ Horticultural technicians and specialists ▪ Diesel motor mechanic ▪ Plant production specialists (ornamental crops, hydroponics) ▪ Food technologists ▪ Marine resources health technician ▪ ICT and telecommunications technicians ▪ Net makers and menders ▪ Marine electrical technicians 	
Creative Industries	<ul style="list-style-type: none"> ▪ Venue management ▪ Artistic management ▪ Artists management ▪ Entertainment lawyers ▪ Fundraising and marketing ▪ Planning and logistics ▪ Curators ▪ Art critic and writers ▪ Corporate art consultants ▪ Gallery and exhibition administrators 	<ul style="list-style-type: none"> ▪ Exhibition designers and technicians ▪ Fine art framers ▪ Generalist and specialist restorers 	<ul style="list-style-type: none"> ▪ Communications ▪ Business management ▪ Project management ▪ ICT and the application of technology
Manufacturing – Printing and Packaging	<ul style="list-style-type: none"> ▪ Operations/Works Managers ▪ Advertising and public relations ▪ Sales and marketing managers 	<ul style="list-style-type: none"> ▪ Electronic originators/DTP operators ▪ Photo compositions ▪ Photo lithographers ▪ Plate makers ▪ Litho multi colour machine minders ▪ Web offset machine minders (1 colour, multi colour) ▪ Gravure machine minders ▪ Folding machine operators ▪ Sewing machine operators ▪ Corrugated board printing and finishing technicians ▪ Sheet metal worker 	<ul style="list-style-type: none"> ▪ Occupational health and safety ▪ Inter-personal relations ▪ Application of technology
Finance, Real Estate and Business Services	<ul style="list-style-type: none"> ▪ Internal auditors ▪ External auditors ▪ Actuary ▪ Software engineers ▪ System analyst ▪ Accountants ▪ Accountants – tax auditors ▪ Statisticians 	<ul style="list-style-type: none"> ▪ Database administrators ▪ Accounting clerks ▪ Bookkeeper ▪ Purchasing and supply chain officers ▪ Contract, programme and project administrators ▪ Data entry operators 	<ul style="list-style-type: none"> ▪ Risk and regulatory compliance ▪ Information technology ▪ Customer interface ▪ Risk, credit, investment analysis ▪ Selling and marketing skills ▪ Legislative compliance ▪ Inter-personal relations

ANALYSIS OF SCARCE SKILLS BY SECTOR			
ECONOMIC SECTOR	SCARCE SKILLS PROFILE		
	PROFESSIONAL	TECHNICIANS AND TRADE WORKERS	CRITICAL COMPETENCIES AND SKILLS
	<ul style="list-style-type: none"> ▪ Advertising, marketing and sales managers 	<ul style="list-style-type: none"> ▪ Creditor loans officers 	
Manufacturing – Automotive/Motor	<ul style="list-style-type: none"> ▪ Mechanical engineer ▪ Industrial engineer ▪ Sales and marketing managers ▪ Electronics engineers ▪ Supply and distribution managers ▪ Accountant (general) ▪ Chemical engineer 	<ul style="list-style-type: none"> ▪ Automotive mechanic ▪ Mechatronic technician ▪ Millwright ▪ Automotive electrician ▪ Electrician (general) ▪ Tool and die maker ▪ Fitter ▪ Metal machinist ▪ Motorcycle and scooter mechanic ▪ Panel beaters ▪ Automotive spray painters ▪ Diesel motor mechanic ▪ Automotive machinist ▪ Rubber productions mechanic 	<ul style="list-style-type: none"> ▪ Occupational health and safety ▪ Application of technology ▪ Inter-personal relations
Manufacturing – Metal Fabrication	<ul style="list-style-type: none"> ▪ Workplace industrial relations officer ▪ Production managers 	<ul style="list-style-type: none"> ▪ Crane or hoist lift operators ▪ Metal manufacturing machine setter and minder ▪ Motor mechanic ▪ Fitter ▪ Welder ▪ Electronic instrument mechanic ▪ Toolmaker ▪ Plumbers ▪ Engineering production systems worker ▪ Structural steel erectors ▪ Metal fabricator ▪ Millwright ▪ Sheet metal trades worker ▪ Metal machinist ▪ Fitter and turner ▪ Computer Numerical Control machinist (CNC) 	<ul style="list-style-type: none"> ▪ Application of technology ▪ Occupational health and safety ▪ Communications ▪ Mentorship skills ▪ Supervisory and management skills
Manufacturing - Plastics	<ul style="list-style-type: none"> ▪ Mechanical Engineer 	<ul style="list-style-type: none"> ▪ Plastic production machine operator ▪ Thermoplastic welder ▪ Plastic manufacturing technician ▪ Plastic manufacturing machine setter ▪ Reinforced plastic and composite trade worker ▪ Plastic fabricator and welder ▪ Boat builder repairer ▪ Mechanical engineering technician ▪ Carpenter and joiner ▪ Ship electrician 	<ul style="list-style-type: none"> ▪ Application and technology ▪ Communications ▪ Process management ▪ Health and safety

ANALYSIS OF SCARCE SKILLS BY SECTOR			
ECONOMIC SECTOR	SCARCE SKILLS PROFILE		
	PROFESSIONAL	TECHNICIANS AND TRADE WORKERS	CRITICAL COMPETENCIES AND SKILLS
Mining and Quarrying	<ul style="list-style-type: none"> ▪ Production Operations manager ▪ Surveyor ▪ Mechanical engineer ▪ Mining engineer ▪ Geologist ▪ Metallurgist ▪ Occupational health and safety advisor ▪ Chemical engineer 	<ul style="list-style-type: none"> ▪ Civil engineering draftsman ▪ Electrical engineering technician ▪ Mechanical engineering technician ▪ Mining technician ▪ Automotive electrician ▪ Diesel motor vehicle mechanic ▪ Metal fabricator ▪ Fitter ▪ Fitter and turner ▪ Precision instrument maker and repairer ▪ Millwright ▪ Electrician ▪ Electronic instrument technician ▪ Boat builder and repairer ▪ Driller ▪ Earthmoving plant operator 	<ul style="list-style-type: none"> ▪ Occupational health and safety ▪ Communications and inter-personal relations
ICT and Electronics	<ul style="list-style-type: none"> ▪ ICT business analyst ▪ ICT support engineer ▪ ICT systems test engineer ▪ ICT customer support officer ▪ Computer network and systems engineer ▪ Software engineer ▪ Telecommunications engineer ▪ Electronics engineer ▪ Chemical engineer 	<ul style="list-style-type: none"> ▪ Developer programmer ▪ Computer systems technician ▪ Web developer ▪ Hardware technician ▪ Telecommunications technician ▪ Database administrator ▪ Network administrator 	<ul style="list-style-type: none"> ▪ Inter-personal relations and communications
Manufacturing – Food and Beverages	<ul style="list-style-type: none"> ▪ General manager ▪ Production managers ▪ Quality assurance managers ▪ Research and development managers ▪ Mechanical engineers ▪ Electrical engineers ▪ Electronics engineers ▪ Industrial engineers ▪ Chemist ▪ Winemaker ▪ Accountants ▪ Systems analyst 	<ul style="list-style-type: none"> ▪ Electrical engineering draftsman ▪ Mechanical engineering technician ▪ Electronic engineering draftsman ▪ Millwright ▪ Electrician ▪ Air conditioning and refrigeration mechanic ▪ Fitter and turner ▪ Electronic instrumentation technician ▪ Metal machinist ▪ Bakers ▪ Meat process workers ▪ Dairy product makers 	<ul style="list-style-type: none"> ▪ Inter-personal relations ▪ Health and safety ▪ Process management

SCARCE AND CRITICAL SKILLS IN THE PUBLIC SECTOR		
DEPARTMENT	SCARCE AND CRITICAL SKILLS	REASONS FOR SCARCITY
Department of Agriculture	Agricultural Engineer (level 5) Conservation Officer (level 5) Livestock Inspector (level 4) Agricultural Scientist (level 5) Veterinarian Technician Plumber (General) Level 3 Agricultural Consultant (level 5) Earth & Soil Scientist level 5)	Relative scarcity due to equity consideration Relative scarcity due to the geographic location Relative scarcity due to replacement demand Other
Department of Arts & Culture	Gallery or Museum Curator (level 5) Archivist (level 5)	Relatively scarce due to replacement demand
Department of Community, Safety & Liaison	No specific areas of scarce skills reported	No specific areas of scarce skills reported
Department of Cooperative Governance and Traditional Affairs	Geographer (level 5) Engineering Manager (Level 5) Urban and Regional Planner (level 5) Construction Project Manager (level 5)	Other Absolute scarcity due to new and emerging occupation Relative scarcity due to replacement demand
Department of Economic Development	Economist (level 5) Finance Manager Policy Analyst (level 5) Urban and Regional Planner (level 5) Policy and Planning Manager Programme or Project Manager	Relative scarcity due to replacement demand
Department of Education	Maths and science teachers Foundation phase teachers Career guidance counsellors Finance managers Internal auditors Project managers for infrastructural programmes ICT, engineering and technology Lecturers for TVET colleges	There is an absolute scarcity of maths and science teachers. There is relative scarcity of skills in most of the other fields due to geographic location and replacement demand
Department of Health	Psychiatrist Pathologist Obstetrician & Gynecologist Dental Therapist Intensive Care/Ambulance Paramedic Ambulance Officer Electrician – General – (level 3) Carpenter (level 3) Bricklayer (level 3) Plumber – General (level 3) Fitter (General) (level 3) Life Science Technician Medical Lab Technician Cardiac Technician Social Worker Clinical Psychologists Remote/Rural Area Nurse Registered Nurse (surgical) Registered Nurse (perioperative) Registered Nurse (mental health) Registered Nurse (medical) Registered Nurse (Disability and Rehabilitation) Registered Nurse (critical care and emergency) Registered Nurse (community health) Registered Nurse (child and family health)	Relative scarcity due to replacement demand Relative scarcity due to geographic location

SCARCE AND CRITICAL SKILLS IN THE PUBLIC SECTOR		
DEPARTMENT	SCARCE AND CRITICAL SKILLS	REASONS FOR SCARCITY
	Nurse Practitioner Midwife Radiologist Ophthalmologist Emergency Medicine Specialist Pediatrician Clinical oncologist Specialist Physician (General Medicine) General Medical Practitioner Speech Pathologist Physiotherapist Occupational Therapist Dentist Orthoptist or Prosthetics Retail Pharmacist Hospital Pharmacist Optometrist Medical Diagnostic Radiographer Accountant (General) Secondary Health Services Manager (level 5) Laboratory manager Medical Superintendent	
Department of Human Settlements	Engineer Manager (level 5) Architect (level 5) Town Planning Technician (level 4) Quantity Surveyor (level 5) Quality Assurance Manager (level 5)	Absolute scarcity due to growth/expansion
Office of the Premier	No specific areas of scarce skills reported	No specific areas of scarce skills reported
Department of Public Works	Quantity Surveyor (level 5) Civil Engineer (level 5) Mechanical Engineer Electrical Engineer Programme or Project Manager Architect (level 5)	Absolute scarcity due to growth/expansion
Department of Social Development	Social Worker Community Worker Social Auxiliary Worker Parole or Probation Officer Accountant (general) Finance Manager ICT Customer Support Officer	Relative scarcity due to replacement demand
Department of Sports & Recreation	No specific areas of scarce skills reported	No specific areas of scarce skills reported
Department of Transport	Mechanical Engineering Technician (level 4) Civil Engineering Technician (level 4)	Relative scarcity due to replacement demand
Provincial Treasury	Finance Manager Supply & Distribution Manager (level 5) Economist (level 5) Internal Auditor Finance Manager Organization and Methods Analyst Engineering Manager (level 5) External Auditor (level 5) Security Consultant (level 2)	Relative scarcity due to replacement demand Absolute scarcity due to growth/expansion

SECTION D - CRITICAL FINDINGS AND SUMMARY OF KEY ISSUES

While in its simplest sense, effective human resource management, which is concerned with balancing the supply and demand of labour, effective planning and management of human resources on a provincial basis, is fraught with complexity. This complexity results from the wide range of factors which affect the supply of skilled people, the multiple factors which affect the dynamics of demand, and the host of factors which influence the capacity of the economy, and society, to always put the skills and talent of people to productive use. For this reason, the effectiveness of planning and management of HRD will depend on the extent to which it is possible to monitor and respond to this wide range of factors, and the extent to which it is possible to exercise policy control over the wide array of issues affecting supply, demand and the absorption of skills into the economy and society.

In effect, the strategic management of HRD is concerned with the supply of talent, the creation of opportunities for such talent to be used, and the management and control of the issues that affect performance in both these areas. Accordingly, the purpose of this chapter is to take a brief look at the secondary factors, or the factors that have an indirect influence on supply and demand.

Managing the Supply Stream

The supply of skilled people is, essentially, the graduation of individuals who are properly educated and trained from various institutions of learning and employment establishments, or from a variety of projects or programmes that seek to impart skills to people. It is anticipated that these avenues of supply will, in the end, be responsive to the needs of society and the economy, and will continue to develop people, from cradle to grave, for productive and responsive roles in society. In large measure, the society and the economy depend on the education and training system as the mainstay of skills supply. In a perfect world, one would be able to sum the graduates from various education and training programmes and determine the capacity and efficiency of society to prepare its people for productive roles. In a perfect world, the productive potential of all who are born in society will be fully developed and utilized, and the stream of supply will be responsive to the needs and dynamics of a vibrant and changing society. This is not the case because of imperfections in the supply stream, which affects the quality of preparation and the readiness of people for productive roles, the efficiency of the education and training system to provide opportunities for all to succeed, and the consistency of programming to ensure evenness in the quality of skills and readiness of people for productive roles. The associated issues are discussed briefly below.

Constrictions and Bottlenecks: In light of the population of the Province, the availability of highly skilled and talented people is limited. Such constrictions in supply result from a variety of factors. These include: the low throughput of the education system resulting from dropouts and the inability of learners to successfully complete programmes; the limitation in the early years, of children's capacity to achieve academically in the future

because of the health and social circumstances in which they are raised; the impact of HIV and AIDS and other communicable diseases on children, families and the labour force; to emigration of talented people out of the Province; and, among others the lack of proper articulation of programmes which will ensure a smooth flow of people into programmes of training across and between the level of education and training. As a result, the flow of talented people into society and the economy is inconsistent with the potential of the Province in light of its population.

Literacy Rates and Education Level of the Population: The educational level of the population is a general indicator of the extent to which the human potential of the Province could be effectively applied in achieving its developmental priorities. It also represents the quality of the labour force, and it gives an overall sense of the productive potential of the population. While literacy and the education level of the population have increased steadily over the last 10 years, the overall quality of the labour force is still low in terms of skills, and in terms of the level of education achieved. According to the 2011 Census, 11% of the population have no schooling and 26% of the population have not completed primary school. In terms of the standard measures of literacy used by the census, there are still 382,000 (6%) people who cannot write their name. Eight percent are unable to read, 11% are unable to fill in a form and 5% are unable to work out the change to be received when buying something (Table 3). A total of 631,000 or 9% of the population are unable to read road signs. While there is a higher level of education participation among youth, and while this has accounted for an overall increase in the level of education of the population, this increase has masked some of the key problems that still exist. The labour force is still predominantly a low-skilled labour force with 80% of all workers classified as unskilled or semi-skilled. The level of education of the population affects the education and welfare of children, since a large percentage of parents, young and old, do not have the educational foundation necessary to effectively support their children at school. The quality of skills supply is compromised, and the productive potential of the population is not maximized.

Table 3 LEVEL OF EDUCATION

POPULATION AGED 15 YRS AND OLDER WITH LEVEL OF EDUCATION LOWER THAN GRADE 7 WHO HAVE SOME/A LOT OF DIFFICULTY/UNABLE TO DO BASIC LITERACY - STATS SA: CENSUS 2011			
DEGREE OF LITERACY	KWAZULU -NATAL	SOUTH AFRICA	% of KZN POPULATION (6,987,781)
Writing name	380	1649	6%
Reading	543	2637	8%
Filling in a form	748	3714	11%
Writing a letter	602	2900	9%
Calculating/working out how much change should be received	371	1474	5%
Reading road signs	631	2690	9%
Total population aged 15 and older with level of education lower than Grade 7	1348	5835	19%
Total population aged 15 years and older	7167	34996	6,987,781

Source: StatsSA 2011 Census

Social Issues which affect the School: The quality of supply or the educational capacity of people, is also compromised by a wide range of social issues which affect schools and schooling; and an array of factors which limit their potential for development and the opportunities that are available to them as children and youth. Poverty, unemployment, crime and violence, and the absence of positive role models are some of the factors that affect learners, their capacity and their aspirations. Hungry learners are sometimes physically unable to cope academically; learners who are physically affected by family violence are unable to perform; some learners live in fear and insecurity because of the violence in communities and in their schools. They too, sometimes have difficulties coping educationally. Without adequate social support, these circumstances affect the overall performance and achievement of learners, and hence affect the ability of the Province to fully benefit from the potential in its people.

Inequities in Access to Quality Education: Schools are not all equal in their capacity to deliver educational services; and hence, learners do not have equal access to schools that offer quality educational programmes. This distinction is clear at all levels of the education system - ECD; primary and secondary schools; and TVET and higher education. The distinction is even evident in learnerships and apprenticeships, and in various types of short term skills programmes. At the lower levels, access to quality is determined by geographic location, by socio-economic status and by a variety of other social and economic factors. At the higher levels, this distinction is determined primarily by academic status and performance, economic means and by membership in designated groups with preferential status. The end result is the existence of a highly differentiated system of supply, where access to quality is restricted, where economic means usually guarantees accessibility, and where different streams of preparation produce different quality of graduates and have different prospects for success.

Quality in Educational Programming: Differences in the quality of graduates result from differences in the availability of resources to programmes, and, consequently, differences in the quality of programming and the thoroughness of training. Differences in resources will include differences in the quality of teachers, the availability of learning resources and facilities, the accessibility of practical training, and, among others, the availability of a wide range of learner support services. While these differences are observed in the quality of programmes among public institutions, such differences are sometimes more pronounced between public and private institutions, and between rural and urban communities - although there are marked exceptions to be noted. Differences in the quality of programming contribute to the differences that are observed in the capacity of graduates from different institutions. The differences in the output of different supply streams result in a wide range of quality among graduates, and the consequent tendency for bias to enter employment decisions.

Effect of Language: The overall quality of supply is further compromised by forcing learners in the 'early years' and beyond, to learn in a language that is alien to their upbringing, divorced from their culture and different from general outlook and perspectives they have acquired.

Spatial Inequities: Spatial inequities refer to differences in education and training opportunities because of geographic location. Opportunities differ geographically, with a wider range of education and training programmes available in urban areas, and a very limited set of options available in communities that are more rural. This imbalance in the pattern of programming disrupts the geographic balance in the supply of skilled people. As a result, there is an oversupply of some skills in the urban areas and an under-supply in some rural communities. But spatial inequities also result from other circumstances such as: the out-migration of skills from rural areas; the lack of responsiveness of education and training programmes to the economic and social needs of rural communities; the lack of sufficient opportunities for workplace learning in rural areas, which limits the potential viability of particular technical and vocational programmes; and among others, the inability to attract and retain capable teachers and lecturers in rurally-based education and training institutions. Consequently, patterns of skills supply are sometimes structurally inefficient with an under-supply of trained people where they are needed and an over-supply of people where they are not needed.

Under-Development of Youth: Since youth constitutes a large percentage of the population of the Province, and since the youth population represents a significant asset for the growth and development of the Province, it is anticipated that care and investment in education and training will fully tap the productive potential of this segment of the population. This is hardly the case. The mainstream of skills supply in the Province is under-developed as a growing number of youth continue to drop out of secondary schools in large numbers, where they are unable to complete and certify in TVET and higher education programmes and continue to enlarge the body of unemployed, under-skilled and unengaged young people. Only 14% of learners entering Grade 1 end up passing matric exams four years later; and of this number, only a small percentage go on the TVET and higher education programmes. The throughput of the education system is low. The under-development of youth significantly skews the pattern of skills supply in the Province, as the system continues to generate unskilled and under-skilled people in large numbers.

Managing employment demand and absorptive capacity

If the talent developed in people is not used then the value of our efforts in education and training is diminished. As a result, the supply and demand equation in human resource management relies on the component of demand in order to ensure that the resources and talent of the state are fully utilized, and that the people in the Province are productively engaged. Generally, demand and absorptive capacity is seen as obtaining employment and finding jobs that are consistent with one's training. Here, demand and absorptive capacity is seen as productive engagement in society, either in employment, in entrepreneurship or in other activities or means of making positive contributions to the economy and society. But the productive engagement of people that are educationally prepared, through whatever means, is not a simple matter; and, one cannot assume that training will automatically lead to jobs. The availability of jobs, and the creation of opportunities for using the skills that are acquired by people, defines a complex field of endeavour that is laden with issues. Some of these issues are highlighted and discussed

briefly below. The discussion seeks to highlight the fact that, in light of the complexity, demand must be properly planned and managed. The strategic implications of the issues raised are outlined in the table at the end of the chapter. Each issue is presented below.

The Impact of HIV and AIDS on the Labour Force: One of the factors that fuels replacement demand, is the impact of HIV and AIDS and related communicable diseases on the labour force. The impact of HIV and AIDS is such that there is a high rate of attrition among people who are in the most productive years of their life and careers. While the impact of these diseases has shown positive signs in recent years, society continues to shed its talent in terms of many groups of teachers, skilled workers and other professionals in various fields. This creates gaps in scarce and critical skills, and, in some occupations, leaves vacancies that cannot be readily filled. The prevalence of the disease also requires adjustments in employment conditions, and adjustments in human resource management approaches to deal with the increase in absenteeism and the resulting decline in productivity in some sectors. The situation alters the nature of employment demand, and its impact on particular economic sectors must be fully understood and managed.

The Dynamics of Job Creation: In the traditional sense of employment demand, it is essential to create jobs in the economy and thereby expand opportunities for people to be employed. While the supply of talent rests, primarily, with education and training institutions, the creation of jobs, on the other hand, results from the complex dynamics of the economy, the intricate interplay of policy in economic management, and a host of other factors such as creativity and technological innovation, the labour or capital intensity of production, productivity growth, and the degree to which it is favourable for businesses to be established to survive or to expand their operations. These factors are inherently more difficult to manage, and hence job creation is inherently more difficult to control, manage or realize. Even beyond job creation in the traditional sense, opportunities must be created for the productive engagement of people; and, even this is difficult to plan and manage. The heart of the issue here is that job creation and employment demand is not automatic, but must be properly planned, managed and coordinated. The Province currently has a wide variety of job creation programmes in terms of small projects in local municipalities, and much larger initiatives in the strategic infrastructure and catalytic projects. Such programmes could be more effective if they are properly coordinated, and if the employment demand and job creation implications are properly investigated and well known.

Mobility of Labour and Concentration of Economic Activity: Employment demand scenarios in the Province are affected by the mobility of labour and by the concentration of economic activity in various geographic zones in the Province. As a result, the pattern of demand and the availability of labour differ considerably on a geographic basis. Several factors account for this. One factor related to the mobility of labour, therefore, is migration patterns into cities as employment opportunities are more concentrated in urban areas, and people perceive that they are more likely to be successful in their job search where employment opportunities are concentrated. Migration out of the Province is another factor to be considered. The outward migration of skills creates skills gaps in the economy, particularly in areas of scarce and critical skills. While information is available on outward migration of people, little information is available on the skills that

are lost from the Province as a result. Apart from employment opportunities, people change residence for many other reasons - improved quality of life; increase in educational options of their children; access to health facilities; and exposure to economic and social environments where more options are available. All these are considered in searching for jobs and in accepting job offers. The mobility of labour must be considered in managing demand. Geographic areas must be made sufficiently attractive to draw labour; there, incentives must be provided so that people with critical skills opt to move into areas that may be otherwise unattractive; spatial planning must continue to promote the expansion of economic opportunities into rural areas; and, among others, education and training institutions must be more responsive to the needs and priorities of their respective service areas so that trained people do not have to change residence to find jobs.

Labour Market Impediments: Balancing the supply-demand equation is not merely matching the skills produced with the employment opportunities that are available in the economy. The reason for this is because skills and qualifications are not sole determinants of access to and success in finding jobs. A wide variety of factors in the labour market intervene in the transition into employment. Factors such as wages, race and gender biases, working conditions, nepotism, agreements and resolutions in labour relations, and, among others, employment policies such as affirmative action, all affect whether those who are appropriately qualified will accept or be accepted in positions that are available.

Spatial Inequities: The structure of the economy and the availability of employment opportunities differ by geographic zones and regions. Of particular note in this regard, is the differences in the economic opportunities between rural and urban areas. There are several consequences to such differences in opportunities. In rural areas, there are fewer, and a more restricted range of economic opportunities, and, as a result, unemployment is generally high if there are no major employers in the area. Most rural areas have fewer options, and sometimes no options at all, for skills development; and, where vocational and technical training is available, learners have very limited opportunities for practical training and workplace exposure. The result is massive out-migration of mostly unskilled people from rural areas into the major employment centres of the Province.

Structure of the Labour Force: The structure of the labour force, both provincially and in particular geographic regions, will determine the development potential, provincially and regionally, and will influence the prospect of success for planned economic activities. Development will generally determine the availability of employment opportunities and the prospects for attracting and retaining skills in the Province and in districts. Overall, and particularly in districts, the structure of the labour force does not always favour development as planned. Generally the labour force is structured with a small percentage of highly qualified technical and professional people at the top of the labour pool and skill pyramid and a massive and expanding base of semi-skilled, unskilled and unqualified people, particularly youth; at the bottom of the pyramid. This general pattern of skill distribution remains the same throughout the Province, with a larger proportion of unskilled people generally found in rural areas. The structure of the labour force is critical in assessing the prospects for development, and the profile or distribution of skills that are available in particular regions indicate the potential viability of planned economic activities. Already employers complain about the lack of skills as a constraint on

development and expansion. In stimulating demand and creating jobs, it is essential to ensure that the profile of skills represented in the labour force is appropriate.

Untransformed Economic Structures: Employment demand is predicated on economic performance; and, economic performance relies, partly, on the extent to which particular economic sectors sustain opportunities for expansion and growth. While opportunities for expansion lie in the verities of the market, it also depends on the extent to which economic sectors are transformed in order to allow new players, new products and a more open structure of economic relations. Current industrial policy favour this economic transformation in terms of the expansion of downstream and beneficiation in relevant sectors; the transformation of supply pipelines to include previously disadvantaged individuals; the expansion of entrepreneurial activities in all economic sectors; and among others, ensuring that dominant players in the economy do not create barriers to entry in the respective sectors and thus limit competition and growth. Currently many economic sectors are in the process of transformation in this respect, and, while this increases economic opportunities and creates positive prospects for jobs, it also creates instability in particular sectors which sometimes results in shedding jobs. In this respect, it should be noted, that the longer it takes sectors to transform, the more constraints there will be on expansion, demand and employment creation. Tracking and responding to policies and strategic initiatives that seek to transform the economy are critical in managing HRD in the Province.

The Myth of the Entrepreneurial Option: Some stakeholders in the field have advanced a compelling consideration that entrepreneurship is a natural alternative to seeking employment in already established businesses. But, for many aspiring and new entrepreneurs, the option of self-employment through entrepreneurial initiatives is fraught with challenges. The first challenge is that entrepreneurial activities seem too limited, or even restricted, to specific economic sectors and occupations where the capital outlay for entering the sector is low. As a result, most entrepreneurs are involved in food service, cleaning services and stationery tenders for government. Some are involved in the mechanical or electrical trades, others in transportation and logistics, and a few are involved in agricultural activities and small scale manufacturing. Although the exact figures must still be determined, and although small businesses account for a high percentage of total employment, new and emerging entrepreneurial activities represent only a very small segment of the economy. The second set of challenges is the inherent difficulties in starting one's own business. Startup activities such as raising capital, acquiring licenses and permits, establishing markets and managing startup costs present problems. Assistance is available but not enough to promote the level of success needed or anticipated. In addition, there is not yet a fully established tradition and process of training in the Province for grooming and developing new entrepreneurs, particularly in the black community. As a result, for many, entrepreneurship is a compelling idea, but a faint reality. Few are able to acquire the resources, support and mentorship necessary to become successful entrepreneurs, and subsequently emerge as the business leaders of the future.

Conflicting Perspectives on Development: One of the goals of the HRD strategy is training for employment, and the importance of organizational structures for more

effectively managing employment demand and job creation. The HRD strategy does not promote employment-oriented training as the sole focus of its approach. Rather, it promotes the concept of productive engagement of its people in society so that all can benefit from the talent they have acquired. Notwithstanding, some stakeholders have expressed concern regarding training for employment demand, and the overall approach taken to HRD. The basis of the concern expressed, as we have come to understand the concern, is that any model which promotes the production of skilled and talented people to serve a capitalist economy, is ill-conceived. Others argue, however, that it is important to manage the economy so that jobs can be created and the economy can expand to offer more opportunities to people to better their lives. This will assist in alleviating poverty and will promote social welfare where people can lead productive lives for themselves, their families and their communities. The latter perspective is contested. While the divergent perspectives can promote healthy and useful debates, and while it may constantly alert us to the importance of grooming a new cadre of business and industrial leadership, it also fragments the support and solidarity that is needed among stakeholders to realize the full benefit of an HRD strategy.

Managing the flows and transitions of human resources into productive engagement in society

The bridge between education and work, or between the development of people and their productive engagement in society is, in an ideal world, a conduit through which people who desire work are placed into available roles in society for which they are ready and capable, and in which they can make a positive contribution to development. In this world, the conduit serves as a filter or a sorting mechanism- which ensures that human resources are adequately placed. In the real world, however, the transition between development and productive engagement in society is left relatively unattended, and, as a result, the bridge between education and employment represents a major bottleneck in the effective utilization of the talent of the Province. One of the major issues here is the overriding assumption that, once trained, people will find work or they will naturally undertake roles that utilize their talent. As a result, the movement from education into productive roles in society is largely left up to the individuals themselves. This section of the chapter presents a brief discussion on 6 of the key issues which affect the smooth transition between school and work, and the issues which create bottlenecks, mismatches and misallocations between the viability and the demand for talent in society. The issues are itemized and discussed below.

Fragmented Planning and Governance: There are a few formal structures for managing the transition from school to work; and, the structures that now exist operate largely independently. Some TVET and higher education institutions have job placement functions that assist students in getting employment. In addition, the Department of Labour has exchanges throughout the Province, which registers both individuals and employers with vacancies, and provides a service to match job seekers with employment opportunities. There are also a variety of small short term projects throughout the Province which seeks to make the link between training and employment, and between

education development and volunteerism, youth work and community service. These include entrepreneurship training projects, learnerships, apprenticeships and the facilitation of internship opportunities. All these programmes seek to strengthen the bridge between education and employment, but none is sufficiently comprehensive to offer a full suite of coordinated services in creating effective pathways for people to enter into productive roles. While this is generally the case, it should be noted that the Department of Labour has an exemplary model in its labour exchanges that can be expanded to serve a more diverse audience, and to offer a more comprehensive set of services to both individuals and employers. The database and information and service infrastructure of the Department of Labour can be used as the basis for stemming the fragmentation in the planning and governance of school to work transitions.

Data Availability for Planning: Planning and managing the school to work transition requires the ongoing availability of data on supply - those available to be placed - and demand, the opportunities that are available for people to be placed. Such data is generally unavailable in the detail necessary and they are rarely produced on an ongoing basis. Institutions maintain data on the people they have prepared, but such data is not submitted at a common point to be processed in a comprehensive database. On the other hand, employers do not submit information on employment vacancies to a common provincial database. Some employers use the Department of Labour exchanges, but this represents only a very small percentage of employment establishments. Many employers use labour brokers, but most have their own systems for the recruitment and hiring of staff. In all these cases, there is no common point for submission, processing and management of data on employment vacancies. The data that is available from the varied sources mentioned, is sometimes outdated, generally unreliable and always incomplete in respect to a basic set of information requirements for matching people to opportunities.

Mismanagement of Career Choices: Current management of the school to work transition assumes that students understand the world of work; that they are aware of their career aspirations; and they are able to properly assess their individual capabilities for the roles they hope to assume in the economy. This is not always the case. In fact, students rarely understand their career aspirations and options, and many are unable to make proper choices of careers. A large percentage of students who graduate from secondary schools, TVET colleges and higher education institutions have not had any exposure to career guidance, and do not have coaches, mentors or role models who can assist them in making their choice of careers. This lack of knowledge about careers sometimes results in the wrong choice of jobs. This leads to job dissatisfaction, employment instability, reduced productivity in the workplace and movement into positions for which individuals do not have the capacity.

The Myth of Responsiveness: The transition from school to work is made more effective to the extent that institutions of higher learning are responsive to the needs of the economy and society, and the extent to which they are aware of the availability of opportunities for people to be productively engaged. This requires a high degree of flexibility in planning and programming, and it depends on the availability of systems which will provide ongoing information of the needs and priorities of society for particular skills. In reality, however, institutions are rarely set up with the degree of flexibility so

as to ensure responsiveness. TVETs, for instance, have an established set of NC(V) programmes from which students must choose with little attention, and most cases, to the ends of the local economy. In fact, the programming structure in these colleges limits the exercise of flexibility, labs and workshops are in place, lecturers are hired on long term contracts and the funding model which supports the curriculum at these colleges encourages investment in programmes which are sometimes not viable in terms of responding to employment demand. Many colleges do offer some skills programmes and a few vocational courses that are outside of the routine framework of course programming, and are therefore more responsive to local needs and economic priorities. Such programmes are in the minority.

Labour Market Malfunctions: Labour market malfunctions refer to the wide range of factors that create bottlenecks in the transition of individuals from education to employment or from development initiatives to productive engagement in society. These include: access to information; access to service, contacts or supply to gain entry into establishments; and, among others, meeting the demographic profile that is sometimes required to qualify for available positions or for the services that are required to gain entry into these positions. In all these cases, it is necessary to promote equity in access and establish policy structures which will eliminate bias and prejudice in the availability of services to enter the workplace.

Restrictions in Options for Productive Engagement: The transition into productive engagement in society is usually interpreted to mean the transition into formal employment and into other wage earning activities. In this sense, the concept of productive engagement in society is restricted, and the many other ways in which individuals could be of benefit are generally ignored, or are given a lower priority in building bridges between employment and work. Productive engagement refers to employment and entrepreneurship, but it also refers to various forms of youth work, volunteerism, assuming various forms of civic responsibilities and public service, and, among others, involvement in activities to promote social cohesion. Even individuals who are employed could be productively engaged in assisting those who are not. Unfortunately, however, most structures that are established to facilitate the school to work transition are designed to enable job placement and promote employment.

A summary of the strategic implications of the issues discussed are presented in the Table below.

Table 4 Strategic Implications in Planning and Management of HRD

ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
Managing supply streams	Constriction and bottlenecks	<ul style="list-style-type: none"> ▪ Academic support programmes to maximize throughput. ▪ Early year’s educational programming in order to maximize potential to achieve. ▪ Enhanced programme articulation – horizontally and vertically. ▪ Support programmes to enable transitions between levels of education preparation.
	Literacy and educational level of the population	<ul style="list-style-type: none"> ▪ Adult education to build educational level of population. ▪ Community support programmes to assist learners with homework.
	Social issues affecting performance	<ul style="list-style-type: none"> ▪ Social support programmes in all schools. ▪ Training teachers to understand and respond to social issues.
	Inequities in access to quality education	<ul style="list-style-type: none"> ▪ Educational resourcing and support to promote equity. ▪ Ensuring one exemplary school – fully resourced in each district. ▪ Collaborating and sharing resources between schools.
	Quality of educational programming	<ul style="list-style-type: none"> ▪ Promoting responsiveness in educational programming.
	Effect of language on performance	<ul style="list-style-type: none"> ▪ Full implementation of language policy. ▪ Movement to full educational programmes in indigenous language.
	Spatial inequities	<ul style="list-style-type: none"> ▪ Research and planning in education and training to ensure spatial equity. ▪ Educational programming linked to PSEDS.
	Under-development of youth	<ul style="list-style-type: none"> ▪ Preparation of local youth development plans and strategies. ▪ Range of programming to suit the diverse characteristics of youth. ▪ Academic support programmes to maximize throughput.
Managing demand and absorptive capacity	Impact of HIV and AIDS on the labour force	<ul style="list-style-type: none"> ▪ Need to monitor the impact of HIV and AIDS on the economy. ▪ Need to monitor and manage policy and other initiatives taken in response to absenteeism and decline in productivity in the workplace. ▪ Need to ensure that education and training institutions respond to the decline in skills in scarce and critical occupations.
	Dynamics of job creation	<ul style="list-style-type: none"> ▪ Job creation must be collaboratively monitored and managed on a sectoral basis.
	Mobility of labour	<ul style="list-style-type: none"> ▪ Research and data collection on the out-migration of skills from the Province ▪ Spatial representatively of economic opportunities. ▪ Incentives for people with scarce and critical skills to accept employment in rural and challenging areas. ▪ Promoting the responsiveness of training institutions to the economic priorities in their respective geographic areas.

ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
	Labour market impediments – wages, gender, race	<ul style="list-style-type: none"> ▪ Ensuring the availability of policies which limit race and gender bias and nepotism in employment. ▪ Tracking and managing the effect of wages on employment in particular occupational areas. ▪ Studying the labour market implications of labour resolutions.
	Spatial inequalities – rural	<ul style="list-style-type: none"> ▪ Education and training initiatives and HRD projects must be aligned with the PSEDS. ▪ Employment demand and job creation must be planned and managed on a geographic basis, and by the respective economic sectors.
	Structure of labour force	<ul style="list-style-type: none"> ▪ Ongoing assessment is needed to track and manage the representation of skills in the labour force in geographic regions. ▪ The employment demand of strategic infrastructure and catalytic projects must be matched with the structure and availability of skills in the labour pool. ▪ Training and skills development initiatives must be responsive to the demand in districts, the prospects for development and perceived deficits in the current pool of labour.
	Untransformed economic structures	<ul style="list-style-type: none"> ▪ HRD must monitor and respond to the policy agenda of transforming the economy through training and advocacy within institutions and outside. ▪ It is essential to adopt a sectoral approach to HRD planning and management.
	Myth regarding the entrepreneurial option	<ul style="list-style-type: none"> ▪ Need for full service entrepreneurial training and support. ▪ Entrepreneurial training should begin in primary school. ▪ Business mentorship is a critical aspect of entrepreneurial development ▪ HRD must work with EDTEA and on PSEDS and KIDS (Kwazulu-Natal Industrial Development Strategy) in order to support economic transformation.
	Conflicting perspectives on development	<ul style="list-style-type: none"> ▪ Need to conduct advocacy to promote a more balanced view of training for employment as a legitimate and necessary feature of development policy and HRD strategic initiatives.
Managing the flows and transitions of HR into productive engagement in society	Fragmented planning and governance	<ul style="list-style-type: none"> ▪ Need for inter-agency collaboration in making information available of individuals who are seeking employment or positions in which they could be productively engaged. ▪ The labour exchanges of the Department of Labour could be used as the basis of a comprehensive system for facilitating the employment transition.
	Data availability for planning	<ul style="list-style-type: none"> ▪ Need for a comprehensive provincial database on qualified graduates and available vacancies and employment positions. ▪ Need for a coherent and articulated infrastructure for the ongoing collection, processing and use of data on the supply of graduates and the availability of opportunities for the use of their skills.

ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
		<ul style="list-style-type: none"> ▪ System is needed to monitor and manage the currency and credibility of data.
	Mismanagement of career choices	<ul style="list-style-type: none"> ▪ More emphasis must be placed on career guidance in schools and colleges. ▪ Institutions of higher learning should provide a comprehensive system of job placement support. ▪ More use should be made of role models, mentors and coaches in career guidance and career development.
	The myth of responsiveness	<ul style="list-style-type: none"> ▪ Structures and policies must be adjusted to promote more flexibility in programming so that TVETs could be more responsive to the needs in their respective service areas. ▪ Restructure skills development and programming to provide and certify in basic areas with specialist 'top up' endorsements in specific skills or disciplines as needed by industry.
	Labour market malfunctions	<ul style="list-style-type: none"> ▪ Monitoring and management of policies to eliminate biases and prejudice in the workplace. ▪ Research on the effect of labour market malfunctions in transition into employment.
	Restrictions in options for productive engagement	<ul style="list-style-type: none"> ▪ Establishment of formal structures to facilitate youth work, volunteerism and civic responsibility through service to the public. ▪ Educational initiatives to prepare youth for a wider range of post school options.

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SECTION E - KWAZULU-NATAL PROVINCIAL HUMAN RESOURCE DEVELOPMENT STRATEGY

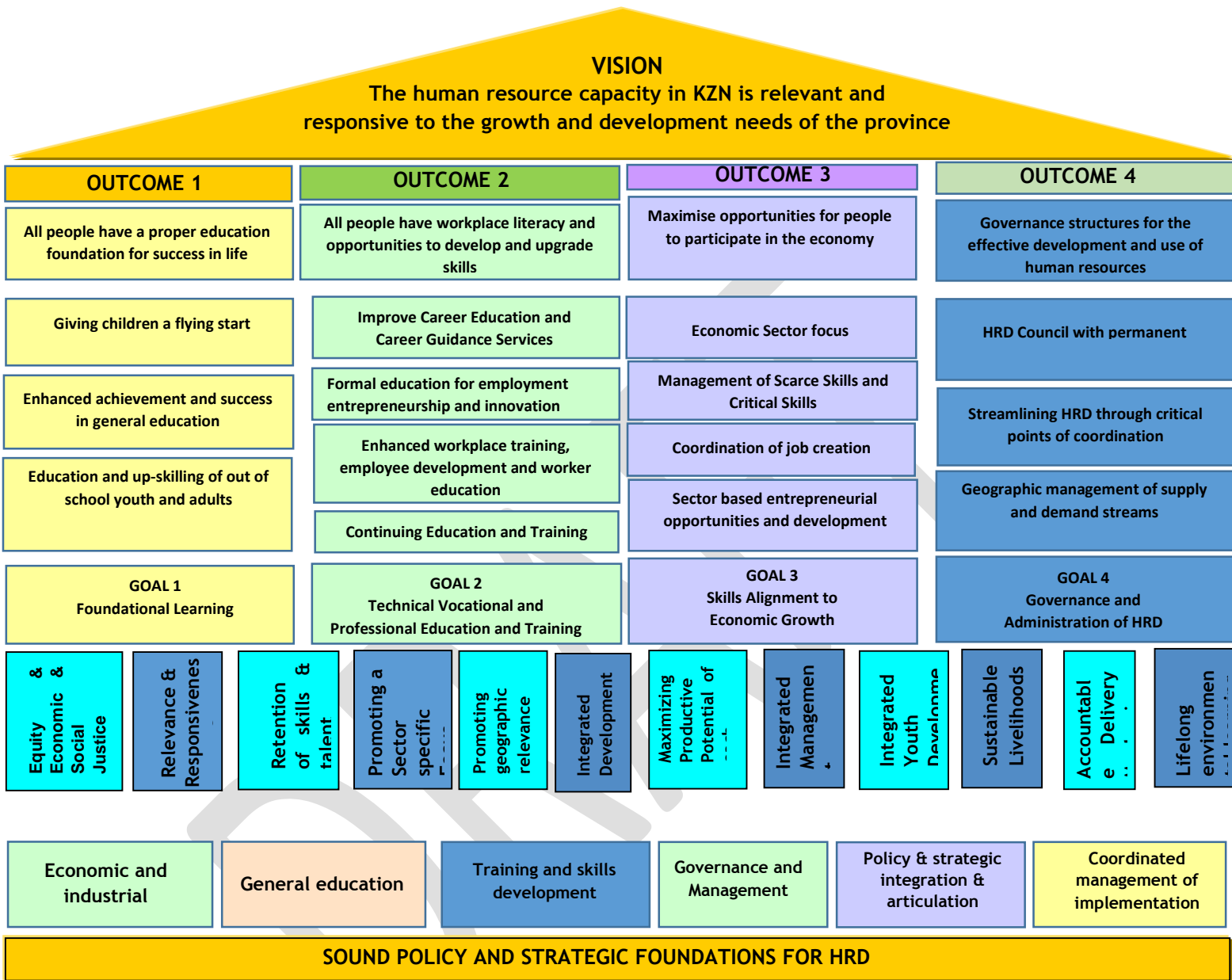
Strategic Framework for Integrated HRD in KwaZulu-Natal

The strategic framework for human resource development in KwaZulu-Natal is presented in Figure 4. The framework presents a summary of the strategic goals and priorities for HRD, and the specific areas of focus within each goal. The strategic framework is presented as 4 goals of action, and interventions are suggested within each goal. Each goal constitutes a goal and the components of the goal and the objectives or areas of focus. The purpose of this chapter is to present a general outline and description of the areas of focus within each of the 4 goals. The main focus of the presentation is to describe and justify the interventions recommended as components of the strategic framework. In this regard, the chapter will be divided into 8 sub-sections. The first sub-section will describe the vision, purpose and operating values of the strategy as a whole. The second sub-section will describe the policy and strategic foundation needed to drive the HRD strategic agenda. The third sub-section will describe the core principles which have emerged as the value-base to be honoured by stakeholders in implementing the overall strategy. Each of the remaining 4 sub-sections will discuss, in detail, each of the four goals of the strategic framework. The discussion of each goal will address the following:

- Introduction to note meaning and focus.
- The vision, outcome and practical implications of the goal of action.
- A summary of the considerations which justify the goal and each of its components of focus areas as areas of high priority.
- A description of each of the components of the goal, and the specific objectives to be pursued in implementation.
- As part of the description above, a set of practical considerations associated with the implementation of the initiatives identified for each goal will be presented. These practical considerations were derived from the comments and recommendations made by various stakeholders during the process of consultation.

The respective sub-sections of the strategic framework are presented in the pages to follow.

Figure 4: Strategic Framework for HRD in KZN



Goal 1: Foundational Learning

Introduction

A sound foundation in general education is seen as the basis for the development of all human resources. Accordingly, the HRD strategy for the Province sets out as its first goal the intent to ensure that, in the future, all individuals have equal opportunities to achieve and that all individuals acquire a proper educational foundation for success in life. This goal constitutes the first goal of the conceptual framework. The analysis in the earlier chapters has shown that the Province is, for a variety of complex reasons, far from the ideal of enabling all individuals to have a proper foundation in general education. In response, the HRD strategy presents a selected set of interventions in order to ensure that all people acquire a proper educational foundation as a basis for their future success.

In establishing this foundation, the strategy presents interventions in 3 areas:

- early childhood as the cradle of human potential;
- general education, as provided through ordinary schooling, as the foundation for grooming and nurturing talent; and
- alternative education initiatives that are designed to render services to populations that are out of school, but who have not had the benefit of a general education that could be used as the basis for pursuing careers, and as the foundation for productive participation in society.

All participants in society must be covered. A sound foundation in general education aims at full coverage of all people in the Province so that all can have equal opportunities to achieve. In order to strengthen our capacity to provide general education to all, there are three objectives that are presented as clusters of intervention: giving children a flying start; enhancing achievement and success in general education; and initiating programmes for the education and up skilling of out-of-school youth and adults. Each objective is discussed in the sub-sections to follow. The first sub-section looks at the vision, outcomes and practical implications of these objectives; the second sub-section presents the rationale and justification for each objective; and the third sub-section describes each objective in more detail, and presents a set of practical considerations for the implementation of the initiatives identified. Each of these sub-sections follow.

Vision, Outcome, Practical Implications for Goal 1

The vision, outcome and practical implications of each of the three objectives of this goal are presented and described in Table 5. The table summarizes what could be achieved through these objectives.

Table 5: Vision, Outcomes, Practical Implications - Goal 1

STRATEGIC OBJECTIVES OF GOAL 1	VISION, OUTCOMES AND PRACTICAL IMPLICATIONS
Strategic Objective 1.1 Improve early childhood development to give children a flying start	<p>Vision All children are given the best of care, intellectual and social stimulation and social support so that they acquire confidence and capacity to excel in their intellectual and social development.</p> <p>Outcome When children receive a high level of care in the early years, they build the confidence and capacity to succeed in school and in life. In the future we will see a higher level of performance in schooling.</p>

	<p>Practical Implications Success here will result in higher scores in achievement tests, and eventually higher matric pass rates and an overall better performance of the supply pipeline for education and skills.</p>
<p>Strategic Objective 1.2 Enhancing achievement and success in general education</p>	<p>Vision All learners have a sound foundation in general education which enables them to enter and be successful in careers of their choice and which serves as a foundation for their success in life.</p>
	<p>Outcome Learners are not constrained in their choice of careers and they are not denied access to opportunities because of their lack of capacity. All learners will have equal opportunity to succeed.</p>
	<p>Practical Implications There will be a higher effectiveness and efficiency in educational performance. Matric pass rate will reflect this higher level of performance. Success will also be reflected in lower dropout rates in post school education and training.</p>
<p>Strategic Objective 1.3 Education and up-skilling of out-of-school youth</p>	<p>Vision No one is denied an opportunity to succeed in life because of life circumstances or because of the choices they have made or the lack of opportunities in the past. All, regardless of age or circumstances, have an opportunity to progress educationally and grow into the life roles they choose.</p>
	<p>Outcome A diverse array of educational opportunities is available for out-of-school youth and adults regardless of their circumstances and all will have access to educational opportunities to improve their lives.</p>
	<p>Practical Implications A variety of programmes for out-of-school youth and adults, and a variety of pathways to access jobs, opportunities and productive and rewarding roles in life.</p>

A Summary of Considerations Which Justify the Objectives and Interventions as Critical Areas of Intervention

Table 6: Considerations Justifying Initiatives and Interventions for Establishing a Sound Foundation in General Education

CRITICAL COMPONENTS OF GOAL 1	RATIONALE AND JUSTIFICATION FROM EVIDENCE COLLECTED
<p>Strategic Objective 1.1: Improve early childhood development to give children a flying start</p>	<p>The capacity and confidence to achieve educationally is invested in children in the early years of their lives. The damage done in these early years can result in a lifetime of under-performance. Many of our children in the Province lose the potential to achieve in the early years of their life. Some because of congenital diseases, others because of the consequences of poverty, and yet others, as a result of social circumstances and lack of intellectual stimulation. Children in rural areas are particularly vulnerable because of their economic and social circumstances, and because sometimes of less accessibility to quality healthcare and quality ECD.</p>
<p>Strategic Objective 1.2: Enhance achievement and success in education</p>	<p>Most of the available statistics have shown that the education system is not performing as well as it should. Achievement scores in numeracy and literacy are low; matric pass rates are lower than expected; dropout rates are high in Grade 10 and beyond; education participation rates are lower as cohorts of the population age; too few learners are exposed to maths and science in the higher grades and too few of them pass the subject at matric level. Overall, schools are not performing well; and, inequities abound in the education system.</p>

Strategic Objective 1.3: Education and up-skilling of out-of-school youth	The proportion of out-of-school youth in society is growing year by year. While a few learners drop out of school in the early grades, many more drop out in the senior grades of high school. Some drop out because of their inability to keep pace with academic demands. However, many drop out because of social and economic challenges. Some learners have to work to support their families; some learners come from child headed homes; some are orphans; and others may not have transportation to get to school. Some drop out because of teenage pregnancies.
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A Description of each of the Strategic Objectives of Goal 1

Strategic Objective 1.1: Improve early childhood development to give children a flying start

The most significant investment to be made in a child is not made at primary and secondary schools, or at TVETs and HEIs. The most significant investment is made in the early years before the child enters school. The investment here is in establishing the basis for achievement and success in education and in life. The imprints of emotional stability, intellectual curiosity, discipline, social competence and overall confidence are laid in the early years. The inherent capacity to achieve is either nurtured or damaged in these years. Much of this capacity is lost in the early years as a result of the social and economic circumstances in which children live. The poor are doubly disadvantaged, since they may not have the educational and social means to invest in their children in the early years, and they may not have the financial means to invest in them later. As a result, much of the potential of our people in the Province is lost before they enter school. The HRD strategy places as the first objective of the first goal, the need to “give our children a flying start”. It signals the importance of the early years in realizing the potential of people.

Giving children a “flying start” means giving them the foundation and the opportunity to “spread their wings and fly”. A flying start means that the potential in children will be protected and nurtured until they are able to take off in flight, or until they are able to protect, preserve and release that potential.

The strategy argues that protecting potential begins before birth with the quality of pre-natal care provided and the responsibility taken by parents for protecting the foetus. It is generally advanced that HRD is administered from the cradle to the grave. The strategy promotes the understanding that it begins before. It also promotes the understanding that every effort should be made to enrich and excite the lives of children in the early years after birth. Quality programming at ECD centres is highlighted as important, and, in this regard, the accessibility of quality ECD in rural regions and disadvantaged communities is raised as a high priority. But even further, the strategy notes the importance of community facilities in disadvantaged areas, and the importance of aggressive and integrated social service interventions to nurture the potential and protect the interest of the child.

Table 7 presents the initiatives and interventions needed to “give children a flying start”. For each initiative, a set of activities is suggested in order to realize the intended objective. However, these activities are not seen as individual or isolated projects or interventions. The strategy suggests a more integrated and cohesive approach to advance the welfare of children in the early years. Perhaps, such an approach could begin with a service delivery protocol that is endorsed by all the relevant agencies, particularly Health, Social Development and Education. There must be an integrated plan and programme for advancing the welfare of the child and an annual “welfare

of the child” report to be part of the districts’ IDP process. Perhaps, such an agenda could be managed by a “child welfare” task team. Fragmented approaches where each department advances its own agenda for the child has not worked in the interest of children.

Table 7: Strategic Objective 1.1: Improve early childhood development to give children a flying start

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. Reducing infant mortality and congenital diseases	<ul style="list-style-type: none"> ▪ Comprehensive infant mortality intervention programme in areas where infant mortality is excessively high ▪ Expansion of pre-natal care targeted at the poor and high risk populations ▪ Educational programme for pregnant mothers, - targeting poor communities and high risk populations.
2. Ensuring increased access to quality ECD programmes for all	<ul style="list-style-type: none"> ▪ Wide publication and availability of standards for ECD ▪ Attach all ECD centres to primary schools in order to manage quality ▪ Enhanced monitoring of ECD centres ▪ Ensure adequate and timely resources for ECD centres ▪ Enhance training of ECD teachers to ensure that all teachers are suitably qualified
3. Providing early enrichment programmes in the community	<ul style="list-style-type: none"> ▪ Initiate vacation enrichment programmes for young learners ▪ Develop community enrichment centres in poor and rural areas ▪ Establish community toy libraries, play centres and parks for children
4. Providing parental education and support	<ul style="list-style-type: none"> ▪ Establish an effective system to identify parents and families who need support to promote the welfare of children ▪ Expand educational social service network in high risk areas ▪ Offer a parental education programme in each district
5. Reducing the impact of poverty by the integration of early years’ services	<ul style="list-style-type: none"> ▪ Strengthen district task teams to provide an integrated set of services to vulnerable children ▪ Develop an efficient reporting system for schools and educators to report on learners at risk to a central service point in the district
6. Creating wide awareness of the standards associated with ECD services	<ul style="list-style-type: none"> ▪ Publish a brochure on ECD standards for parents ▪ Establish policy to ensure ECD centres provide parents with brochures on ECD standards and parental responsibilities upon registration ▪ Promote “parental open days” at ECD centres where parents can be informed about programmes and standards
7. Effectively managing the transition from early years to primary education	<ul style="list-style-type: none"> ▪ Monitor the implementation of language policy in primary schools ▪ Establish a simple system to conduct Grade R language assessments to ensure that learners are not disadvantaged
8. Meeting the nutritional needs of young children	<ul style="list-style-type: none"> ▪ Strengthen and ensure the effectiveness of a system for teachers and schools to report on learners whose nutritional needs are not met ▪ Ensure the availability and appropriateness of feeding schemes for learners in the early years ▪ Ensure and monitor social service outreach to poor families to identify children who are at risk ▪ Each district to produce “welfare of the child” report annually as part of the IDP process. Set standards will be provided.

Strategic Objective 1.2: Enhance Achievement and Success in Education

Ensuring enhanced achievement and success in general education is a mammoth task; and, although much progress has been made over the last decade, there is still much to be accomplished. Education in the Province is so expansive and complex, and it is fraught with so many issues and challenges that an HRD strategy for the Province cannot reasonably outline a full agenda for educational transformation. Notwithstanding, an approach must be taken to ensure that the desired results are achieved in terms of providing the proper general education foundation for all learners to progress and be successful. In this regard, the critical areas for enhanced educational performance were identified and confirmed through consultation with educational officials at the district and provincial levels.

The approach taken in the HRD strategy for the improvement of education performance in the Province is to align the objectives and targets for the development of the educational sector with the delivery agreement for Outcome 1 of the national outcomes - improved quality of basic education. On the basis of this delivery agreement, DBE has developed an action plan with 27 goals to be reached by 2025; and, in addition, the department has prepared a full set of performance measures for these goals. The strategy has taken the position that, at its core, these goals and performance measures will serve to advance the objectives outlined for HRD in the Province, and for the role of ordinary schooling as part of this strategy. As a result, the goals and performance measures of DBE have been adopted as integral to the HRD strategy. They have been included, as appropriate, within the 10 areas of focus that have been identified for general education.

But there are critical priorities for the Province which have not been addressed by the delivery or the action plan. These priorities have been included in addition to the goals and measures promulgated by DBE. The priorities are: the establishment of more programmes for the gifted and for those at risk; the rationalization of small schools so as to maximize the range of subjects offered; and, the adoption of handicraft or technology (practical) courses in all primary and secondary schools, respectively. The 10 areas of interventions are presented, and, for each area a range of activities and programmes are recommended. Because of the importance of the interventions recommended, each of the 10- areas of intervention is described briefly below.

- **Higher Participation and Success in Maths, Science and Technology:** High performance in maths, science and technology is fundamental to success in many programmes at the TVET and in HEIs. Performance in the Province is below the required standard because of the lack of proper facilities and teachers, and because learners are not groomed early enough with the pre-requisite skills. The matter is even more complex in light of inequities in delivery and the low and declining numbers enrolled in maths and science. Moving learners into the science track must start much earlier.
- **Attain Enhanced Achievement and Performance:** Enhanced achievement and performance is to be reflected mainly in the performance of learners in the achievement of tests scores at Grades 3,6 and 9, and in matric exams. These are the standard measurement points. However, performance will be reflected in the ongoing assessments at schools. These should also be monitored and tracked. The attainment of enhanced performance depends on a variety of factors. They include the availability of resource materials on time; the coverage of the syllabus within the timeframe; the performance of teachers; support for learners with learning difficulties; and other factors such as school attendance, attention to social issues affecting learning and the availability of learning facilities and equipment, among others. Enhancing learner performance must be a well-integrated and coordinated strategy with attention on each learner.
- **Support for “At Risk” Learners:** “At risk” learners abound in the education system. Even learners who are not at risk in the beginning of the school tenure sometimes end up as “at risk” learners. “At risk” learners are “dropout” or “failure” prone. They are generally learners with mild and overlooked learning difficulties, learners who are faced with social and economic difficulties at home, learners who have emotional difficulties or learners who are orphans or who are from child-headed households. In light of the social and economic issues of our time, the number of “at risk” learners is growing while our resources and facilities to serve them are declining. The strategy must be an inter-department strategy in the first instance. But schools cannot properly serve these learners with ad hoc programmes. A comprehensive alternative education programme must be developed as a separate stream in schools where a large proportion of learners are considered “at risk”.

- **Enrichment Programmes for the Gifted:** Researchers lament the fact that the declining economic performance in some economic sectors results from the lack of innovation and creativity and the lack of research and innovation in these sectors. Innovation and creativity begin in schools and even before. There are a few programmes in the provincial public education system which seeks to groom innovation and creativity. In fact, the geniuses and the highly talented in the schools are not nurtured and groomed to be the future innovators of our time. The future scientists and innovators must be identified early in their schooling and should be placed on special programmes to nurture their talent. In building HR capacity in the Province it is necessary to take account of the future need for scientists and world-class entrepreneurial talent.
- **Maximizing the Quality and Productivity of Teachers:** Teacher quality and performance is a major factor in enhancing the performance of the educational system. In this light, the recruitment, training and monitoring of teachers is high on the agenda of school transformation. In light of the impact of HIV and AIDS and other communicable diseases on the teaching force in the Province, it will be necessary to more effectively plan and manage teacher supply. This is particularly important since there are scarce skills in the teaching force in many areas that are critical to the development and success of learners. These include ICT, technology, science and maths.
- **Promoting Equity in Educational Resourcing:** The contextual analysis of education in the Province has revealed gross inequities in the educational system. There is a rural/urban divide in the manifestation of these inequities. But the inequities also show distinction of class and economic means. Much of these inequities are lodged in the residual effects of history. The quintile categorization of schools seeks to address some aspect of inequity. But when educational issues are compounded with the social and economic reality of rural life or life in disadvantaged areas these inequities are difficult to resolve. Interventions must be made in the availability of resources and increasing access to support.
- **Improved School and District Management:** The DBE has prioritized school and district management as most critical in the improvement of schools. Effective school management ensures that the school creates a proper environment for learning, and ensures that teachers teach and learners learn with the structures and support provided. District management monitor and support schools in order to ensure that the policy provisions for effective education are honoured. The main focus here is the availability of instruments and processes for monitoring and tracking, and the availability of staff to provide the necessary support.
- **Maximizing Educational Efficiency:** Maximizing educational efficiency refers to, primarily, class progression rates, dropout and retention rates, and certification rates. Again, the main factor here is the level of support available, the availability of systems to adequately monitor and the presence of a healthy environment for growth and learning.
- **Rationalization of Small Schools:** Many learners are disadvantaged because they attend small schools. Because of the model for post provisioning, small schools are not allowed to offer as wide a range of subjects as larger schools. Unfortunately many of these small schools are in rural areas, where learners suffer a wide range of other educational disadvantages.
- **Handicraft and Technology Courses in Schools:** Craft skills and the proficiency to master practical projects begin at an early age when learners are taught to use their hands. Most primary schools in the Province no longer offer handicraft as a subject, there are few technical high schools, and the practical craft component of high school education has now become outdated and has been largely abandoned. The HRD strategy recommends that

craft and practical skills be reintroduced in schools so that learners can acquire practical proficiency and be able to use their hands in undertaking practical projects.

Table 8: Strategic Objective 1.2: Enhance achievement and success in education

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. Attaining enhanced achievement and performance in general education	<ul style="list-style-type: none"> ▪ Ensure that learners cover all the topics and skills areas that they should cover within the current school year ▪ Ensure the availability and utilization of teachers so that excessively large classes are avoided. ▪ Programmes to increase the number of learners in Grades 3 and 6 who have mastered language and numeracy competencies as measured by the ANA ▪ Programmes to ensure that children remain effectively enrolled in school at least up to the age of 15
2. Advancing higher participation and success in maths, science and technology in primary and secondary schools	<ul style="list-style-type: none"> ▪ Develop regional science centres with an emphasis on rural regions ▪ Cluster schools for maths and science instruction where there are too few teachers ▪ Programmes to increase the number of learners who by the end of Grade 9 have mastered numeracy, language, physical science and mathematics competencies as measured by the ANA ▪ Ensure that all schools have proper laboratory facilities ▪ Manage the recruitment of maths and science teachers as a scarce and critical skill
3. Providing support for “at risk” learners through programmes in and out of schools	<ul style="list-style-type: none"> ▪ Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions ▪ Increase the number of ordinary schools which offer specialist services for children with special needs such as autism spectrum disorder. ▪ Develop a stream for alternative education classes in high schools for learners who are “at risk”. Programme will include parental contact, remedial classes, advanced life skills management, practical classes and job placement, among others.
4. Providing enrichment and special programmes for the gifted	<ul style="list-style-type: none"> ▪ Establish joint programmes with HEIs for advanced learners ▪ Develop vacation programmes and site visits for gifted learners ▪ Invite scientists and other specialists to work with and monitor gifted learners
5. Maximizing the quality, professionalism and productivity of teachers	<ul style="list-style-type: none"> ▪ Attract in each new year a new group of young, motivated and appropriately trained teachers into the teaching profession ▪ Programmes to improve professionalism, teaching skills and subject knowledge of teachers ▪ Ensure that the teacher workforce is healthy and enjoys a sense of job satisfaction ▪ Monitor and manage the content coverage of teachers during the school year (e.g. pace setters)
6. Promoting adequacy and equity in the resourcing of education at all levels	<ul style="list-style-type: none"> ▪ Timely delivery of learning resources ▪ Ensuring that every learner has the minimum set of textbooks and work books required according to national policy ▪ Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach ▪ Annually assess the resource adequacy of schools in the lower quintiles
7. Improved school and district management in education	<ul style="list-style-type: none"> ▪ Ensure that the basic annual management processes occur across all schools in the Province in a way that contributes to a functional school environment ▪ Improve the frequency and quality of the monitoring and support services provided by district offices to schools
8. Maximizing the efficiency of the education system	<ul style="list-style-type: none"> ▪ Monitor, manage and report on learner dropout ▪ Establish a learner retention programme as a component of the in-school alternative education programme ▪ All schools to offer free remedial programmes for learners who fail to progress in school at the required rate
9. Rationalization of small schools to maximize subject offerings	<ul style="list-style-type: none"> ▪ Conduct a special analysis of small schools and develop a comprehensive plan to combine schools so that all schools could benefit from a viable mix of subjects. Ensure that the plan makes accommodation for learners at far distances so that they are not disadvantaged.

INITIATIVES AND INTERVENTIONS	ACTIVITIES
10. Handicraft or technology courses in primary and secondary schools	<ul style="list-style-type: none"> ▪ Adopt handicraft classes in all primary schools so that learners can begin to develop skills in working with their hands ▪ Ensure practical classes are offered in all high schools ▪ Enhance ICT as a learning tool to build foundations for the 4th Industrial Revolution

Strategic Objective 1.3: Education and up-skilling of out-of-school youth

The education and upskilling of out-of-school youth is a high priority in the HRD strategy. The priority is based on the large and growing status of the youth population, and on the large proportion of youth who are out of school, unemployed and unengaged. While there is a routine expectation that youth who are 18 years and under will be in formal schooling, and while our educational structures are largely set up to accommodate this expectation, there is a growing population of out-of-school youth whose presence and plight is beginning to shift our understanding about the manner in which general education services should be rendered. Appropriate general education opportunities for out-of-school youth are insufficient for the population to be served. Adult education classes are indeed available, and some youth are able to participate in programmes and projects to develop skills and improve their general education, but neither represents an appropriate model to serve this population. Adult education classes do not offer the support structures that are needed to retain disadvantaged youth in educational programmes. While some funded projects or programmes may offer both the support services and the general education and training, such programmes only have capacity to serve a very small percentage of the population to be served. The fundamental issue contemplated in the strategy, therefore, is the structure of programming that will be adequate to serve a large and growing population of out-of-school youth. The programming should have at least 6 critical features to be effective. Each of these is identified and discussed briefly below, and Table 9 presents the initiatives and activities that are recommended in the strategy.

- **Research and Information:** Research is needed to determine the size, needs, characteristics and location of the population of out-of-school youth to be served. Programme planning is based on what is known about youth in particular communities, and their accessibility to the services to be rendered.
- **Programme Planning and Design:** The nature of the programmes to be offered must be understood and such programmes must be properly crafted. While these programmes will always have the appropriate educational content, they must also have support services and income generating potential - either as part of the programme or upon completion of the programme. Stipends to study are not always useful since some students may continue to study so that they can continue to earn these stipends. But income is generally an important feature.
- **Inter-Institutional Delivery with Centralized Coordination:** Unless an alternative education school is established to provide general education to out of school learners, the programmes to serve this population must be offered by a coordinated network of organizations. The key feature here is that programmes will not operate in isolation, and they will function in accordance with a particular set of design principles. The network of programmes must be centrally coordinated and linked to a referral and placement system.
- **Support Services:** Another key feature is the support services which will be available to these learners. Such support services will include counselling; career guidance; income support for productive work; mentorship and coaching; placement services; family

outreach services or any other intervention which will enable the learner to bridge the gaps between their personal circumstances and the academic demands of schooling.

- ***Income Generating Possibilities and Prospects:*** Generally out-of-school youth have terminated their schooling for economic reasons. Income generation is an important component of their participation. If they do not earn income immediately then there is an expectation that there is a high potential of earning income in the near future.
- ***Tracking and Management of Progress and Success:*** Systems must be established to track and monitor out-of-school youth. Schools, for instance, should upload data on learners who have “dropped out” on a central database. Learners’ participation and success in programmes should be noted. Such a database could be useful to identify learners, refer them to services and place them in employment or other productive activities.

Table 9: Strategic Objective 1.3: Education and up-skilling of out-of-school youth

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. Enhanced documentation of out-of-school youth	<ul style="list-style-type: none"> ▪ Integrated tracking and recording system for documenting out-of-school youth ▪ <i>Centralized youth registry for service and centralized coordination of Youth Development</i> ▪ Establish a provincial registry of out-of-school youth to be used as a referral system for services, support and placement ▪ Establish a centralized agency unit or directorate for the coordination of all Youth Development and programmes in government and the management of the provincial registry for out-of-school youth
2. Education-with-production programmes for out-of-school youth	<ul style="list-style-type: none"> ▪ Special learning programmes for youth with components on production and entrepreneurship – cooperatives, home industries, skill production centres ▪ Coordinated programme development and management
3. District surveys on the needs of out-of-school youth	<ul style="list-style-type: none"> ▪ Periodic district surveys to monitor the needs and circumstances of out-of-school youth ▪ Initiate research projects to establish and monitor the number of out-of-school youth in particular regions
4. Integrated planning and programming in districts for out-of-school youth	<ul style="list-style-type: none"> ▪ District youth development plans with integrated programmes for youth ▪ Establish a diverse array of projects and programmes to serve the diverse needs of youth
5. Centralized coordination of a comprehensive set of programmes to serve out-of-school youth	<ul style="list-style-type: none"> ▪ Centralized coordination of services to youth ▪ <i>Research and Information on out-of-school youth</i> ▪ Conduct ongoing assessment of the development status and needs of youth

Centralized Coordination of Services for Out-of-school youth

It has been established that more than 50% of the Province’s population fits within the youth category, and most of these youth are unemployed and unengaged. It has also been established that while there are many programmes in the Province to serve youth, all of these programmes together address only a small percentage of the youth population to be served. Institutional structures for education and training must place a high priority on the needs, characteristics and circumstances of out-of-school youth, and must, as a result, adopt an array of customized and

targeted programmes to serve this population. The population is diverse, both in their characteristics and their potential to succeed. Some are school dropouts from primary school; some have dropped out of high schools, TVETs and universities. Some of the out-of-school youth are in correctional institutions, some are unemployed graduates, and some are under employed and exploited on farms and in some manufacturing establishments. As a result of the growing number of out-of-school youth, the Province is robbed of the potential of its people who are in their most productive years. Out-of-school youth must be served through an array of customized programmes which cater for their needs, characteristics and circumstances. But these programmes must be properly coordinated and managed and they must be accessible and beneficial to the population they serve. The emphasis here is on education, training and skills development for out-of-school youth, but the focus, however, is on services to out-of-school youth so that the Province can benefit from their untapped talent and potential. In this light, education and training is only one aspect of the services to be rendered.

The recommendations made here are informed by 4 primary factors: the lack of knowledge and information about out-of-school youth; the restricted range of programmes available and limited services available in these programmes; the limited knowledge and accessibility of information regarding options that are available; the fragmentation of service delivery to out-of-school youth. In this regard, four recommendations are made about initiatives and interventions needed for services and support to out-of-school youth. These are outlined and discussed briefly below.

- ***A Centralized Unit for Coordinating and Managing all Youth Programmes and Youth Development in the Province:*** The agenda for youth development as expressed in the National Youth Development Strategy (2011), the National Youth Development Policy Framework (NYDPF) and the National Youth Policy 2020, among others, is comprehensive and diverse and encompasses a variety of goals and initiatives that are not easily attained without concerted effort. While many initiatives are undertaken in the Province to advance that agenda, progress is limited and the plight of youth is not reduced because of the high level of programme fragmentation and the lack of a common and focused direction of development. It is recommended therefore that a unit be established for the coordination of all youth programmes in the Province. The terms of reference for the unit must include research, programme development and coordination, referral services for youth; the management of a provincial database on out-of-school youth; the development of partnerships and funding to maximize opportunities for youth; the coordination of education, training and support services; the tracking of youth to assess their performance and progress; and the provision of information and training for youth to cultivate among them an entrepreneurial mind-set.
- ***Compilation of Research and Information on Out-of-school youth:*** There is little information available on out-of-school youth for understanding the status of youth. The data may not be sufficiently comprehensive for programme planning and management for designated target groups. In the Province, for instance, there must be information on the distribution and density of out-of-school youth by geographic zones; there is need for information on the characteristics and circumstances of out-of-school youth for planning customized programmes; and there must be capacity in the Province to monitor the services offered to youth, and service capacity of these programmes by the respective municipal

districts and local municipalities. It is necessary to understand what percentage of the existing youth population is currently served, and the extent to which the services offered are appropriate. The performance of the Province in serving youth is not assessed on a comprehensive basis. There is an inherent danger in this, since there will be an overall lack of awareness of the status and circumstances of a large percentage of the Province's potential productive population.

- ***A Diverse Array of Programmes throughout the Province for Service to Youth:*** The first priority of programming is the engagement of youth. A related, but higher, priority is their education, training, employment and empowerment as entrepreneurs and productive and contributing participants of the society. The array of programmes must be diverse because the youth population is diverse; the programming must be customized because of the needs and circumstances of youth are complex. The array of programmes could include the following:
 - Sectoral programmes under industry sponsorship – to include agriculture and agro-processing; the green economy; manufacturing, arts and crafts; essential projects to link youth to the entrepreneurial value chain.
 - Youth cooperatives and cottage industry projects – again these projects will combine training with entrepreneurship as community programmes.
 - Social cohesion projects – such projects will include youth working community work, social economy projects and community leadership and empowerment training and development
 - Small Scale Artisan Training – such projects can be undertaken at the TVET in order to prepare small scale entrepreneurs in niche areas as street vendors or business booth holders in welding, shoe repair, small engine repair electronic servicing, repairing cell phones and a host of other niche areas from which liveable wages can be secured.
 - Large Scale Artisan Training – in-depth training that is undertaken on a referral basis with SETAs, TVETs and industrial enterprises

- ***A Centralized Registry for Out-of-school youth:*** A large percentage of out-of-school youth have difficulties accessing the services that are available and many are unaware of the options available to them for “getting ahead in life”. Here, a registry and referral service is recommended and again, the support of a centralized unit for Youth Development will be essential. All youth must have a central place to go in order to access the range of services which will be appropriate in their circumstances. It is recommended that youth register for services on a centralized database, and that they are selected from this database for programmes that are appropriate to their needs. Some departments, like Social Development, already have a database registry for youth, and other departments are contemplating such a database. There will be much value in the establishment of a provincial database that could identify youth by specific criteria, including geographic location. Because of the size of the population, and because of the value cost in their idleness, services to youth must become an alternative education system where youth who veer from the mainstream are provided with ready options for their continued development and their productive engagement.

Implementation Considerations for Establishing a Sound Foundational Learning

Strategic Objective 1.1: Improve early childhood development to give children a flying start

- i) It will be necessary to empower the community to support initiatives in this area. For instance, community members must be the force behind toy libraries, play parks and community enrichment centres for children in the early years.
- ii) This effort must be based on collaboration between government departments; and, these departments must have the commitment to sustain a collaborative approach. In this light, it will be more sustainable if this is driven by provincial policy guidelines.
- iii) Beyond the school feeding programme there must be outreach services to families.
- iv) It will be necessary to integrate some of these initiatives with programmes that are already initiated in some districts.

Strategic Objective 1.2: Enhance achievement and success in education

- i) Here, the 27 goals of the DBE's action plan constitute the core of the initiatives to be undertaken. It will be convenient, therefore, that the Province's reporting to DBE on its progress in attaining these goals could be the same reports that are provided to the HRD council on progress in implementing the HRD strategy.
- ii) One of the issues with the performance measures for the DBE's action plan is that they sometimes do not properly represent the construct or the objective to be measured. In this respect, in some cases, more accurate measures must be identified.
- iii) There is currently no comprehensive system in place to report on all the measures identified by DBE. While EMIS provides a lot of the data required, there are many areas for which data on programmes are not normally available. A comprehensive system must be set up.

Strategic Objective 1.3: Education and up-skilling of out-of-school youth

- i) Policy must be established to govern the initiatives identified under this objective.
- ii) Efforts must be made to minimize fragmentation and ad hoc delivery.
- iii) Since such programmes will be delivered through a network of organizations, the TVET colleges and SETA programmes could also be accommodated within this network.
- iv) Some of the AET learnerships and learnerships in some SETAs may be appropriate and perhaps ideal. The Agri-SETA, for instance, has learnerships in gardening and food production which could be helpful.
- v) If the facilities are available, it will be worthwhile to establish an alternative education centre for out-of-school youth.
- vi) Centralized Coordination of Services for Out-of-school youth
- vii) It will be necessary to bring all stakeholders together in planning a way forward for out-of-school youth. Stakeholders will include the education sector (ordinary schools, TVET, HEI), social service agencies, youth programmes that are currently administered in the respective departments, representatives of existing youth agencies and community workers, among others.
- viii) A full research agenda for youth must be established.
- ix) A communication strategy for youth services must be designed and implemented.
- x) The terms of reference and the level and status of the centralized unit of Youth Development must be discussed and negotiated. The ideal is to establish a Department of Youth Development in order to give the youth issue the priority and attention it deserves. But this may not be possible. It may be useful, therefore, to establish a Chief Directorate for this purpose in the Office of the Premier.

Goal 2: Technical, Vocational and Professional Education and Training

INTRODUCTION

One of the main goals of the HRD strategy is to “build educational foundations for employment and entrepreneurship”. While a sound general education will always create a good educational base for vocational, technical and higher education, due emphasis must be given to the organizational infrastructure and institutional processes in place for preparing people for both employment and entrepreneurship. Here, the focus is on preparing people for opportunities in the various economic sectors, and preparing people to be self-employed or to create employment opportunities for themselves. Educational foundation for employment has 3 major components:

- general educational foundations for employment;
- formal education for employment through TVETs, skills centres, apprenticeships, learnerships and higher education institutions; and
- workplace learning for employee development.

These three areas constitute the major areas of focus for preparing people for employment opportunities. General education for employment focuses on employment literacy or the general knowledge and basic understanding individuals have about the world of work which enables them to make proper choices in the work environment. Formal education for employment refers to skill and professional development for a specific field of employment or a specific occupation. Workplace learning for employee development focuses on the formal and informal educational opportunities that are created and managed in the workplace for employees to continue to grow, and for them to remain competent in undertaking their responsibilities. The basic concern embodied by these areas is about the avenues through which the Province creates a committed and capable workforce. This sub-section examines each of these 3 areas according to the format proposed earlier in the chapter.

Vision, Outcome, Practical Implications for Goal 2

The vision, outcomes and practical implications for each of the 3 components of this goal are presented and described in Table 10. The table summarizes what could be achieved if each of the 3 components of this goal is strengthened, and if the desired results are attained.

Table 10: Vision, Outcome, Practical Implications - Goal 2

Strategic Objectives of Goal 2	VISION, OUTCOMES AND PRACTICAL IMPLICATIONS
Strategic Objective 2.1: Improve Career Education and Career Guidance Services	<p><i>Vision</i></p> <p>All learners have the basic skills for making successful transitions to post school opportunities for making sound choices about employment and as employees and for assessing and exploring opportunities for entrepreneurship.</p>
	<p><i>Outcome</i></p> <p>High school graduates with employment literacy who make sound choices about their post school opportunities and who can successfully manage the challenges of the post school environment.</p>
	<p><i>Practical Implications</i></p>

Strategic Objectives of Goal 2	VISION, OUTCOMES AND PRACTICAL IMPLICATIONS
	Better career choices; lower dropout rates in post school institutions; higher completion rates in HEIs; more creativity and success as entrepreneurs; more committed and productive employees.
Strategic Objective 2.2: Formal education for employment, entrepreneurship and innovation – institutional facilities and structures for education and training	Vision All people in the Province have access to opportunities for vocational and professional training of higher quality to develop competencies that are relevant to the economic and social environment through which they can become productively engaged.
	Outcome All graduates of vocational, technical and professional programmes become productively engaged within a month of becoming certified, and are successful in the employment opportunities and careers chosen.
	Practical Implications High job placement rates; growth in number of and success of entrepreneurs; high employer satisfaction; educational institutions with programming that is responsive to the economic and social environment.
Strategic Objective 2.3: Enhance workplace training, employee development and worker education	Vision Employees in all sectors enhance their competencies at the workplace on an ongoing basis in order to sustain their productivity and performance.
	Outcome Employees in all sectors continue to build and sustain their productivity and performance.
	Practical Implications Employers effectively manage the ongoing development of their employees; enhanced economic productivity; global competitiveness; and growth in creative methods of workplace learning.
Strategic objectives 2.4: continuing Education and Training	Vision Responsive literacy and skills development for all.
	Outcome A model community college providing quality technical, occupational and vocational skills towards economic empowerment.
	Practical Implications To expand access and improve success rate to community education and training programmes that focus on raising the learning base, intermediate formal qualifications, community focused skills programmes and part qualifications

Summary of Considerations which justify the components of each goal as critical areas of intervention

Table 11 presents the considerations which justify the initiatives and interventions presented for building educational foundations for employment and entrepreneurship.

STRATEGIC OBJECTIVES OF GOAL 2	RATIONALE AND JUSTIFICATION FROM EVIDENCE COLLECTED
Strategic Objective 2.1: Improve Career Education and Career Guidance Services	Many high school graduates do not have the capacity to make successful transitions from school into either education or employment. Few high school graduates have had exposure to career guidance, introduction and understanding of post school options, understanding of employment expectations and the post school educational culture. In essence, many who leave high schools do not have “workplace literacy” and are not prepared for post school education. As a result, many become dropouts of post school educational programmes and many become idle and unproductive after school.
Strategic Objective 2.2: Formal education for employment, entrepreneurship and innovation – institutional facilities and structures for education and training.	The structure and processes for skills development have not generally performed well. While there are many exemplary programmes and practices in the TVET sector in the Province, the sector is plagued by high dropout and low throughput rates, by programmes that are sometimes not responsive to the needs of the economy, by the acquisition of skills that are not current with practices in the craft, by high unemployment rates among learners who have been certified and by lack of opportunities for learners to acquire workplace experience.
Strategic Objective 2.3: Enhance workplace training, employee development and worker education	Generally, employee development is not a high priority of employers. As a result, the growth and productivity of employees may be diminished over time. In the long term, this affects the performance of the sector and the career prospects of employed. The degree to which employers create opportunities for employee development is reported on, but not properly monitored or managed.
Strategic objectives 2.4: continuing Education and Training	There are also many adults who did not have the benefit of a sound general education because of historical circumstances. The result is that 36% of the residents of the Province have not completed secondary education.

A Description of each of the Components of Goal 2

Strategic Objective 2.1: Improve Career Education and Career Guidance Services

The high school curriculum focuses on the general academic subjects, and some high schools have programmes in technology, and many now have programmes in ICT. The life skills programme available on the general education curriculum is wide in coverage and has some content related to careers. In most cases, however, high school graduates are generally not well prepared for taking advantage of the post school options that are available to them. While options such as volunteer work in the community, entrepreneurial opportunities, employment, higher education and skills development programmes are available, among others, many of the youth exiting high schools become unemployed and unengaged. Many of them are unaware of the options available to them, the manner in which these options are properly explored, and the means through which success can be assured when such options and opportunities become available. The overall concern in general education for employment, is the manner in which all learners acquire “workplace literacy” or a fundamental understanding of the manner in which post school options are explored, and the manner in which success in life is planned and managed beyond school.

There are 3 areas of “workplace literacy” that are proposed: employability readiness; in-school programming for post school options; and entrepreneurial education and awareness. These are proposed as additions to the curriculum, either formally or informally, largely because of the importance of the content, and because learners will not readily acquire such knowledge without direct exposure. Each of the areas is described below, including the objectives and outcomes of each.

- a. ***Employability Readiness:*** Employability readiness is the development of a more advanced understanding about the world of work. It includes understanding the economic activities of the Province, the relative importance of these activities and the employment opportunities they provide. It also includes some understanding about entering the job market and gaining employment, and some understanding about careers and what these careers may require in terms of education and personal characteristics. Here the opportunity must be taken to teach the values and ethics of the workplace, employers and employee responsibilities and the imperative for continued growth and development. It is necessary, here, to dispel myths and false notions about what it means, requires and takes to be employed. The importance of this employability readiness is that it has the potential to increase the supply and retention of productive employees in the workplace, and it has the potential of empowering new employees to find a secure place in the employment community.

- b. ***In-School Programming for Post School Options:*** In-school programming for post school options is concerned with the perspectives of learners for post-school success - either in employment or at school. The objective is for learners to leave school with the basic capacity, awareness and understanding for managing the challenges and expectations in the context of employment and higher education, or for confronting the challenges of searching for opportunities to progress. Three initiatives are recommended: career guidance; work-integrated learning; and finishing courses for post school options. Career guidance is intended for learners to understand their own interest, potential and academic inclination in relation to opportunities for employment, personal growth and progress in society. It is intended for giving learners focus and direction in choosing pathways of progress where they can be fulfilled. Every learner should have the opportunity to benefit from this direction and guidance. This guidance should begin long before subjects are chosen for matric examination, and should affect the choice of subjects. The second initiative recommended is work integrated learning, even as volunteers. The intent here is for learners to begin to understand and appreciate the culture of work and the importance and relevance of academic content. The majority of learners are unable to make the connection between what they learn in the academic subjects and what they do beyond school. The result is, for many who fail, a lack of interest, motivation and commitment to learn. The value of work exposure when properly arranged is that maths and science come to life, language and communication can be seen as assets and understanding the mysteries of the natural world begin to take on meaning. Then, learning is not seen as separate from living, understanding and participating in our environment. Recommendations are also made for finishing courses to prepare for education and employment. Such courses could be general skills such as time management, study skills, reading and comprehension skills or note taking. On the other hand, courses may relate to understanding particular education or employment environments, the conditions encountered, the expectations inherent in the culture and the manner in which success is achieved. The overall objective to be realized is a learner who is prepared for the environment and ready to succeed.

c. **High School Entrepreneurial Education:** Learners do not automatically become entrepreneurs because of their capacity and they do not automatically acquire the skills, awareness, motivation and resilience to become successfully self-employed. As the traditional sectors for employment become more streamlined and more capital intensive to remain globally competitive, individuals will increasingly have to generate their own employment opportunities. Many will not be prepared because of lack of exposure and because of a limited understanding of entrepreneurial pursuits. Although entrepreneurial awareness should begin before, it is recommended that learners should not leave high school without exposure. First, all learners should participate in a basic course in business management. They should experience, as a project, taking a small business idea to fruition and generating income as a result. In this regard, efforts should be made to teach creativity and innovation as well as business planning, production processes, raising capital, financial management or book keeping, marketing, customer care and other fundamental skills that are required to operate a business. Beyond this, learners must be taught to dream and to believe in their potential to succeed with small as well as big ideas.

Table 12: Improve Career Education and Career Guidance Services interventions, activities & outcomes

INITIATIVES AND INTERVENTIONS	ACTIVITIES AND OUTCOMES
Employability Readiness	
Economic Education	<ul style="list-style-type: none"> ▪ Understanding economic activities in the Province ▪ Understanding the economic potential of the Province ▪ Understanding economic performance in sectors of choice
Life skills for Employment	<ul style="list-style-type: none"> ▪ Applying for jobs, resumes and interviews ▪ Responsibilities of employees and employers ▪ Growth and development in the workplace
Introduction to Careers	<ul style="list-style-type: none"> ▪ Careers, career profiles and job requirements ▪ Engagements with career professionals and role models ▪ Job shadowing experiences
In-School Programming for Post School Options	
Career Guidance	<ul style="list-style-type: none"> ▪ “Choice of subjects” counselling in early grades ▪ Vocational tests and assessments ▪ Career guidance course materials and support
Workplace or Work-Integrated Learning	<ul style="list-style-type: none"> ▪ Cooperative education courses ▪ Visit to work sites to explore the practical content of courses – science and technology; social services ▪ Projects on virtual workplaces
Finishing Courses for Post School Options	<ul style="list-style-type: none"> ▪ Preparation course for TVET ▪ Preparation course for universities and Universities of Technology ▪ Preparation course for community work and projects
In-School Entrepreneurial Education and Awareness	
General Course in Business Management	<ul style="list-style-type: none"> ▪ Course on the fundamentals of business management ▪ Legal requirements and obligations ▪ Markets and marketing

Exposure to Business Opportunities	<ul style="list-style-type: none"> ▪ Visiting business and interviewing business owners ▪ Working with business partners to provide support ▪ Work placement in business
Entrepreneurial Projects and Experiences for Learners	<ul style="list-style-type: none"> ▪ Creating short term businesses ▪ Proposing ideas for business projects

Strategic Objective 2.2: Formal education for employment, entrepreneurship and innovation

Institutional structures for education and training refer to the structures in place for education, skills development and professional and further education. Recent policy documents have embodied all these institutions under the label of “post-school” education and training institutions. These TVETs constitute the major stream of supply for professional and technical skills in the economy, and hence, represent a major focus of strategic interventions to build an appropriate skills base in the Province. A previous chapter presented earlier, provides a comprehensive review of the institutional performance and associated issues related to the supply of skills. While there are exemplary practices in the Province, TVETs and HEIs are generally seen as not performing well in terms of throughput, in terms of responsiveness to economic and to developmental priorities, and in terms of the access and success of residents of disadvantaged and rural communities. At the TVET level, particularly, concerns abound regarding the high failure rate in many programmes and because the level of skills acquired sometimes not meeting employer expectations. It has been noted that the circumstances of these institutions and the quality of their intake, particularly at the TVET level, have given rise to some of the challenges currently confronted. The critical consideration here, therefore, is the manner in which the supply of skills to the economy through these institutions could become more efficient, effective and responsive to developmental needs and priorities. There are 5 factors to consider in this regard. These are itemized and discussed briefly below.

- a. **The Quality of Intake:** Many of the learners who enter the TVET college are not sufficiently prepared in maths, science and communications, and do not have the academic background to progress well in the programmes offered. Efforts must be made to adopt a programming structure and approach at colleges that is responsive to the needs of clients served.
- b. **The Community being served:** The geographic representivity of the TVET college structure must be revisited. There are geographic areas with a high population of youth but with no access to skills development opportunities; and there are areas with college campuses, but with few or limited industries in the community. This affects overall programming and delivery.
- c. **The Programming Range and Structure:** The structure of course offerings at the TVET colleges is largely set with NC(V) and Nated programmes, and funding is largely based on the courses offered and the level of enrolment in these courses. While other skills programmes are offered at the colleges, the basic structure of programmes is not always responsive to the needs of the local economy and it is not designed in a manner to vary the number of graduates produced based on demand.
- d. **The Funding Model:** The Ikusasa Student Financial Aid Programme has been devised by Higher Education Minister’s funding task team. In the model proposed by the team – Ikusasa will raise money from the government, private sector, non-profit organisations, the

skills levy, financial institutions, donors, retirement funds and social impact bonds. It will be used to fund students from households with annual income between R122,000 and R600,000 – the so-called “missing middle”. The funding will be available for the duration of the studies. Six institutions will be part of this year’s pilot (2017), and students in the pilot must be studying in one of eight areas. The institutions are: Tshwane University of Technology; Orbit TVET College in Rustenburg; the University of Cape Town; the University of Pretoria; Wits University; the University of Venda; and Walter Sisulu University. The study areas, identified as critical to the country’s future by the Human Resources Development Council, are: actuarial science; professional artisan studies; chartered accountancy; engineering; medicine; pharmaceuticals; prosthetics; and scarce humanities degrees.

- e. **Articulation:** Concerns have been raised regarding the movement of successful TVET learners into higher education institutions. In some cases, credits are not provided for the course content they have covered.

Building the TVET Sector of the Province as an Industry-led Enterprise for Artisan Development

The intervention for improving the TVET sector can be categorized as strategic interventions, operational interventions and administrative interventions. Each category of interventions will be discussed below.

The strategic interventions relate to the decisions associated with the location and role of the TVET sector. The first recommendation here, is that the TVET sector should be seen and be institutionally located as the hub of skills and artisan development. This means, that, in the medium to long term, all skills development opportunities in a geographic region should be linked to and referenced in the programming and delivery arrangements of the TVET College and its respective campuses. What this means in practice, is that all standards, processes and resourcing arrangements and levels should conform to and exceed the standards to be put in place for TVET colleges. The intent here is to stem the emergence of issues related to the divergent quality of programmes, the oversupply of people in particular technical areas and the spread of limited resources to the point where the outcomes expected from programmes is compromised.

The other strategic intervention is the location and programming of TVET College campuses to maximize access for communities that are in need, and to advance the emerging agenda for economic and industrial development in the Province. Here, colleges must be responsive to both the needs of industry in the area, and to a variety of emergent developmental needs as reflected in the PGDS, the PSEDS, the KIDS and the provincial response to the New Growth Path and the National Development Plan. Appendix F, for instance, shows a regional mapping of developmental initiatives and programmes that will be pertinent to the TVET campuses in those districts.

Operational interventions refer to the actions which could be taken in order to improve learner progression and the effectiveness and efficiency of course programming and delivery at the TVET institutions. The key operational issues are learner performance and success, the promotion of partnerships for programme improvement and for targeting training, the efforts that are undertaken to enhance the responsiveness of course programming and the efforts to maximize opportunities for learners to engage in experiential and work-integrated learning. Recommendations are made in relation to these critical issues in TVET operations.

Administrative interventions are the initiatives taken by oversight bodies to ensure the enhanced performance of the TVET College. These include the setting of standards of performance, and the

adoption of monitoring and evaluation strategies in order to ensure that these standards are met. Administrative interventions also include efforts to ensure integrated planning and delivery of TVET services and programme articulation with HEIs. Table 13 presents the objectives and outcomes of the interventions which are proposed to enhance TVET performance.

Table 13: Educational Foundations for Employment, Entrepreneurship and Innovation

INTERVENTIONS	ACTIVITIES AND OUTCOMES
TVET as in Industry–led Enterprise for Artisan Development	
<ul style="list-style-type: none"> ▪ <i>Enhanced learner performance and success</i> 	<ul style="list-style-type: none"> ▪ Adequately resourcing learning programmes ▪ Bridging programme for new learners entering the TVET college ▪ Outreach and academic support services by the TVET for all feeder schools ▪ Training lecturers to enhance their performance
<ul style="list-style-type: none"> ▪ <i>Promoting partnerships with industry</i> 	<ul style="list-style-type: none"> ▪ Appointment of senior manager to develop and coordinate partnerships ▪ Encourage policy to enable firms to claim back some SDA levy payments for supporting TVETs ▪ Build sectoral partnerships with selected institutions with support from firms in the sector ▪ Build partnerships for emerging sectors
<ul style="list-style-type: none"> ▪ <i>Establishing institutional performance standards for M&E</i> 	<ul style="list-style-type: none"> ▪ Outline performance standards for TVET related to reduced dropout rates; increased certification rates; higher placement rates after training; increased throughput
<ul style="list-style-type: none"> ▪ <i>Expanding base of experiential opportunities for learners</i> 	<ul style="list-style-type: none"> ▪ Promote “learning with production” or business units at institutions ▪ Advance policy initiatives to use infrastructure programmes of government as placement sites for learners ▪ Promote entrepreneurial opportunities in emerging sectors
<ul style="list-style-type: none"> ▪ <i>Responsiveness in course programming</i> 	<ul style="list-style-type: none"> ▪ Enhance programming at institutions to respond to emergent development priorities ▪ Adopt a programme of technical endorsements to upgrade certificates that are already issued ▪ TVETs respond to development plans and priorities in their geographic area
<ul style="list-style-type: none"> ▪ <i>TVET as hub for artisan development</i> 	<ul style="list-style-type: none"> ▪ All artisan and skills development programmes in geographic area must be done in collaboration with TVET colleges and their respective campuses
<ul style="list-style-type: none"> ▪ <i>Expanding access to skills development</i> 	<ul style="list-style-type: none"> ▪ Expand TVET campuses to geographically under-served areas within district municipalities
<ul style="list-style-type: none"> ▪ <i>Partnerships with social service agencies to offer targeted programmes</i> 	<ul style="list-style-type: none"> ▪ TVET, in collaboration with social service agencies, offer target training to members of families as part of a package of social interventions
Enhancing the Relevance and Responsiveness of Higher Education	
<ul style="list-style-type: none"> ▪ <i>Comprehensive Policy and Incentives on Public and Private Sector Partnerships with Higher Education Institutions</i> 	<ul style="list-style-type: none"> ▪ Industries establish sectoral partnerships with higher education institutions for targeted training interventions
<ul style="list-style-type: none"> ▪ <i>Scholarships, Bursaries, Research Funding or Other Support to Develop Academic, Creative and Research Talent at the Universities:</i> 	<ul style="list-style-type: none"> ▪ Funding should be provided to identify nurture and grow this talent, and incentives must be provided to retain this talent in the Province
<ul style="list-style-type: none"> ▪ <i>Sector-Based Partnerships with HEIs:</i> 	<ul style="list-style-type: none"> ▪ Sector-based partnerships for sector-specific research, development and innovation

INTERVENTIONS	ACTIVITIES AND OUTCOMES
▪ <i>Sector-Based Funding for Research and Development:</i>	▪ Sector-based funding for sector-specific research, development and innovation
▪ <i>Integrated Management of Internship Opportunities:</i>	▪ The centralized coordination of internships for the public sector
▪ <i>Targeted Courses and Certificates in Highly Specialized Areas as Endorsements to Diplomas and Degrees already granted by the Higher Education Institutions</i>	▪ Short courses, seminars or certificate programmes in areas of particular specialties so that graduates can add these to the certificates they have already acquired

The 8 areas that are proposed as priority areas for enhancing the performance of the TVET sector are described briefly below.

- ***Enhancing Learner Performance and Success:*** In light of the low throughput rate of colleges, enhanced learner performance and success is concerned about the interventions to be made to enable learners to successfully progress through the college. The dropout rate in TVET colleges results largely from the inability of learners to cope with the academic demands of their studies. The most critical intervention in this regard is a bridging programme for new entrants to enable them to meet the academic standards required. But even before learners enter the TVET college efforts must be made by the college to work with its feeder schools to enable TVET entrants to make the transition. Each TVET college and its respective campus should develop a network of feeder schools which it supports. Other interventions to enable learner success are enabling teachers to develop the capacity to teach effectively, and to work with learners who do not meet the academic standards normally required. TVET colleges should be adequately resourced for the type of learners they serve. In this light, more care should be taken in the selection of learning materials, particularly in the early phases of these programmes. Both learner and lecturer attendance at classes should be monitored and should be considered in the process of assessment.
- ***Promoting Partnerships with Industry:*** Many learners are unable to earn their certificate because of their inability to get job placements for work experience as required by their respective programme of learning. Job placements are generally difficult to arrange. The most critical factor here is the low priority given to the establishment of linkages with business and industry. Partnerships are not properly planned, coordinated or managed, and the responsibility for establishing partnerships is sometimes spread among lecturers or generally assigned to a junior person at the college. Partnership development and management should be the responsibility of a senior manager at the college who would take responsibility for the variety of partnerships established by the college. Partnerships do not necessarily have to be with industry, and they do not have to be restricted to the geographic zone of the college, although this is preferred. Sectoral partnerships should be encouraged where a particular sector provides support and facilities to the college for training in a particular sector for example wood and pulp, or agro processing. Most of all, efforts should be made to encourage policy interventions for tax or levy relief for industries which support TVET colleges.

- ***Institutional Performance Standards:*** TVET colleges should be subject to a strict set of institutional performance standards in order to track and manage progress on performance criteria that are critical to the welfare of learners and the responsiveness to developmental priorities. Performance standards are currently being considered by DHET. But such performance standards must be a “stand alone” system for monitoring and evaluation. It must be linked to a system of incentives and sanctions, and it must be integrated with the performance contracts of senior managers and lecturers. If all the resources and facilities are in place and if learners are provided with support so that they can make the transition to the academic programmes in the TVET, then a higher level of performance must be expected. The TVET College should be held accountable for building the skills base since it is our most significant investment in skills for the future.
- ***Expanding the Base of Experiential Opportunities:*** Since job placement of learners to gain experience is one of the most critical problems facing the college sector, creative solutions must be sought. The typical mode of placement is to seek internship opportunities with established firms to give learners exposure to their routine processes of production. But more options are available based on the efforts made by some of the TVET colleges in the Province. One option is the establishment of business units or production centres at the college where services are rendered to the public. Esayidi TVET College, for instance, has a conference centre that is open to the public where business studies and catering students acquire skills. The model could be used in other areas and for other crafts. The infrastructure projects and other initiatives by government should be places where learners have experiential opportunities. Even the building programmes and the capital projects of the colleges themselves should be exploited for experiential opportunities for learners. Working with investors, banks, the DBSA and the NYDA, for instance, entrepreneurial projects could be established for graduating learners where they can manager their own experiential exposure.
- ***Responsive Course Programming:*** The TVET colleges in the Province have a wide range of programming. Their programmes include NC(V) and Nated courses and a variety of skills programmes and learnerships, among others. Because of the TVET funding modes, course programming is largely locked in a standard framework of NC(V) and Nated courses. Other courses are offered based on course recovery arrangement with SETAs and other funders. While this makes the college responsive in one way, it sometimes takes the college away from its core business. The funding model for the college must be adapted to allow a higher degree of responsiveness. Colleges must be able to offer courses in emerging areas that are relevant to their geographic area, such as green technology, aquaculture or marine science; colleges must be able to temporarily close programmes or restrict entry when there is an oversupply of skills; colleges must be able to offer courses in areas of specialties which focus on a particular sector and build excellence in those areas; most of all, colleges must be able to offer specialist short courses in particular advanced skill areas so that certificate holders can have endorsements or added qualifications in specialized areas. Placements and jobs are more easily acquired when specialized skills are made to fit the skills profile needed by a particular economic sector. Skills to operate specialist machinery or to apply one’s craft in a specialized area (e.g. marine electronics) do not need new programmes but certificate endorsements with short courses.
- ***TVET as a Hub for Artisan Development:*** In light of the massive investment in TVET colleges and in light of their dispersed geographic location and their ready accessibility to

learners, it is critical to take and endorse policy position that the TVET colleges will be groomed into the skills development engine of the Province and the country. While much work must be done to build that level of capacity in the sector, care must be taken so that parallel initiatives do not constrain the growth and development of capacity in the sector. Fragmentation must be minimized, and focus must be prioritized. In this respect it is critical to ensure that all skills development initiatives in a region be linked to the TVET College in that region, and that it conforms to a set of quality management protocols in order to maintain standards, promote relevance and advance an agenda of social responsibility. For instance, there should be no learnerships or apprenticeships in a region which is not partnered with the TVET. Even further, the accreditation and licensing of a private training enterprise should be conditional on a particular set of partnership arrangements. Cooperatives, training programmes undertaken by departments, projects and NGOs, should conform to a particular set of protocols linked to the established TVET colleges. While the intent here is to promote quality, the major benefit will be cohesiveness and responsiveness in programme delivery.

- ***Expanding Access to Skills Development Opportunities:*** There are two aspects of the expansion of access to skills development opportunities. The first is geographic access. There are geographic areas within the Province where major communities have no access to skills development opportunities and no access to post school education and training without significant travel and inconvenience. Appendix G provides a list of the districts, the TVET Colleges within their geographic zone and the names of communities within those districts where the TVET College should expand, or where a skills centre should be established. There is also expansion of access in terms of population and clients to be served. Currently, the TVET College serves a supply stream of learners who are largely from the feeder high schools. It is recommended that a more diverse population of entrants can be served. Among these should be out-of-school youth and dropouts, the unemployed who have been retrenched or changing jobs, people in the community and in firms who want to upgrade their skills, and among others, entrants who are on job training programmes as part of a special package of social intervention to build a stable financial support base in their families. It is important that each type of entrant is afforded a customized set of protocols, privileges and programme design.
- ***Partnerships with Social Service and other Agencies:*** The key to the success and relevance of the TVET College is the type of partnerships established, the quality, relevance and responsiveness of the services delivered through these partnerships and the degree to which funding models, policy guidelines and oversight support allow such partnerships to flourish. One critical set of partnerships to be established is the partnerships with social service agencies so that skills development interventions could be used as a direct intervention to transform the lives and the social welfare of disadvantaged families. While the TVET College already serves a critical role in providing support within the college to the children of disadvantaged families, this role can be more direct and more targeted to advance the welfare of particular families who may not normally have access and opportunity to secure the services of the college. While a model programme to achieve this end has to be formulated, the structure of the partnership will entail the social service agency identifying a family that is in need, and where an assessment is made to determine the appropriateness of skills development as an instrument to advance the welfare of the family. An individual (or more) will be selected from the family to pursue

skills development in a particular area, and the person will be given an opportunity to study at the TVET College. The college in response will design a special programme of support for such learners. Such support may include counselling, life skills development, motivational experiences, job shadowing, mentorship and coaching and job placement assistance. Sponsorships could be developed for such programmes. The policy and the administrative framework for such programmes must be properly established, and an MOU should govern the partnership with the social service agency. The model could also be extended to other specialized agencies.

Promoting the Relevance and Responsiveness of Higher Education

Universities are sometimes not seen to be offering programmes that are relevant and responsive to the development needs, priorities and issues faced by the Province. Whether the perception is factual or not, the experience of the Province is that when partnerships are established with the university, and when, departments, for instance, engage in dialogue with the university to express their needs, the higher education sector generally responds. This is true with the Department of Health, for instance, in the preparation of medical professionals. The HRD Strategy of the Province does not seek to transform the manner in which the university interprets and undertakes its responsibility; rather it seeks to establish initiatives to enable the Province to more readily benefit from the capacity, resources and reach of the university in contributing to the developmental agenda of the Province. There are many examples of this form of collaboration already in place but there is no comprehensive policy framework, no generally accepted funding models and no delivery agreements in place that would foster and stimulate the desired partnerships. Six recommendations are made as initiatives to stimulate and encourage the role for higher education institutions in the developmental agenda of the Province. The recommendations are also made to identify a more direct role for these institutions in meeting the HRD needs of the Province for higher level technicians and professionals, and academic and research learnership. The reasoning in the recommendations is that collaboration with HEIs will enhance the relevance and responsiveness to developmental priorities. Each of the recommendations made is discussed below.

- ***Comprehensive Policy and Incentives on Public and Private Sector Partnerships with Higher Education Institutions:*** A university partnership policy for the Province is intended to provide a framework and a body of incentives for building and benefiting from collaborative ties with HEIs in seeking to use the talent of these institutions to contribute to the agenda and priorities of the Province. The partnership policy will, essentially, be an MOU with the university to use its talent and resources. On matters where university talent exists, a structure will be set in place for the preferential procurement of its services as part of a framework contract with these institutions. The Province can purchase, annually, a pre-designated number of days of university consulting service which could be accessed by Provincial Administration during the year. The critical requirements of such a partnership could be: the transfer of knowledge; the involvement of students; the advancement of customized solutions; and the use of the experience gained in case-based courses and learning interventions for instance. The object, in the end, is to provide the stimulus for enhancing the perception of relevance and responsiveness.
- ***Scholarships, Bursaries, Research Funding or Other Support to Develop Academic, Creative and Research Talent at the Universities:*** While it is a priority of the Province to produce artisans and the craft skills needed to support economic development, the Province must also foster initiatives to grow a cadre of talented, creative and innovative

professionals. The Province must seek to ensure a supply stream for its future professors, researchers, innovators and world class entrepreneurs. The seed bed for this talent is generally at higher education institutions, if such talent is not identified earlier. Funding should be provided to identify, nurture and grow this talent, and incentives must be provided to retain this talent in the Province. While the base for such funding could be resourced from the Skills Development Levy, such funding can be raised through strategic partnerships and through the engagement of donors.

- **Sector-Based Partnerships with HEIs:** The resources of HEIs can be used to understand and to strengthen economic sectors and enhance their innovativeness and performance. Incentives should be provided to develop sector-based partnerships so that particular programmes at HEI institutions make commitments to selected sectors of research and development support. While some of this is already taking place, the practice must be expanded, strengthened and supported through appropriate policy interventions in the Province. Some of the critical areas in this regard are: ICT, agro-processing, marine technology, infrastructure development and greening technology.
- **Sector-Based Funding for Research and Development:** Stimulation of research and innovation is one of the critical inputs for enhanced economic performance, the vibrancy of economic sectors and the impetus to create jobs. Mechanisms should be put in place to fund research and innovation by building the desired research capacity at higher education institutions. With the Provincial Administration as the intermediary, funding for research and innovation can be sourced from a variety of sources, especially when projects show commercial potential. The key to international competitiveness is not cheap labour, but the commercial outcome of research and innovation. South Africa and the Province have lost a lot of this talent to its competitor countries. Efforts must be made to rebuild and retain this core of talent through strategic policy interventions.
- **Integrated Management of Internship Opportunities:** The use of university graduates as interns is one of the ways in which talent can be built in the public sector, and it is a means through which a stronger bond can be built with HEIs. To realize the benefits, however, internships in the public sector must be properly planned and managed, and the policy frameworks must be set in place so that public and private sector organizations and agencies could benefit from the supply of specialized skills. One critical feature of this is the centralized management of internships, placements and the retention of the skills needed by Provincial Administration. This must not only be done centrally, it must be large scale and it must be electronically managed. This could, in the end, constitute a valuable supply stream for scarce and critical skills.
- **Targeted Courses and Certificates in Highly Specialized Areas as Endorsements to Diplomas and Degrees already granted by the Higher Education Institutions:** Engagement with firms from the respective economic and industrial sectors of the Province has revealed the specialized nature of most business and manufacturing operations, and the specialized skills and competencies needed for employees to function in their production environments. While generalists are useful in the employment environment, the trend is moving steadily to the preference for particular sets of specialized skills in addition to the engineering, medical or professional degrees acquired. The higher education institutions may not be able to develop degree programmes for the range of specialized skills needed in the respective sectors. One response by HEIs is to offer short

courses, seminars or certificate programmes in areas of particular specialties so that graduates can add these to the certificates they have already acquired. For instance, vets can receive a short programme to become fish pathologists for the aquaculture industry; electrical engineers can participate in a certificate course, perhaps, to become qualified as marine electrical engineers. Increasingly, graduates must understand particular processes, master particular machines and technologies or understand in greater depth a particular path of their discipline to be successful in the job market. In the past, firms would conduct specialized training at their own establishments. Recently, however, the trend is moving to the import of this talent from outside the Province, and sometimes outside of the country.

Strategic Objective 2.3: Enhance workplace training, employee development and worker education

In establishing the educational foundations for employment and entrepreneurship, there are three areas of focus - the development of people who are in the supply stream (all forms of schooling); the development of people who are not in the supply stream, but who should be (out-of-school youth and adults); and the development of employees in the workplace to sustain their skills and productivity (referring to those who are employed at all levels). The previous sections of this chapter have addressed the needs of youth in and out of school. This section addresses the needs of people in the workplace. The HRD strategy recognizes the need of the lifelong development of employees, and reflects some concern that not much attention is given to employee development in most firms in spite of the SDA and the SDLA. Although the respective SETAs conduct data analyses of training reports and are able to comment on the overall level of training undertaken by businesses, there is very little monitoring of their compliance with the spirit and the letter of the law. In fact, a large number of firms never even make application for recovery of their SDLA levies, representing their lack of commitment to training. The HRD strategy takes the position that provincial HRD will not be complete and comprehensive unless due attention is given to sustain development of people at workplaces, particularly those at lower levels of the occupational hierarchy, and, especially those who need adult education to begin their career progression. There are 3 areas of concern:

- the lack of consistent monitoring;
- the lack of a sectoral understanding of employers' commitment and intervention in the training of employees; and,
- the importance of workplace training in the public sector to maintain the capacity of the state to deliver services.

In this regard, there are four areas of intervention for workplace learning and employee development. Each of these areas is itemized and discussed below.

Table 13: Strategic Objective 2.3: Enhance workplace training, employee development and worker education

INTERVENTIONS	ACTIVITIES AND OUTCOMES
Sectoral Monitoring of Employee Development and Sectoral Training Needs	<ul style="list-style-type: none"> ▪ Sector surveys on employee development ▪ Sector reports on employee development
Sector Specific Employee Development and Upgrading Programmes in Partnership with Educational Institutions	<ul style="list-style-type: none"> ▪ Employee development programmes linked to HEIs, TVETs or Sector Specific training institutions
Coordination of Public Sector Training through the PSTA	<ul style="list-style-type: none"> ▪ Funding model for PSTA based on SDL allocations ▪ Establishment of collaborative public service training networks coordinated through PSTA ▪ Development and implementation of an HRD strategy for Provincial Administration ▪ Enhanced provincial HRD forum ▪ Integrated management of scarce and critical skills for Provincial Administration
Availability of Developmental Information for Employees at the Workplace	<ul style="list-style-type: none"> ▪ Policy and incentives for the availability and dissemination of developmental information to employees ▪ Development and implementation of Worker empowerment Programmes ▪ Development and provision of trade union development programmes

- ***Sectoral Monitoring of Employee Development and Sectoral Training Needs:*** The focus of the strategy is the sectoral management of job creation opportunities. Likewise, the strategy promotes the development of a thorough understanding of the training needs and training delivery status and dynamics of the respective economic sectors. An important aspect of this is an understanding of the activities undertaken for employee development in the sector. A comprehensive package to build sectoral performance must include an employee development strategy of the sector, and, in this regard monitoring of employee development activities in the sector emerges as a high priority.
- ***Sector Specific Employee Development and Upgrading Programmes in Partnership with Educational Institutions:*** Again, the focus here is on sector specific training solutions so as to encourage the development of customized interventions that are tailored to the unique needs of the sector. If TVETs must be developed as the hub for artisan training, and if HEIs are to be perceived as being more relevant and responsive, then the development of training partnerships with specific industries and economic sectors is a fruitful path for these institutions. It will be the responsibility of both the respective institutions and the key representatives of the sector to initiate such partnerships. KZN EDTEA and the OTP can assist with sharing information and providing policy incentives.
- ***Coordination of Public Sector Training through the PPSTA:*** Provincial Administration represents 20% of all employment in the Province. This means that a majority of workers in the Province have their workplaces in public sector agencies. Workplace learning and employee development emerge as an important responsibility for Provincial Administration. Instead of fragmented delivery and management of workplace learning, this can be coordinated by PPSTA, not as the sole provider, but in a cohesive delivery network where all departments play a role, and where selected training providers are contracted to be part of the network and to deliver services to all departments.

Coordination of all transversal training in Provincial Administration is a daunting task. In order for PPSTA to build capacity to undertake this responsibility, some prerequisite interventions are necessary. First, the funding model should be revised so that PSTA has a stable base of funding on which basis plans and programmes could be developed. PHRDF must be enhanced so that it represents the centre of policy and the instrument of coordination for the network; the HRD Strategy for Provincial Administration will be its primary instrument of action; and, its most critical engagement will be the integrated management of scarce and critical skills.

- ***Availability of Developmental Information for Employees at the Workplace:*** Sometimes employees in the workplace remain unaware of opportunities for their development, unexposed to professional or technical information related to their fields, and unstimulated to grow in their respective professions and pursue more rewarding opportunities within the company. Efforts must be made, therefore, to encourage employers, through policies and incentives, to make relevant information available to employees so that they can grow and develop in their respective occupations or areas of employment. The HRD Strategy takes the position that workers should always be empowered with information so that they remain stimulated, and they can make informed choices. The reference here is not to formal training programmes, but to the availability of reading centres, magazine racks, notice boards publicizing available opportunities and other forms of incidental learning that may be of benefit to employees.

Strategic Objective 2.4: Continuing Education and Training

The white paper on post school education and training has introduced a new approach to adult education and training which has resulted in the establishment of the community education and training college system. Adult education and training has been moved from the department of education to the department of higher education and training and will be delivered through the community education and training college. The Province has one college with its governance and administrative home based in PMB. The CETC has 240 Community Learning Centres and 656 Satellite Learning Centres in all districts with an enrolment of 52 276 in the academic Adult Education and Training programme from NQF level 1 to Level 4.

In addition to this the new mandate of the CETC is to serve youth and adults by providing formal and non-formal education and skills based programmes that are responsive to socio-economic problems such as *illiteracy, unemployment and poverty*. It must also promote education that provides opportunities for life-long learning and entrepreneurship that empowers people to actively participate in the economy.

Its immediate objective is to expand access and improve success rate to community education and training programmes that focus on raising the learning base, intermediate formal qualifications, community focused skills programmes and part qualifications by March 2020. The CET College should ensure establishment of both formal and informal Partnerships with all conceivable stakeholders, including churches, non-governmental organisations (NGOs), Community Based Organisations (CBOs), Educational Institutions (Private and Public), Businesses/ Private Companies, Sector Education and Training Authorities (SETAs), and any stakeholder who supports the programmes that promote all legislative and regulatory framework on community education, community reskilling and development.

The Programmes and Qualification for the Community Education and Training (CET) College are flexible and driven by community development priorities and state priorities. According to the Continuing Education & Training Act, Act No. 16 of 2006, funding for the CET College programmes will be from the state, SETAs, and other institutions.

The CETC will focus on the following Programmes:

- General Education & Training (AET Level 1, 2, 3, 4 and NSCA)
- Skills Development & Entrepreneurship (Short Skills Programmes & Learnerships)
- Post-Secondary Education & Training (Bridging Programmes)
- Community Development Programmes (Self-Help Skills, Cooperatives, and Civic Education)

The CETC provides the Province with an opportunity to deal with large number of unemployed youth and adults who do not have qualification or have some qualification. It is critical in supporting programmes like social cohesion, poverty eradication, radical agriculture socio-economic transformation, SMMEs, Cooperatives, skills development for the informal sector, township and rural economies through enterprise education and technical skills.

Implementation Considerations for improving Technical, Vocational and Professional Education and Training

Implementation considerations are intended to raise practical concerns and explore the possibilities and opportunities available in pursuit of the initiatives and objectives proposed in this section. While blockages will be encountered because policies and institutional structures are well established and sometimes rigid, change is always possible when it promises to advance the welfare of people. A set of practical considerations are outlined below.

Strategic Objective 2.1: Improve Career Education and Career Guidance Services

- The curriculum content and the range of academic subjects in high school is within the authority of the National Department of Education and curriculum change will have to follow an established process and will require a well-planned lobbying effort to succeed.
- While specialists in these areas may be required, all teachers must be trained to understand the importance of the approach, and to become aware of options for advancing employability awareness in their respective subject areas.
- Particular attention must be given to under-privileged schools where some of these options have never been available and where learners are most in need of this type of exposure.
- Schools must be seen as places of empowerment, particularly in the rural context. Schools must adopt, advance and promote an agenda of empowering learners to achieve and succeed.

Strategic Objective 2.2: Formal education for employment, entrepreneurship and innovation - institutional facilities and structures for education and training

a. Transforming TVET

- i) The TVET sector is a national competence and is now within the authority of DHET. Any new developments with TVET in the Province must be negotiated with DHET
- ii) It will not be useful to establish too many performance standards in an M&E framework that is too complex. It will be best to focus on a few critical performance standards and provide the monitoring and support to ensure that they could be attained.

b. Relevant and Responsive Higher Education

- i) The higher education sector is also the competence of DHET, and any initiatives related to the sector may have to be negotiated with both the HEIs and DHET.
- ii) Some of the recommendations made in the strategy for HEIs are already being undertaken. It will be useful to explore the practices and the lessons learnt by these institutions in development policies and programmes

Strategic Objective 2.3: Enhance workplace training, employee development and worker education

- i) In this regard, the OTP must work collaboratively with the respective SETAs.
- ii) In a coordinated network for public service training, some departments will still have to offer specialized training, while PSTA offer transversal training and manage centralized internship services and bursaries for the Provincial Administration.
- iii) Surveys of employee development initiatives will be one of the responsibilities to be considered as part of the terms of reference for the permanent secretariat of the Provincial HRD Council.

Strategic Objective 2.4: Continuing Education and Training

- i) The CECT must ensure that the programmes are responsive to the needs of the Province by conduct an audit of training needs per district.
- ii) Expand access and improve success rate in community education and training programmes.
- iii) Provide coordinated programme development, management and delivery of programmes of skills based adult education and training
- iv) Establish a centralized registry for service and centralized coordination of CETC
- v) Ensure establishment of community education and training centres throughout the Province
- vi) Develop norms and standards for community education and training
- vii) Market the CETC and mobilise communities to massively participate in its programmes.

GOAL 3: SKILLS ALIGNMENT TO ECONOMIC GROWTH

Introduction

Skills alignment to economic growth promotes a series of more direct interventions in order to maximize the availability of opportunities for people to be employed, either with existing establishments, or through the entrepreneurial opportunities afforded to them. The basic understanding here is that economic sectors do not automatically create opportunities for employment, and that job creation and employment result from a dynamic interplay of factors that may be unique to each economic sector. Management and employment demand, therefore, must be a deliberate effort to understand the dynamics of the respective sectors, and to respond to these dynamics in the preparation of people to be employment ready.

National policy has specified job creation targets, and has identified sectors that are specifically designated as sectors for anticipated high employment growth. In a bid to manage the high unemployment among youth, policies have specified the number of jobs to be created in specific sectors, and the plans that are in place for the expansion of these sectors. However, recent statistics have shown that some of these sectors are beginning to shed jobs instead of expand employment opportunities; and, in some sectors where there is expansion in employment, the major expansion is at the level of unskilled and low wage employees.

Our efforts to advance policy provisions in generating employment opportunities must begin with an understanding of the dynamics of the respective economic sectors, and an understanding of the manner in which economic and other forces come together to fuel employment expansion. The critical concern is the manner in which the Province manages the demand side of the HRD equation of supplying enough qualified people to equal the demand for skills in the respective sectors of the economy. Four types of interventions have been proposed. They are as follows:

- Adopting an economic sector focus through sector studies and through the coordination of education and training interventions for each sector.
- The profiling and management of scarce skills, and the adoption of modes of education and training to respond to the constraints imposed by scarce and critical skills.
- The provincial coordination of job creation and employment promotion interventions so as to minimize the effects of the structural features of unemployment, and maximize opportunities for those who are suitably qualified.
- The development and management of sector-based entrepreneurial opportunities and the creation of opportunities for youth and disadvantaged communities to benefit from these opportunities.

The focus of these interventions is on understanding the economic sectors as a basis of targeted responses to sectoral employment priorities. But this is not the sole focus or purpose. The intent desired, in the medium to long term, is to transform the relationship between the education and training sector and business and industry. The key to this transformation is the establishment of a symbiotic relationship between the two. The culture of this relationship will change when employers begin to see educational institutions as partners in their investment, and when these institutions begin to see themselves as not only producers of skilled people, but as critical contributors to economic performance and enhanced service delivery.

This section of the chapter will present: the vision, outcome and practical implications; considerations which justify “management of employment demand” as a priority; and a description of each of the 4 interventions associated with management of employment demand. At the end of the section, a few critical implementation considerations will be noted. Each of these sections follows.

Vision, Outcome, Practical Implications for Goal 3

Table 14 presents the vision and likely outcomes for each of the interventions recommended. The vision overall is to restructure the industrial base to promote employment.

Table 14: Vision, Outcomes and Practical Implications - GOAL 3: Skills Alignment to Economic Growth

Strategic Objectives of Goal 3: Skills Alignment to Economic Growth	VISION, OUTCOMES, PRACTICAL IMPLICATIONS
<p>Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors</p>	<p><i>Vision:</i> The status, performance and priorities of all economic sectors are clearly understood and results in the sustained availability of appropriately qualified people to fill employment positions</p> <p><i>Outcomes:</i> The primary outcome is that the education and training sector will be more responsive, and will adopt more flexible structures for supplying skills.</p> <p><i>Practical Considerations:</i> Institutions will have to vary programme enrollment to meet existing needs. More economic sectors and companies will establish partnerships with institutions to meet their unique needs.</p>
<p>Strategic Objective 3.2: Profiling and management of scarce and critical skills</p>	<p><i>Vision:</i> No skills or competencies in the economy will be considered scarce or critical.</p> <p><i>Outcomes:</i> Enhanced responsiveness of education and training institutions. Growth in specialized programming in education and training.</p> <p><i>Practical Considerations:</i> More partnerships will be established with industry to produce specialty skills for particular sectors. Programming in institutions will be restructured to offer specialist training work with certificate endorsements.</p>
<p>Strategic Objective 3.3: Coordinating job creation and employment promotion interventions</p>	<p><i>Vision:</i> A full array of employment opportunities are available electronically on a central site and more people are able to find jobs.</p> <p><i>Outcomes:</i> Opportunities for employment will be more accessible to those who have previously had difficulties searching for jobs.</p> <p><i>Practical Considerations:</i> Unemployment rates are reduced. The disadvantaged have more access to jobs if they are capacitated with skills to access electronic information.</p>
<p>Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities</p>	<p><i>Vision:</i> More and more youth and disadvantaged individuals are able to access entrepreneurial opportunities in the value-chain of all of the main stream sectors of the economy.</p> <p><i>Outcomes:</i> Increased employment and lower unemployment rates among youth growth of key industry players as mentors and coaches to youth entrepreneurs who have newly entered the sector.</p>

Strategic Objectives of Goal 3: Skills Alignment to Economic Growth	VISION, OUTCOMES, PRACTICAL IMPLICATIONS
	<p><i>Practical Considerations:</i> Reconfiguration of the productive capacity in many sectors as networks of small entrepreneurs and large industrialists partner in production.</p>

Summary of Considerations which justify the components of each goal as critical areas of Intervention

Skills alignment to economic growth is a critical feature in the strategic priorities proposed. Its value is in its capacity to unlock employment opportunities, and its importance in building a culture of responsibility and responsiveness in development the appropriate array of skills. Table 15 presents 4 components of goal 3 - goal 3; and it documents the value and importance of each in managing employment demand.

Table 15: Considerations Justifying Initiatives and Interventions for Improved Management of Employment Demand

STRATEGIC OBJECTIVES OF GOAL 4	RATIONALE AND JUSTIFICATION FROM EVIDENCE COLLECTED
<p>Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors</p>	<p>The quarterly economic reports of the Province show erratic performance of some of the economic sectors over the past year. Some are unexpectedly shedding jobs. At the same time, many employers complain that the requisite skills are not available to fill positions which may arise in the future. Neither the dynamics of the sectors, nor the education and training needs are well understood. Sometimes our expectations of these sectors are unrealistic because of our lack of understanding.</p>
<p>Strategic Objective 3.2: Profiling and management of scarce and critical skills</p>	<p>The management of scarce skills is a critical concern held by both employers and institutions. The evidence shows that scarce skills are not properly managed on a provincial basis, and sometimes within a local context. There are complaints, for instance, that welders are needed, but TVET informs about how many welders are unemployed. Many organizations import skills from other Provinces, and from abroad because of the unavailability of these skills in the Province. Many potentially valuable opportunities are lost.</p>
<p>Strategic Objective 3.3: Coordinating job creation and employment promotion interventions</p>	<p>There are no concerted efforts to holistically manage job creation dynamics. Fragmented efforts are made by various agencies, and, sometimes, these efforts do not amount to a commonly shared approach, or an integrated and collaborative system to understand and promote job creation. Jobs are not created automatically. Interventions must be made sector by sector to stimulate employment. These interventions will largely be different for different sectors. Among the interventions are that of noting the employment implications of government infrastructure projects, and the creation of a jobs database.</p>
<p>Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities</p>	<p>While many policy documents place a priority on giving youth access to entrepreneurial opportunities in the major economic sectors as small enterprises within the value chain of the sector, not much has been accomplished in this regard. Many sectors remain completely in the control of big industrial players. The strategy notes that there are entrepreneurial opportunities in each sector, and these opportunities must be unlocked to open new vistas of opportunities. Unlocking these opportunities depends on policy, support systems and structures, funding, and, among others, the willingness of the players in the sector to “make room” in creating markets and profitable linkages.</p>

A Description of each of the Components of Goal 3

Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors

The economic sector focus through sector studies seeks to understand each economic sector as a unique field of economic activity that is affected by its own market dynamics, technology, policy frameworks, and innovative capacity, among others. This focus, in particular, seeks to establish the employment and training practices, needs and skill deficits in the sector. It constitutes a programme of work that is largely research based, but has components, consultation and engagement of experts in the sector. This sector focus is not new for the Province. The Ugu municipal district, for instance, has conducted sector studies for the business in its jurisdiction and has established ties with the representative of the respective economic sectors. Again, here, the practice is to transform the culture of relations and the targeting of training services through consultative partnerships. If HEIs are involved in these relationships, then services to the sector may even extend to input related to research and innovation in relation to products, processes or technology. The sector focus enables the Province to maximize its expert knowledge and resources for the performance of specific sectors. Job creation and employment could result.

Strategic Objective 3.2: Profiling and management of scarce and critical skills

The analysis upon which the strategy is based has shown that the dynamics and effects of scarce skills upon the various sectors are not clearly understood. As a result, the scarce skills in the Province have remained scarce and critical for an extended period. First, there are scarce skills in terms of occupations and positions to be filled, and there are scarce skills in terms of gaps in the competency profile of employees. The latter and not the former is the basis of most skills scarcity observed. Many crafts persons, technicians and professionals sometimes do not have the specialty needed to work in a particular sector. The issue then, is not to offer a diploma or degree, but to build upon the technical base already provided in a particular craft or profession. Sometimes skills are scarce because they do not attract PDIs, or because there is little knowledge that the specialty exists. Here the issue is one of career guidance. First of all, the dynamics of scarce and critical skills must be understood, and then appropriate interventions must be made to relieve this scarcity. Currently scarce skills are managed in a fragmented manner, and oftentimes the identified scarce skills are not scarce.

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

The expectation that jobs will be created by a particular sector is oftentimes not realized. Job creation has its own dynamics that are particular to the sector. But in addition to understanding job creation on a sectoral basis, job creation must be managed on the basis of the particular type of intervention made. Jobs can be created by government infrastructure projects, by building and facilitating entrepreneurial opportunities, through special funding or investment projects, through the emergence of a new technology and government input to advance this technology, or through the promotion of an emerging sector of activity, among others. In all these cases the job creation implications could be more easily understood, and could be tracked, monitored and managed for the distribution of employment opportunities. But the type of jobs created must also be a concern and the manner in which people must be supplied for these jobs must be facilitated. Job creation

planning and management must be facilitated by policy and by government interventions to shift trends in the particular sectors. One of the critical considerations here is the capital or labour intensity of production. Government encourages labour intensive economic development, but there are a few interventions in this regard. In fact, labour intensive production is an established culture in many of the sectors in the Province. In agriculture, tourism, manufacturing, for instance, the highest percentage of employees is at the level of unskilled and semi-skilled positions. In some case, the unskilled represent up to 60% of the workforce. Managing job creation must also mean managing the creation of jobs with livable wages, and transforming the occupational structure of the sector, so that opportunities are created for new graduates with technical skills. Policy intervention is critical for this transformation to take place. The point to be advanced here, is that if some of the sectors are not transformed, the Province will lag behind in the creation of jobs that will absorb the skills and expertise being generated by institutions.

Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities

Much of the growth in the demand in the future will come from the expansion of entrepreneurial opportunities as major sector contracts and employees begin to create their own opportunities. In this respect, the structure of employment is shifting. Entrepreneurial opportunities can expand significantly if properly managed, and if a sector development perspective is taken. Each sector has an array of entrepreneurial opportunities where individuals can secure opportunities as part of the value chain of the sector. Experts in the various sectors have confirmed that there is still room for small enterprises. Youth development policies have sited this opportunity, and have proposed that in specific sectors, such spaces should be created to empower youth. If the gates of opportunity must open for employment, then initiatives must be taken to transform the structure of industry, where small and large players network to build vibrancy in the respective sectors. In fact, the trend in employment shows that there will be little growth in employment creation until the structure of production is transformed, overall, by creating opportunities for small enterprises, and by releasing the monopolistic grip on some economic sectors. Managing entrepreneurial opportunities refers, then, to the array of interventions which could be made to open spaces in the tightly bound networks which dominate the high performing sectors of the economy.

Implementation Considerations for Goal 3

Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors

- i) This function should be undertaken by the secretariat of the HRD Council, but it will be worthwhile to involve the HEIs and TVETs in the studies to be conducted.
- ii) Industries in the respective sectors can provide a significant amount of valuable information. Information can also be sought through Provincial Treasury, the Department of Economic Development and the Department of Trade and Industry nationally. In some sectors, e.g. tourism, their national associations can provide valuable information for understanding the sector.
- iii) In all cases, it will be necessary to focus on factors which will build the productive capacity and performance of the sectors. In some cases, however, it will be necessary to focus on factors which will signal the need to transform the sector to create more opportunities. This transformation will not be intended to reduce performance and productivity.

Strategic Objective 3.2: Profiling and management of scarce and critical skills

- i) Scarce and critical skills also have a sectoral uniqueness. The welder needed in one sector may be different to the one needed in another sector. These sectoral differences are critical in understanding scarce skills.
- ii) Scarce skills management is a collaborative affair. No one agency or company, in isolation, could reasonably claim the scarcity of a particular skill. Skills scarcity must be viewed on a wider scale. This will affect the design of scarce skills management and intervention.
- iii) It is important to recognize that the response to scarce skills will not be limited to education and training. The scarce skills solution is usually multi-disciplinary and will include education and training in addition to guidance and counselling, information dissemination, the elimination of structural barriers or a shift in processes and technology among others.

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

- i) The management of job creation is an inter-departmental activity, but it must be managed at a central point. This central point in the Province could be located in several departments where some fledgling activity in this area has already been undertaken. Provincial Treasury, the Department of Economic Development, Tourism and Environmental Affairs and the Office of the Premier are possible sites for managing this activity.
- ii) It will be necessary to involve organized labour and the Department of Labour in the design and rollout of initiatives to manage job creation and promote employment.
- iii) It is recommended that job creation and employment initiatives should have a bias toward the employment of youth and the placement and creation of opportunities for unemployed graduates.
- iv) Jobs can be created by building a new and competent generation of “roadside entrepreneurs” who market their technical skills.

Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities

- i) This initiative must also be biased to youth, unemployed graduates and to individuals who have received job training as part of a social package of intervention.
- ii) The creation of entrepreneurial opportunities must be implemented with appropriate support structures to ensure success. Among the support initiatives there must be; financing; technical support; legal assistance; the development of markets; policy protection from failure; disseminating information or sector intelligence; the development of support linkages in the value chain; and, among others, building the confidence and character of new entrepreneurs.
- iii) Sector transformation is not an easy task. It is fraught with resistance, challenges and discontent. Transformation agents must understand the sector, and, ideally, they should be from the sector.

Table 16: Considerations for Improved Management of Employment Demand

INITIATIVES AND INTERVENTIONS	ACTIVITIES
<p>Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors</p>	<ul style="list-style-type: none"> ▪ Ongoing collection of data on sector performance and dynamics (skill profile, job creation, shedding of jobs, economic performance and constraints) ▪ Appointment of coordinators for critical sectors (education, performance) ▪ Ongoing collection of data on key indicators of HRD performance (social, economic, educational) ▪ Establishment of consultative groups of sector representatives as expert body for each critical sector ▪ Research activities on the resource base and needs of emerging sectors to accelerate their development ▪ Establishment at an HEI of a centre for the development of merging sectors and technologies
<p>Strategic Objective 3.2: Profiling and management of scarce and critical skills</p>	<ul style="list-style-type: none"> ▪ Ongoing research on scarce and critical skills ▪ Studies and models for skills demand projections ▪ Establishment of a centre for scarce skills management and coordination ▪ Skills retention policy and programme ▪ Enhanced bursary programmes on scarce skills ▪ Identifying the scarce and critical skills that are necessary for the development of emerging sectors ▪ Assessing the skills development needs for strategic infrastructure and catalytic projects
<p>Strategic Objective 3.3: Coordinating job creation and employment promotion interventions</p>	<ul style="list-style-type: none"> ▪ Compilation of policies and strategies for the coordination of initiatives on job creation (innovation etc) ▪ Promoting, documenting and managing the job creation implications of public infrastructure projects ▪ Promoting economic activity and entrepreneurship in emerging sectors – aligned to new growth path and industrial strategy – green economy, aquaculture, downstream and complimentary economic activities, marine economy, aerotropolis ▪ Assessing the employment potential of infrastructure and catalytic projects
<p>Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities</p>	<ul style="list-style-type: none"> ▪ Sector-based research on unexplored entrepreneurial opportunities ▪ Comprehensive entrepreneurship development plan noting initiatives by sector ▪ Management of entrepreneurship development with a focus on youth ▪ Increased number of programmes in a coordinated framework for entrepreneurial development and support ▪ Linking skill development and learnership programmes to entrepreneurial opportunities ▪ Policy incentives by sector to promote sector support of entrepreneurship ▪ Advocacy and promotion of entrepreneurship in emerging sectors ▪ Public-private partnership in the development and availability of entrepreneurial programmes for the emerging sectors

Goal 4: Improved Governance and Management of HRD

Introduction

The full enterprise for human resource development and utilization is extensive, complex and dynamic. On the supply side there are many structures and stakeholders, a range of governing policies and guidelines, many points of entry and exit for a diverse array of clients, and many challenges which undermine the efficiency and overall performance in the skills supply pathways. On the demand side, the complexity is multiplied tenfold. Jobs for the utilization of the Province's talent are not automatically created. Jobs in the respective economic sectors depend on a range of factors related to markets, technology, production processes, levels of innovation, foreign direct investments, interest rates and foreign exchange rates, among others. The economic base for employment is never stable, and the context and availability of opportunities for employment is ever changing. Matching supply of skills with demand for jobs in the respective sectors requires constant management and policy control. The level of complexity increases since both supply and demand scenarios are affected by a variety of social and economic issues which affect the availability of skills and the capacity to utilize these skills in the economy.

The scope and complexity of HRD in the Province, and nationally, have affected the efficiency and effectiveness of its structures, and in some cases, have compromised the effectiveness with which its delivery processes are managed. One of the primary concerns in this regard, is the level of fragmentation in the overall organizational, policy and fiscal structures of HRD. This has been discussed in previous chapters. The strategic intent to improve the governance and management of human resource development structures in the Province grows out of the concern that fragmentation in delivery will constrain progress in transforming HRD. Governance and management of HRD seek to accomplish two primary objectives: ensuring that all critical stakeholders collaborate in the planning, delivery and monitoring of HRD and ensuring that there are designated points of coordination so as to reduce fragmented and isolated efforts. These initiatives are recommended: strengthening the HRD Council and its permanent secretariat; the adoption of critical points of coordination in an organizational framework for streamlining HRD; and, the geographic management of supply streams and demand potential.

The following sections will discuss the vision, outcome and practical implications; the rationale and considerations which justify the recommended interventions; and a description of each of the interventions recommended with reflections on the implementation considerations related to each. The sub-sections follow.

Vision, Outcome, Practical implications of Goal 4

The vision, outcomes and practical considerations for each of the 3 major initiatives recommended are presented and described in Table 17. The table summarizes what could be achieved if these initiatives are undertaken and if the desired results are attained.

Table 17: Vision, Outcomes & Practical Considerations: Goal 4

KEY AREAS OF INITIATIVES AND INTERVENTIONS	VISION, OUTCOMES, PRACTICAL IMPLICATIONS
Strategic Objective 4.1: HRD Council with a permanent secretariat	<i>Vision:</i> A body of stakeholders representing the HRD Sector who will, through their ongoing engagement, contribute to the transformation and enhanced performance of HRD in the Province through joint planning, monitoring and support.

	<p><i>Outcomes:</i> The main outcome expected is less fragmentation in the sector. But other major outcomes are more information availability; less duplication; better understanding of sector performance; greater match between supply and demand of human resources; and more effective policy guidance and coordination.</p> <p><i>Practical Considerations:</i> The practical implications of a council being in place are: growth in efficiency of performance of institutions, ongoing research on issues in the sector which can contribute to HRD outcomes; more alignment of provincial and local municipalities; HRD planning and delivery; higher participation and partnerships with industry and economic sectors.</p>
<p>Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD</p>	<p><i>Vision:</i> There are critical organizational focal points for the management of HRD in the Province which serves as centres of particular delivery networks and through their points all HRD interventions and initiatives are planned, delivered and monitored.</p> <p><i>Outcomes:</i> This effort is intended to minimize fragmentation and duplication in delivery which results in a variety of delivery inefficiencies. Programmes within various departments and various institutions will be coordinated through one department or institution to the target population served by that point of coordination.</p> <p><i>Practical Considerations:</i> The practical implication here is the establishment of networks of delivery coordinated through a central point. Within each network, objectives, plans and delivery principles and policy will be the same, but different partners in the network will serve different audiences in accordance with the capacity and focus.</p>
<p>Strategic Objective 4.3: The geographic management of supply streams and demand potential</p>	<p><i>Vision:</i> All geographic regions, within a set of provincial guidelines and strategic provisions, continue to track and manage the supply and demand for human resources in their area contributing to an in-depth understanding and to targeted management of the development and utilization of people in the Province.</p> <p><i>Outcomes:</i> The outcomes here will be a more in-depth understanding of the unique circumstances and needs of particular regions of the Province, and more investment in time and resources to serve these particular needs. Other outcomes include targeting supply; minimizing structural barriers in demand; and contribution to the attainment of spatial development goals.</p> <p><i>Practical Considerations:</i> The practical implications here, is that there must be a coordinating structure at the local municipal level which liaises with the provincial HRD Council. This coordinating body will ensure the monitoring and support for the management of supply streams and demand potential locally.</p>

Summary of Considerations which justify the components of each goal as critical areas of intervention

Table 18 presents a summary of considerations which justify the areas of interventions associated with the governance and management of HRD provincially.

Table 18: Summary of Considerations justifying each Component of Goal 3 as a Critical Area of Intervention for Goal 4: Improved Governance and Management of Human Resources in KZN

KEY AREAS OF INITIATIVES AND INTERVENTIONS	RATIONALE AND JUSTIFICATION
Strategic Objective 4.1: HRD Council with a permanent secretariat	The HRD Council as a governance and conditioning entity is essential for building cohesiveness and attaining strategic focus in HRD provincially. A permanent secretariat is recommended to undertake a wide range of planning, policy, research and monitoring responsibilities. There will also be responsibilities on the dissemination of information, on reporting and on facilitating delivery alliances, among others.
Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD	Critical points of coordination will minimize fragmentation, promote collaboration and reduce diversions in delivery. It will maximize strategic focus and promote efficiency in delivery of HRD programmes. Four critical points of coordination are identified as follows: Department of Education for ordinary schooling; the TVET sector as the focal point for artisan development; a provincial unit (Chief Directorate) in the OTP to coordinate programming for out-of-school youth; HEIs to correlate professional preparation; and the Provincial Public Service Training Academy to coordinate public service training.
Strategic Objective 4.3: The geographic management of supply streams and demand potential	Because of vast geographic differences in the Province, it is necessary, first of all, to understand the unique features of district and local municipalities as a basis for delivering a provincial understanding of local HRD realities and possibilities, provincial plans and provincial delivery structures which are responsive to local circumstances. The supply and demand circumstances in municipalities are different, and policy and programme initiatives must be initiated to respond to these difference.

A Description of each of the Components of Goal 4

Strategic Objective 4.1: HRD Council with a permanent secretariat

The HRD council with a permanent secretariat is one of the key instruments in the strategy for eliminating fragmentation in HRD delivery. The role of the council itself is to bring the key stakeholders together in order to ensure that HRD delivery is responsive to the developmental needs of the Province, both now and in the future. There are many activities and initiatives to be undertaken to ensure this level of responsiveness. The council stakeholders will understand and communicate the performance status, the performance potential and the emergent issues in their own jurisdiction, and will seek to take responsibility for bringing their operations in line with provincial priorities. However, because of the complexity of the HRD environment, and because so little data is directly produced for managing HRD performance, much work must be done to establish the data generation and system monitoring capacity to effectively manage HRD in the Province. The task of bringing the provincial pieces of HRD into a cohesive and dynamic provincial HRD enterprise cannot be taken lightly. In this respect, a permanent secretariat is recommended for the HRD council to undertake responsibilities in: research; information management; coordination and advocacy; the development and facilitation of opportunities; policy development and analysis; reporting and dissemination of information; and building sustainable linkages among stakeholders. Both the council and its secretariat will take responsibility for the implementation and monitoring of the HRD strategy.

Table 19 presents the initiatives and activities proposed for the role and performance of the council and its secretariat. As will be noted, both the council and its secretariat are envisioned to play critical roles in the advancement of the HRD agenda of the Province.

Table 19: Initiatives & Activities proposed for Role and Performance of the HRD Council and Permanent Secretariat

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. Strengthen the Provincial HRD Council as part of Provincial Planning Commission, and associated PGDS structures.	<ul style="list-style-type: none"> ▪ Ensure participation of social partners and key stakeholders in the council ▪ Conduct capacity development sessions for HRD council members ▪ Establish systems and processes for the council to undertake its work ▪ Facilitate development partnerships between key stakeholders in the HRD value chain
2. Appointment of a permanent secretariat of HRD Council with responsibilities for research monitoring and evaluation;	<ul style="list-style-type: none"> ▪ Ensure appropriate funding and capacity for the Council ▪ Review the organizational structure of the permanent secretariat that will undertake work for the provincial Council ▪ Develop TOR, roles and responsibilities and job descriptions of secretariat ▪ Develop plan and programme of work for secretariat ▪ Facilitate the implementation of HRD strategy management and monitoring economic sector coordination; ▪ Ensure coordination and integration between education and skills development bodies
3. comprehensive monitoring of the implementation of HRD delivery and interventions at all levels	<ul style="list-style-type: none"> ▪ Consultative process to be undertaken to generate and confirm monitoring for ECD; primary & secondary; TVET and vocational schools and skills centres, HEIs, SETA programmes, workplace learning programmes. ▪ Ensure ongoing monitoring aligned to established monitoring frameworks. ▪ Tracking skills development needs by sector noting specialties for skill endorsement and upgrading programmes
4. Promoting and facilitating partnerships with industry and promoting the management of skills development by economic sector	<ul style="list-style-type: none"> ▪ Facilitating advocacy for partnerships policies ▪ Advocate for policies to incentivize industry-education partnerships ▪ Promoting a sectoral focus through advocacy and publication of information ▪ Promoting industry and sector based specialist training for public participants
5. Ensure effective coordination of national, provincially and district based HRD interventions	<ul style="list-style-type: none"> ▪ Database developed on provincial learnership and internship candidates, opportunities and placements ▪ Advocacy and outreach programmes to specific economic sectors to develop internship and learnership opportunities

Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD

Critical points of coordination refer to the assignment of responsibility to one organizational entity to manage, coordinate or promote matters related to the maintenance of quality in programming and delivery. This entity may be a department or a unit within it; it may be one institution serving as a coordinating point for others; or it may be representatives of different institutions constituting a body which manages standards among them.

The purpose of this organizational entity is to streamline HRD and minimize the fragmentation in delivery. The streamlining is also intended to consolidate and focus resources; to move toward a uniform high standard of programmes; to maximize access to quality programming; to protect the public from the occasional exploitive practice of some training service providers and some private education and training institutions; and to promote and build partnerships in delivery, which may include public-private partnerships. The agenda to be advanced here is a shift from “single system” and “single institution” delivery to strong delivery networks which extend the reach of current programming, which offer a greater level of diversity in services and service structures, and which serve a more diverse range of clients.

The context of delivery in the Province has changed over the last 2 decades, but the structure for delivery has not fully kept pace - either through programming services, or through expansion into areas of growing need, and into service modes that are responsive to the changing needs of clients. Specific recommendations are made regarding the “critical point” for coordination. These are presented and discussed briefly below.

- **Department of Education:** The Department of Education is a critical stakeholder in this regard. All ECD and ordinary schooling programmes should be coordinated and managed through the DoE. This is largely the case, but not completely. There is ECD programming within other departments and through other agencies. It has been proposed, for instance, that all ECD establishments should be linked to a primary school. Even further, community play libraries, community learner enrichment centres, vacation or holiday enrichment programmes should all be part of the delivery structure of the DoE. Alternative education programming, wherever they take place, should be the responsibility of the DoE in a comprehensive programming structure.
- **TVET Sector in the Province:** TVET is now a national competence, and some initiatives may be necessary for the Province to share the TVET policy space with the DHET. The recommendation here is to build the TVET sector as the driver of skill and artisan development in partnership and collaboration with industry. Building the TVET sector in the Province as the delivery centre, will mean that all skills development activities and investments in a particular region must be linked to the TVET - whether public or private. While the whole TVET sector may not be currently performing at the level required, the potential of the sector to deliver highly qualified artisans, in collaboration with industry, is encouraging. With continued investments in the sector and with strategic interventions in building the sector, its performance can improve.
- **Youth Development Chief Directorate:** One of the most significant education and training needs in the Province is an organizational entity to coordinate programming for out-of-school youth. Out-of-school youth are largely unserved. While there are many programmes for youth in the Province, these programmes are spread among many government departments and agencies, they operate largely independently and in isolation of each other, and, together, they serve only a small percentage of the youth to be served. Because of the growing number of out-of-school youth, and because their status, circumstances and location are so diverse, programming for their development needs to be more effectively managed and programmed to make opportunities for their advancement and success must be more carefully coordinated. The Youth Development unit will develop and coordinate a diverse network of programmes and will be the first point of access for all youth in entering a new world of opportunities.
- **The Provincial Public Service Training Academy:** The Provincial Public Service Training Academy, however, depends on its programming, its funding and its capacity to develop and maintain networks of delivery. The core business of the academy must be building the capacity of the state (in the Province) through building the capacity of its employees. In this regard, the PPSTA should have a diverse array of programming and should use the inherent capacity of departments in a network of stakeholders as partners in service.

- **Higher Education Sector:** The higher education sector is largely cohesive, and it already fulfills its role as the central point of delivery for higher professional and technical training. This should be maintained. Yet, there is room for growth. The higher education institution is not only a centre for professional education and training, it is also a centre for research, innovation, creativity “new thinking”, specialized services, and social critique. It is the intellectual asset of the Province. In this regard, much value will be served if HEIs establish close bonds with research institutions, industrial research centres, and the wide network of researchers and innovators in the Province. Its value in the strategy is in its potential for development of a new generation of scientists and innovators, and its potential for building the innovative capacity of the Province.

Table 20: Initiatives and Interventions for Establishing Critical Points of Coordination and Developmental Activities

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. OTP through Provincial Public Service Training Academy to coordinate provincial HRD and Skills development fora (PHRDF, SETA forum, etc)	<ul style="list-style-type: none"> ▪ Coordination of provincial HRD Council ▪ Coordination of provincial skill development forum ▪ Coordinate Forums as in the institutional framework ▪ Facilitate provincial skills planning, monitoring and HRD compliance
2. Department of Education to coordinate general education	<ul style="list-style-type: none"> ▪ Coordination of all ECD programmes ▪ Coordination of all ordinary schooling programmes ▪ Coordination of in-school alternative education programmes for learners at risk ▪ Coordination of in-school programmes for gifted and talented ▪ Expand vocational and technical education and training in ordinary schools <p><i>Overall policy and quality management of general education.</i></p>
3. Department of Higher Education	<ul style="list-style-type: none"> ▪ Industry-led TVET as the focal point for all skills development and artisan development ▪ All artisan development programmes linked to TVET in the geographic area ▪ All SETAs work through TVET in respect to learnership, apprenticeships and skills programmes ▪ All programmes in TVET must have demonstrated industry partnerships ▪ Movement toward sector-designated and supported TVET programming <p><i>TVET sector is a national competence of DHET. Role of Province must be negotiated.</i></p> <ul style="list-style-type: none"> ▪ coordinate higher technical and professional education and training ▪ Collaboration with research institutes and industrial research centres ▪ Collaboration with professional bodies ▪ Collaboration with the network of researchers and innovators in the Province
4. Youth Development Chief Directorate to coordinate programming for out-of-school youth	<ul style="list-style-type: none"> ▪ Ensure the provincial unit in OTP strengthen overall coordination of all Youth Development programmes ▪ OTP Youth Development unit to develop programmes and deliver through a network of delivery agents and agencies ▪ Coordination of bursaries for the public service coordinated through PPSTA ▪ Programming based on established principles ▪ Registry and database on out-of-school youth ▪ Ongoing research on the status of youth
5. Public service academy to coordinate public sector training	<ul style="list-style-type: none"> ▪ HRD strategy for the public service developed and implemented ▪ Funding model for PPSTA developed ▪ Scarce and critical skills management in the public service coordinated through PPSTA ▪ Coordinate and delivery provision of generic, transversal, leadership and management development training ▪ Facilitate and coordinate the development of professional and technical skills for the public service ▪ Ensure provision of continuing and lifelong learning programmes ▪ Coordination of public service internships and learnership

Strategic Objective 4.3: The geographic management of supply streams and demand potential

Geographic management of supply streams and demand potential recognizes the vast geographic diversity of the Province and the need to address the unique needs of specific communities. It also recognizes and contributes to the spatial development logic that is advanced nationally and within the Province. Spatial development begins with thoroughly understanding our geographic spaces and in applying this understanding to our modes of service. Management of supply streams refers to managing the manner in which we develop people within the respective geographic boundaries and understanding the number, rate, quality and character of our supply. Here, it is necessary to monitor and manage, within the district, for instance, the number of graduates by programme areas, the number of people graduating from high schools by “subject mix” and programme focus. It is also necessary to monitor education participation rates at all levels. In fact, monitoring should start from an understanding of birth and mortality rates and access to services in the early years. Each district must understand and manage its supply dynamics. In this context, demand potential is used in its broadest meaning. Here, the concern is the manner in which localities productively engage their people. Here productive engagement means employment and participation in educational activities, but it also means social empowerment and engagement. It embraces activities to develop the community to maintain social and cultural linkages and traditions and stimulate political participation. This social engagement seeks to enhance social cohesion. Opportunities for making such contributions must also be created using the spatial logic of the Province.

Table 21: Initiatives & Interventions and Recommended Activities for Implementation

INITIATIVES AND INTERVENTIONS	ACTIVITIES
<p>1. Preparation of district based HRD plans linked to DGDPs and IDPs</p>	<ul style="list-style-type: none"> ▪ District-based HRD strategy plan prepared in reference to particular social, economic and educational factors ▪ All IDPs have an HRD component for district development ▪ Conduct annual HRD forum with all stakeholders and partners. Forum will be the basis upon which HRD strategy and plan will be refined.
<p>2. Assessment and development of district based supply pipelines that are responsive to the needs of the geographic area</p>	<ul style="list-style-type: none"> ▪ Monitoring of supply stream in districts – graduation from all institutions and education and training programmes – public and private. ▪ Monitoring of educational efficiency factors – dropout rates; class progression rates; pass rates in national exams by school type and circumstances; educational participation rates. ▪ Assessing and monitoring the needs of local establishments and economic sectors ▪ Assessment of quality of HR supply in terms of readiness to pursue opportunities available - % enrolled and passing maths and science,; level of communication skills.
<p>3. Adopting mechanisms to ensure that education and training institutions are able to respond to the current and emerging needs in the economy</p>	<ul style="list-style-type: none"> ▪ Assessment of emerging needs in the district for employment and entrepreneurial opportunities ▪ Identifying base programmes in institutions which an offer complementary courses to meet emerging needs ▪ New and emerging needs must be accommodated as part of HRD forum discussions

Implementation Considerations in Improving the Governance and Management of HRD

Strategic Objective 4.1: strengthen HRD Council with a permanent secretariat

- i) An organizational structure must be developed to reflect the responsibilities assigned to the permanent secretariat of the council. The structure must be balanced with the relative demands of the roles assigned. For instance, more resources must be assigned to areas where there is a dearth of information and where development initiatives have not been made.
- ii) The council and its secretariat must serve critical roles in advocacy, in establishing partnership opportunities and in providing leadership to implementation of HRD. This requires a level of seniority and a level of acquired respect.

Strategic Objective 4.2: Adoption of critical points of coordination for streamlining HRD

- i) One of the main issues to be confronted here is that the TVET and HEI sector is a national competence, and the role of the Province in this policy space is limited. It may be necessary to seek accommodation from DHET on the proposals being made. At the outset, a policy paper should be prepared on proposals for transforming the TVET sector in the Province. The policy paper could be used as a basis for discussion.
- ii) The provincial coordination of out-of-school youth and youth development will require district linkages and representation. It may be necessary therefore for each district to manage a youth desk, perhaps in the office of the district municipality. The provincial structure will therefore have to include COGTA.
- iii) It may be useful to establish a youth development advisory committee within OTP to work collaboratively with the chief directorate on Youth Development. Consideration should then be given to the appointment of representatives from COGTA, the Department of Economic Development and the Department of Social Development on this committee.

Strategic Objective 4.3: The geographic management of supply streams and demand potential

- i) These activities should be facilitated by the district HRD councils in collaboration with the provincial HRD council and its secretariat. Guidelines and formats will be established provincially so that, over time, a deeper and richer provincial understanding of HRD could develop.
- ii) The success of this initiative will depend on the level and quality of capacity development to build the skills necessary for monitoring supply and demand status and performance at the local level. It will also depend, perhaps, on the promulgation of provincial mandates and policy guidelines on the responsibilities to be undertaken.
- iii) In respect to this initiative, geographic boundaries refer to district and local municipalities for which other plans and data sets already exist.

IMPLEMENTATION FRAMEWORK

The comprehensive review of the HRD strategy for the Province identified 4 goals of action, and, for each goal, it outlined the strategic objectives; interventions; activities and indicators to be realized. The purpose of this chapter is to proceed a step further and to provide a set of general guidelines for realizing the goals and objectives of the strategy. These goals and objectives must be realized within the institutional structures of the Province and, they must be undertaken in relation to a variety of other strategic initiatives that are being implemented. While this chapter is unable to present all the considerations which could be brought to bear in the process of implementation, it seeks to outline a general framework within which these considerations could be entertained.

Figure 4: HRD Institutional Framework

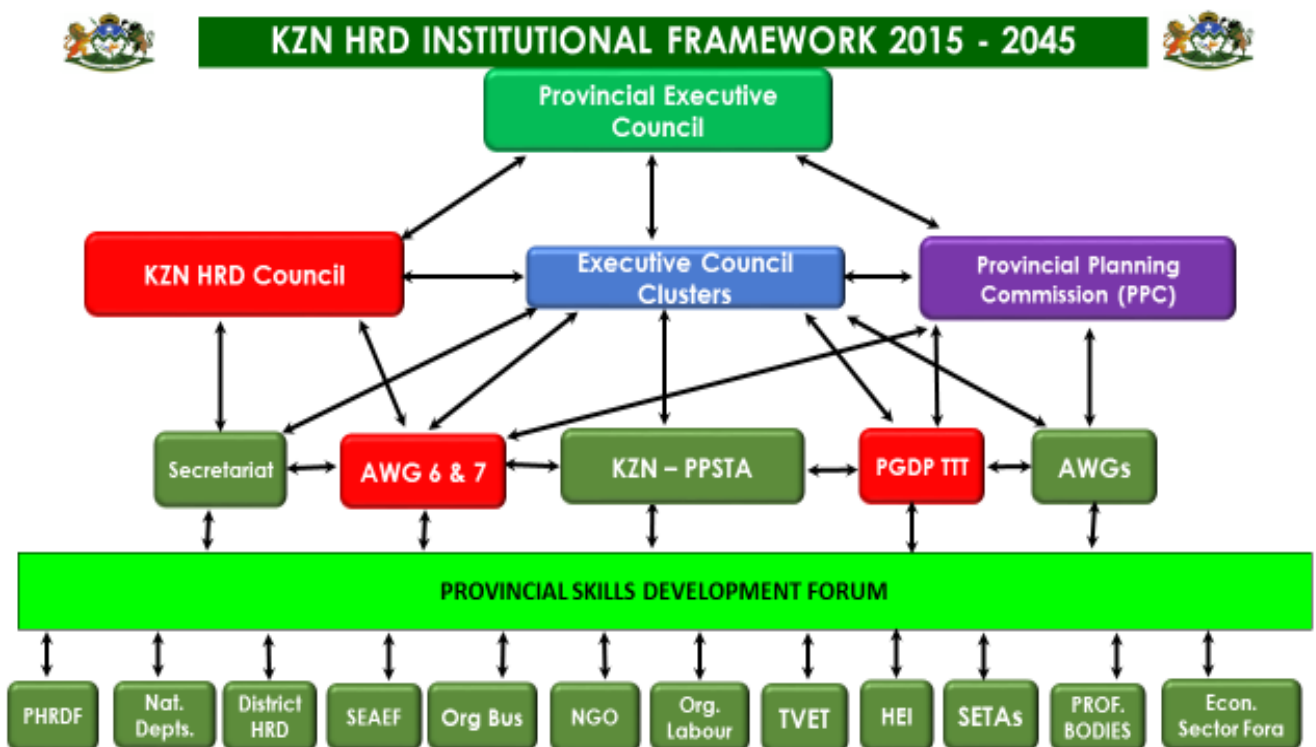


Figure 5: HRD Strategy Implementation Framework

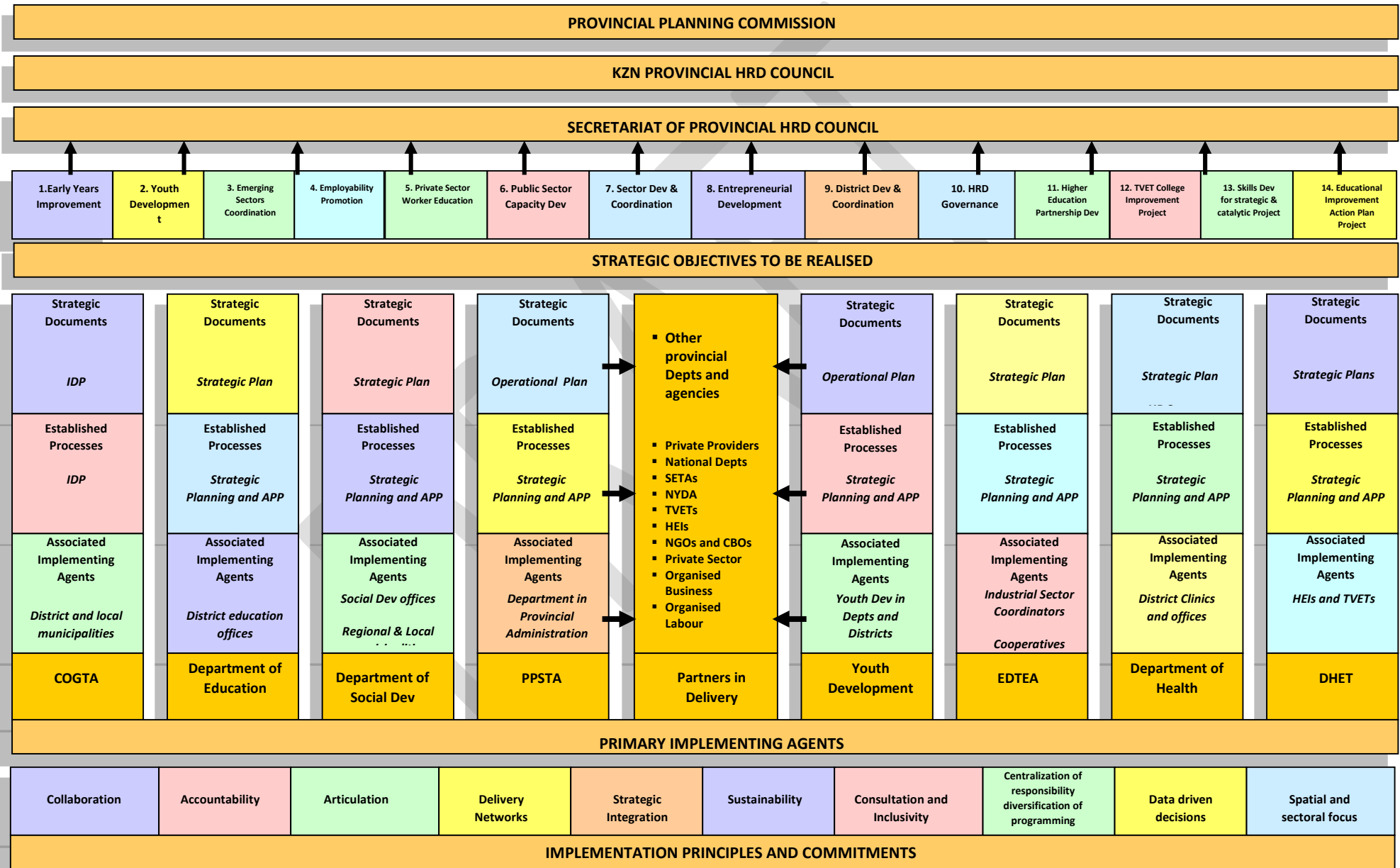


Table 22: Implementing Agents and Assigned Catalytic Projects

STRATEGIC OBJECTIVE	IMPLEMENTING AGENT DEPARTMENT OR DEPARTMENTAL UNIT	POTENTIAL STAKEHOLDERS AND PARTNERS IN DELIVERY NETWORK	PGDP ACTION WORK GROUP
1. Strategic Objective 1.1 Improve early childhood development to give children a flying start	Department of Education	Departments of Education , Health and Social Development, CBOs, parental groups; Department of Health; Department of Social Development	6
2. Strategic Objective 1.2 Enhancing achievement and success in general education	Department of Education	Education department and district offices, health department and regional offices and clinics, social welfare department and district offices, CBOs	6
3. Strategic Objective 1.3 Education and up-skilling of out-of-school youth	Office of the Premier - Youth Development and Municipalities	HRD Council and Secretariat, key departments in Provincial Administration, which produce relevant information	7
4. Strategic Objective 2.1: Improve Career Education and Career Guidance Services	Department of Education	DHET, other HEIs in the Province, private industry	6
5. Strategic Objective 2.2: Formal education for employment, entrepreneurship and innovation – institutional facilities and structures for education and training	DHET	Department of Education; DHET TVET Colleges, HEIs, unions, private industry, chamber of commerce, SETAs	4 & 5
6. Strategic Objective 2.3: Enhance workplace training, employee development and worker education	OTP	The project will be undertaken in collaboration with the provincial Treasury and with SETAs, HEIs and TVET Colleges in the Province	7
7. Strategic objectives 2.4: continuing Education and Training	DHET	Education district offices, other departments as appropriate, unions	7
8. Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors	EDTEA	Municipal district offices and local municipalities, departments in Provincial Administration with youth development programmes and initiatives, NYDA, HEIs with youth work programmes	2
9. Strategic Objective 3.2: Profiling and management of scarce and critical skills	OTP	PPSTA, EDTEA with private sector	7
10. Strategic Objective 3.3: Coordinating job creation and employment promotion interventions	EDTEA	Project is undertaken in collaboration with EDTEA, TVET Colleges and Higher Education Institutions in the Province. Selected private sector representatives will also be involved.	3
11. Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities	EDTEA	Education district office, employers, schools, unions, Private industry by economic sectors, other departments which operate programmes for entrepreneurs, Department of Education, TVETs, HEIs	4
12. Strategic Objective 4.1: HRD Council with a permanent secretariat	OTP	Private industry employers, SETAs, labour unions and employee representatives	7

13. Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD	OTP	Other departments in Provincial Administration, higher education institutions, private providers, unions, CBOs	7
14. Strategic Objective 4.3: The geographic management of supply streams and demand potential	COGTA & EDTEA	Respective chambers of commerce, labour unions, private industry by respective economic sectors, economic sector representatives in Department of Trade and Industry, Municipal district offices, CBOs, education district offices, local chamber of unions, TVETs, private providers in education	2 & 18

- **A total of 14 strategic objectives to guide implementation.** The 14 strategic objectives are illustrated in Figure 4. Each strategic objectives will address a particular set of proposals in the HRD strategy, resulting in all the initiatives of the HRD strategy being addressed. The role of each stakeholder forum in the institutional mechanism will be discussed separately in one of the sub-sections to follow.
- **The strategic objectives as outlined earlier in the document are presented with information that include the following:** rationale; interventions; activities to be undertaken; outcomes and key targets; lead coordinating institutions; and sustainability considerations; in some areas related programmes and strategic initiatives. The strategic objectives are the primary means through which the HRD Council and its Secretariat will manage, monitor and guide the process of implementation. Each implementing partner will submit reports according to its targets for each strategic objectives and intervention related to their mandate. Implementing partners will consider other strategic initiatives of the Province that are related to its portfolio.
- **The Provincial Executive Council:** The Executive Council will receive reports on the implementation of the HRD Strategy through the reporting flows set out in the PGDP which states that the PPC will consider the four council reports and will then compile a synthesized report with recommendations for consideration by the Executive Council. The Executive Council will take oversight responsibility for the implementation of HRD outcomes from the PGDP and HRDS.
- **The Provincial Planning Commission:** The HRD Council and its Secretariat will report to the Provincial Planning Commission, and the Commission will take overall oversight responsibility of the implementation of the HRD strategy. The KZN PPC will be responsible for the overall evaluation of the KZN Provincial HRD strategy. In undertaking its responsibilities the Commission will ensure that there is the necessary strategic integration with other initiatives, and it will provide policy guidance and direction as necessary based on the information submitted and the recommendations provided by the HRD Council.

- ***The KZN Provincial HRD Council:*** The HRD Council will deal with all spheres of education and training from early childhood development to post school education and training in KZN. The Council will be guided by the strategic objectives of the PGDP in the implementation of the HRD Strategy. The Technical Task Team of the HRDC will guide and process the work of the implementing partners and process reports to be tabled to the HRDC.
- ***The PGDP Action Work Groups:*** the PGDP AWGs operate across government departments and external stakeholders to promote collaborative planning, resource allocation, implementation and reporting. The 31 strategic objectives of the PGDP have been assigned to the AWGs. The membership of an AWG comprises of government departments and external stakeholders, including organised business, labour and civil society which have a role to play in the implementation of the particular strategic objective. In order to promote further alignment, the AWGs have also been tasked to manage the implementation of Executive Council Lekgotla Resolutions, pronouncements contained in the State of the Province Address and resolutions emanating, inter alia, from the Executive Council, the Social Partner Councils and the KZN Growth Coalition, as specifically assigned to an AWG. The strategic interventions of the Provincial HRD Strategy will be allocated to the relevant PGDP AWG. The AWGs responsible for specific interventions in the HRDS will process and report to the secretariat of the KZN HRD Council.
- ***The Provincial Skills Development Forum:*** The Provincial Skills Development Forum (PSDF) will be responsible for the implementation amongst others Goal 2 of the Provincial HRD Strategy: Skills alignment to economic growth. The PSDF is a structure legislated by the Skills Development Act 97 of 1998 as amendment. The Forum is an institutional frameworks that serve as catalysts and vehicles for bringing together partners from all spheres of the economy and society to address skills development matters with the purpose of addressing economic growth and unemployment in the Province. The Strategic Objective 2.2 of the KwaZulu-Natal Provincial Growth and Development Plan calls for *supporting skills alignment to economic growth*. The Province through the PSDF must develop a Provincial Master Skills Plan to realise the strategic objectives of the Provincial HRD Strategy.
- ***The Provincial Skills Development Sub-Fora:*** The Province should ensure that all stakeholders involved in entire continuum of HRD are provided a platform to process issues related to their portfolio prior to participating in the boarder provincial forums. No stakeholder or institution can address HRD issues alone. The PSDF sub-forums should bring on board role players with shared mandates in the terrain of HRD in order to enable the creation of consensus on key issues and deliverables and prepare common understanding towards partnerships linkages and integration of programmes that fall within their mandate.

MONITORING FRAMEWORK

Success Indicators and the Assignment of Responsibilities

Table 23 to Table 26 present, for each goal and its strategic objectives; the department or agency assigned to undertake these specific objectives; and the performance targets and success indicators related to each objective. The framework seeks to provide measurable details on the means through which implementation of the HRD strategy for the Province will be monitored. In reviewing the table, note should be taken of the following considerations:

- (1) the duplication of objectives between projects;
- (2) jointly administered project activities;
- (3) varying measurability of targets specified;
- (4) managing activities that are not within the competence of the Province; (5) partnership with the HEIs in implementation; and
- (6) the establishment of public-private delivery networks.

Each of these will be discussed briefly below:

- **Duplication of Objectives:** It should be noted that some objectives are shared between departments or implementing agents. Objectives are shared when departments in their normal mandate have shared responsibility for the area of intervention (e.g. education and social development on the welfare of learners); when the nature of the project intervention is likely to be vastly different because of the differences in context between the audience targeted (e.g. public and private sector scarce skills analysis), and when the rollout of the project initiatives require an established network that is already governed by one department, but is essential to the performance of the other (e.g. COGTA and district municipalities).
- **Jointly Administered Project Activities:** Some project objectives are shared between departments with each department taking a different focus depending on the core business of the department. Scarce skills management for the public and private sector, for instance, is administered by PSTA for the public sector and by the Department of Economic Development for the private sector. Similarly, entrepreneurial development interventions are administered by the Department of Economic Development, by TVET Colleges and by the Department of Education, each serving different roles in contributing to a common purpose.
- **Varying Measurability of Targets:** It will be noted that for some objectives, targets are very precisely specified, while for others, targets are specified only in terms of the date by which the activity should be accomplished. The first reason is that, for some objectives, it is more difficult to specify precise targets because of the unavailability of baseline data; for other objectives, the precision of the target may not be necessary because of the nature of the task to be undertaken. The education sector in particular, has precise targets, because most of these targets have already been identified in the DBE Action Plan for 2025.

- **Activities not within the Competence of the Province:** HEIs and TVETs are no longer within the competence of the Provincial Department of Education, but now lie with the Department of Higher Education and Training (DHET). Yet, HEIs and TVETs play a most critical role in the implementation of the HRD strategy of the Province. The TVET Improvement Project and the HEI Partnership Project, are, therefore, important projects for implementing the strategy, but these cannot be allocated to the Department of Education. The implementation strategy proposes the direct involvement of HEIs and TVET Colleges in implementation through respective task forces (TVET and HEI) coordinated by one of the institutions. It is recommended, that one of the HEIs in the Province coordinates the HEI Partnership Project as a service provider to OTP, and that either the HEI or a private provider is contracted to coordinate the TVET College Improvement Project. In either case, it will be necessary to consult and formalize plans with both DHET and the Provincial Department of Education before proceeding.
- **HEI Partnership in Implementation:** Because of the high level and wide scope of expertise housed at the HEIs, it is envisioned that HEIs in the Province will play a critical role as service providers in implementing the HRD strategy. This role has been included in some documents in some areas but not in all. For instance, it suggests that HEIs become involved in industrial sector studies and in the development of models for projecting demand by occupation, sectors and geographic areas. However, this is not the only area in which these institutions can be involved. It is envisaged that HEIs will be partners in resolving the scarce skills crisis in the Province, and that they could play critical roles in the implementation of some of the research and development projects that should be undertaken by the HRD Secretariat, the PPSTA and by the respective departments. The position taken in the strategy is to promote the involvement of HEIs in the activities of the Province in order to enhance the relevance and responsiveness of their programming and their service obligation.
- **Public-Private Delivery Networks:** The implementation strategy seeks to promote public-private delivery networks in implementation. In this regard, in the intervention and activities identified, it is prudent, for instance, for the Department of Economic Development to involve the Chamber of Commerce, the respective unions and the respective sector-specific professional bodies in the sector studies and entrepreneurial development interventions to be undertaken.

The detailed table of strategic objectives and performance targets are presented in the pages to follow

TABLE 23: MONITORING FRAMEWORK: GOAL ONE: FOUNDATIONAL LEARNING

GOAL 1: FOUNDATIONAL LEARNING													
Outcome for Goal 1: All people have a proper education foundation for success in life													
Vision of Goal 1: Building a sound foundation in general education for all													
Strategic Objective 1.1: Improve early childhood development to give children a flying start													
Strategic Objective 1.2: Enhancing achievement and success in general education													
Strategic Objective 1.3: Education and up-skilling of out-of-school youth													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
1.1	Improve early childhood development to give children a flying start	1.1.1	Number of registered ECD centres with stimulative educational programmes that meet minimum standards	Not established	2 079 (2014)	3080	3630	4300	Not established	Not established	Not established	KZN Department of Social Development	Annual
		1.1.2	Number of 0 – 4-year-old enrolled in structured stimulative educational centres	Not established	86 309	90000	95000	100000	Not established	Not established	Not established	KZN Department of Social Development	Annual
		1.1.3	Number of grade R practitioners with NQF level 6 according to the national norms of the new programmes and guidelines	Not Established	4 504	5500	6500	7500	Not established	Not established	Not established	KZN Department of Education	Annual
		1.1.4	% grade R learners with access to quality readers in class	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual

GOAL 1: FOUNDATIONAL LEARNING													
Outcome for Goal 1: All people have a proper education foundation for success in life													
Vision of Goal 1: Building a sound foundation in general education for all													
Strategic Objective 1.1: Improve early childhood development to give children a flying start													
Strategic Objective 1.2: Enhancing achievement and success in general education													
Strategic Objective 1.3: Education and up-skilling of out-of-school youth													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
		1.1.5	Number of schools-grade R learners with access to workbooks by the start of the academic year	Not established	5 929 (2013)	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
		1.1.6	Frequency of national evaluation of utilisation of Grade R readers and workbooks	Once per annum	Once per annum	Once per annum	Once per annum	Once per annum	Not established	Not established	Not established	KZN Department of Education	Annual
		1.1.7	Decrease of infant mortality	Not established	34.4 in 1000	30 in 1000	30 in 1000	30 in 1000	Not established	Not established	Not established	KZN Department of Health	Annual
		1.1.8	Number of parents undergoing parental education	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Health	Annual
		1.1.9	% of 4-5 year old children in educational institutions (public and private)	20 %	30%	35%	40%	50%	Not established	Not established	Not established	Extracted from General Household Survey (GHS) of StatsSA	Annual DoE

GOAL 1: FOUNDATIONAL LEARNING													
Outcome for Goal 1: All people have a proper education foundation for success in life													
Vision of Goal 1: Building a sound foundation in general education for all													
Strategic Objective 1.1: Improve early childhood development to give children a flying start													
Strategic Objective 1.2: Enhancing achievement and success in general education													
Strategic Objective 1.3: Education and up-skilling of out-of-school youth													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
		1.1.10	Percentage of Grade 1 learners who attended a Grade R class	92%	93%	95%	100%	100%	Not established	Not established	Not established	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE
1.2	Enhance achievement and success in education	1.2.1	Percentage of Grade 3 learners performing at the required levels in ANA • Literacy • Numeracy	33% 15%	60% 60%	70% 70%	80% 80%	90% 90%	Not established	Not established	Not established	ANA Report Published annually by DBE	Annual DoE
		1.2.2	Percentage of Grade 6 learners performing at the required levels in ANA • Literacy • Numeracy	10% 7%	60% 60%	70% 70%	80% 80%	90% 90%	Not established	Not established	Not established	NA Report Published annually by DBE	Annual DoE
		1.2.3	Retention rates: Grades 10-12	57%	75%	80%	83%	85%	Not established	Not established	Not established	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE
		1.2.4	Percentage of Grade 9 learners performing at the required levels in ANA • Literacy • Numeracy	50%	60% 60%	70% 70%	80% 80%	90% 90%	Not established	Not established	Not established	ANA Report Published annually by DBE	Annual DoE

GOAL 1: FOUNDATIONAL LEARNING													
Outcome for Goal 1: All people have a proper education foundation for success in life													
Vision of Goal 1: Building a sound foundation in general education for all													
Strategic Objective 1.1: Improve early childhood development to give children a flying start													
Strategic Objective 1.2: Enhancing achievement and success in general education													
Strategic Objective 1.3: Education and up-skilling of out-of-school youth													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
		1.2.5	Percentage of children who turned 9 in the previous year who are currently in Grade 4 or above	62%	65%	70%	75%	80%	Not established	Not established	Not established	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE
		1.2.6	Percentage of children who turned 12 in the previous year who are currently in Grade 7 or above	47%	55%	60%	65%	70%	Not established	Not established	Not established	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE
		1.2.7	Number of NSC candidates taking <ul style="list-style-type: none"> • Science • Technology • Engineering • Mathematics • Agriculture 	15 726	37 000	40 000	50 000	60 000	Not established	Not established	Not established	Report on NSC by DBE and DoE	Annual DoE
				15 844	28 000	30 000	40 000	50 000					
		1.2.8	Number of learners qualifying in NSC for: <ul style="list-style-type: none"> • Bachelors programme • Diploma • Certificate 	27 826	30 000	33 000	33 000	35 000	Not established	Not established	Not established	Report on NSC by DBE and DoE	Annual DoE
				35 488	37 000	38 000	39 000	40 000					
				24 202	25 000	26 000	27 000	28 000					
1.3	Education and up-skilling of	1.3.1	Number of learners participating in second chance matric programme	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual

GOAL 1: FOUNDATIONAL LEARNING													
Outcome for Goal 1: All people have a proper education foundation for success in life													
Vision of Goal 1: Building a sound foundation in general education for all													
Strategic Objective 1.1: Improve early childhood development to give children a flying start													
Strategic Objective 1.2: Enhancing achievement and success in general education													
Strategic Objective 1.3: Education and up-skilling of out-of-school youth													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
	out-of-school youth	1.3.2	Percentage of youths that obtain a National Senior Certificate from school	47%	50%	55%	60%	65%	Not established	Not established	Not established	Extracted from General Household Survey (GHS) of Stats SA	Annual DoE
		1.3.3	Number of youth enrolled in community college programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		1.3.4	Number of youth re-registering to TVET Colleges after 3 years of dropping out	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		1.3.5	Number of youth re-registering in HEI after 3 of dropping out	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		1.3.6	Number of youth participating in skills programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Youth Development Chief Directorate	Annual
		1.3.7	Number of VD with youth development practitioners	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Youth Development Chief Directorate	Annual
		1.3.8	Number of wards with education with production programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Youth Development Chief Directorate	Annual
		1.3.9	% of youth in each ward participating in education with production programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Youth Development Chief Directorate	Annual

GOAL 1: FOUNDATIONAL LEARNING													
Outcome for Goal 1: All people have a proper education foundation for success in life													
Vision of Goal 1: Building a sound foundation in general education for all													
Strategic Objective 1.1: Improve early childhood development to give children a flying start													
Strategic Objective 1.2: Enhancing achievement and success in general education													
Strategic Objective 1.3: Education and up-skilling of out-of-school youth													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
		1.3.10	Number of entrepreneurs developed through skills programmes, community college programmes & education with production programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	DHET	Annual

TABLE 24: MONITORING FRAMEWORK: GOAL TWO: TECHNICAL AND VOCATIONAL EDUCATION

Goal Two: Technical and Vocational Education															
Vision: Building educational foundation for employment and entrepreneurship															
Strategic Objective 2.1: Improve Career Education and Career Guidance Services															
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training															
Strategic Objective 2.3: Workplace learning for employee development															
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period		
				2010	2015	2020	2025	2030	2035	2040	2045				
2.1	Improve Career Education and Career Guidance Services	2.1.1	Number of secondary schools with careers guidance practitioners	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual	
		2.1.2	number of schools hosting career days	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
		2.1.4	% of Grade 10 learners that have participated in take child to work programme	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
		2.1.5	% of learners leaving school with minimum of 2 weeks work experience as volunteers in an area related to their career interest	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual

Goal Two: Technical and Vocational Education													
Vision: Building educational foundation for employment and entrepreneurship													
Strategic Objective 2.1: Improve Career Education and Career Guidance Services													
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training													
Strategic Objective 2.3: Workplace learning for employee development													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
		2.1.6	% of employers participating in career guidance initiative within each municipality	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
			% percentage of learners leaving school with life skills for employment certificate	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
		2.1.7	% of learners leaving school with a finishing course on post school options	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
		2.1.8	Number of schools with school based entrepreneurship programme	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	KZN Department of Education	Annual
2.2	Technical and Vocational	2.2.1	Full and part time students in public TVET colleges for							Not established	Not established	Not established	

Goal Two: Technical and Vocational Education													
Vision: Building educational foundation for employment and entrepreneurship													
Strategic Objective 2.1: Improve Career Education and Career Guidance Services													
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training													
Strategic Objective 2.3: Workplace learning for employee development													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets					Verification	Reporting period	
				2010	2015	2020	2025	2030	2035	2040			2045
	Education and Training		<ul style="list-style-type: none"> All courses NC(V) courses N courses Occupational programmes 	88 166	88 600	92 000	97 000	100 000				Data contained in DHET Annual Reports	Annual OTP
		2.2.2	Number of youths supported by National Skills Fund, SETAs and youth programmes	45 253	46 000	50 000	60 000	70 000	Not established	Not established	Not established	Data contained in DHET Annual Reports; collates from National Skills Authority and others	Annual DHET
		2.2.3	Dropout rate decreased by 10% per year in TVET Colleges	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.4	% increase of programmes in underserved areas	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.5	Number of industry partners supporting educational	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual

Goal Two: Technical and Vocational Education													
Vision: Building educational foundation for employment and entrepreneurship													
Strategic Objective 2.1: Improve Career Education and Career Guidance Services													
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training													
Strategic Objective 2.3: Workplace learning for employee development													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
			activities per programme										
		2.2.6	Number of programmes with technical advisory committee per college	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.7	Number of outreach programmes conducted with feeder schools	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.8	Number of programmes responding to national, provincial and district priorities	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.9	Number of programmes offered as a package of social service interventions	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual

Goal Two: Technical and Vocational Education														
Vision: Building educational foundation for employment and entrepreneurship														
Strategic Objective 2.1: Improve Career Education and Career Guidance Services														
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training														
Strategic Objective 2.3: Workplace learning for employee development														
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period	
				2010	2015	2020	2025	2030	2035	2040	2045			
		2.2.10	Number of specialist programmes offered by each college	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.11	Number of candidates taking foundational bridging programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.12	% increase in trade candidates	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.13	Number of partnerships offering WIL opportunities per programme	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.14	Students graduating in: <ul style="list-style-type: none"> Education Science, Engineering and 	3 680 5 928	3 800 6 100	4 000 6 200	4 200 6 300	4 500 6 500	Not established	Not established	Not established	Data contained in DHET Annual Reports	Annual OTP (DHET)	

Goal Two: Technical and Vocational Education														
Vision: Building educational foundation for employment and entrepreneurship														
Strategic Objective 2.1: Improve Career Education and Career Guidance Services														
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training														
Strategic Objective 2.3: Workplace learning for employee development														
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period	
				2010	2015	2020	2025	2030	2035	2040	2045			
			Technology (SET)											
		2.2.15	Number of qualifying artisans per year		3 124	3500	4000	4500	Not established	Not established	Not established	Department of Higher Education	Annual	
2.3	Relevant and responsive Higher Education	2.3.1	Number of candidates completing degrees or diplomas within minimum periods	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual	
		2.3.2	Number of programmes responding to regional, national, provincial and district priorities	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.3	Number of research programmes offered as a package of social service interventions	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual

Goal Two: Technical and Vocational Education

Vision: Building educational foundation for employment and entrepreneurship

Strategic Objective 2.1: Improve Career Education and Career Guidance Services

Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training

Strategic Objective 2.3: Workplace learning for employee development

No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period	
				2010	2015	2020	2025	2030	2035	2040	2045			
		2.3.4	% increase in candidates taking post graduate studies	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.5	% allocation to support post graduate students in research and development	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.6	% allocation to support junior lecturers in research and development	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.7	% increase in research funding	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.8	Number of industry linked research partnerships	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.9	Number of industry led short technical courses for each	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual

Goal Two: Technical and Vocational Education													
Vision: Building educational foundation for employment and entrepreneurship													
Strategic Objective 2.1: Improve Career Education and Career Guidance Services													
Strategic Objective 2.2: Formal education for employment – institutional facilities and structures for education and training													
Strategic Objective 2.3: Workplace learning for employee development													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets						Verification	Reporting period
				2010	2015	2020	2025	2030	2035	2040	2045		
			technical & professional area										
		2.3.10	Number of research reports economic sectors in the Province	Not established	50	50	50	50	Not established	Not established	Not established	KZNEDTEA	Annual
		2.3.11	Number of PhD graduates	187	190	200	220	250	Not established	Not established	Not established	Data contained in DHET Annual Reports	Annual OTP (DHET)
2.4	Enhance workplace learning and life-long learning	2.4.1	Participation in AET	59 000	61 000	69 000	76 000	83 000	Not established	Not established	Not established	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE (DHET in future)

TABLE 25: MONITORING FRAMEWORK: GOAL THREE: SKILLS ALIGNMENT TO ECONOMIC GROWTH

GOAL 3: Skills alignment to economic growth													
Vision: Maximum opportunities for people to be employed and for the right skills to be available													
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors													
Strategic Objective 3.2: Profiling and management of scarce and critical skills													
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions													
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities													
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		TARGETS					Verification	Reporting period	
				2010	2015	2020	2025	2030	2035	2040			2045
3.1	Economic sector focus through sector studies and coordination of education and training by sectors	3.1.1	Number of sector skills plans updated annually for KZN	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.2	Number of sector specific consultative groups	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.3	Number of sector reports issued annually	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.4	Annual report on market dynamics for each priority economic sector	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.5	Annual report on technological development in each sector	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.6	Innovation capacity of each sector	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.7	Number of Industry & Education research partnerships per sector	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
		3.1.8	Number of research reports that have been commercialised in each sector	One per SETA	One per SETA	One per SETA	One per SETA	One per SETA	Not established	Not established	Not established	OTP and KZNEDTEA	Annual
3.2	Profiling and management of	3.2.1	Number of scarce skills in each sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual

GOAL 3: Skills alignment to economic growth														
Vision: Maximum opportunities for people to be employed and for the right skills to be available														
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors														
Strategic Objective 3.2: Profiling and management of scarce and critical skills														
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions														
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities														
scarce and critical skills	3.2.2	Number of people being trained to close scarce skills gaps in each sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual		
	3.2.3	Number of new jobs created in scarce skills areas	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual		
	3.2.4	% absorption rate for new graduates in scarce skills areas	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual		
	3.2.5	Number of critical skills identified in each skill set per sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual		
	3.2.6	Number of programmes developed to deal with critical skills	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual		
	3.2.6	% decline in critical skills identified in each sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP and KZNEDTEA	Annual		
3.3	Coordinating job creation and employment promotion interventions	3.3.1	Number of employment promotion programmes implemented	One per identified sector	One per identified sector	One per identified sector	One per identified sector	One per identified sector	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual	
		3.3.2	% unemployed graduates register in employment services	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.3.3	% absorption of unemployed graduates into employment	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business,	Annual

GOAL 3: Skills alignment to economic growth

Vision: Maximum opportunities for people to be employed and for the right skills to be available

Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors

Strategic Objective 3.2: Profiling and management of scarce and critical skills

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities

												organised labour and related sector association.	
		3.3.4	Number of skills development initiatives linked public employment programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.3.5	Number of employers participating in tax incentives to support hiring of new entrants	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.3.6	Number of agreements between employers and unions on entry level wages	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.3.7	Number of employer and labour programme supporting youth employment	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.3.8	% of payroll set aside to support graduate recruitment	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business,	Annual

GOAL 3: Skills alignment to economic growth

Vision: Maximum opportunities for people to be employed and for the right skills to be available

Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors

Strategic Objective 3.2: Profiling and management of scarce and critical skills

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities

												organised labour and related sector association.	
		3.3.9	% of full time, equivalent EPWP set aside for skills development	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.3.10	% of graduates immediately absorbed into employment	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
3.4	Developing and managing sector-based entrepreneurial opportunities	3.4.1	Number of research reports on unexplored entrepreneurship opportunities	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.2	Number of coordinated entrepreneurship development programmes per sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.

GOAL 3: Skills alignment to economic growth

Vision: Maximum opportunities for people to be employed and for the right skills to be available

Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors

Strategic Objective 3.2: Profiling and management of scarce and critical skills

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities

		3.4.3	Number of entrepreneurs graduating from entrepreneurship programme in each sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.4	% increase in the number of coordinated entrepreneurship programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.5	% of skills development initiative linked to entrepreneurship	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.6	% of sector support set aside to incentivise entrepreneurship	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.7	Number of youth entrepreneurs in each sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual

GOAL 3: Skills alignment to economic growth														
Vision: Maximum opportunities for people to be employed and for the right skills to be available														
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors														
Strategic Objective 3.2: Profiling and management of scarce and critical skills														
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions														
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities														
		3.4.8	% of youth entrepreneurs in each sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.9	Number of available mentors in each sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.10	Number of entrepreneurship promotion and advocacy programmes for each emerging sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		3.4.11	Number of public-private partnership for entrepreneurship development for emerging sectors	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
3.5	Building a capable Public Service	3.5.1	Extent to which public strategies and plans are aligned to the vision set out in the NDP.	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual

GOAL 3: Skills alignment to economic growth														
Vision: Maximum opportunities for people to be employed and for the right skills to be available														
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors														
Strategic Objective 3.2: Profiling and management of scarce and critical skills														
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions														
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities														
		3.5.2	Number of in-services training, apprenticeship, Learnerships & internship opportunities created in the public sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.3	Number of HEI and TVET Partners	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.4	Number of leadership and management development programmes developed	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.5	Number of development programmes offered in an E-Learning platform	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.5	Number of collaboration partnerships developed with professional bodies	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.6	Number of AET programmes implemented	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.7	Number of impact assessment reports issued	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.8	Number of public servants trained by the Provincial Academy	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.9	Number of candidates enrolled in the Graduates Recruitment Scheme	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		3.5.10	Number of candidates enrolled in the Technical Skills Development Programmes	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual

TABLE 26: MONITORING FRAMEWORK: GOAL 4: IMPROVED GOVERNANCE AND MANAGEMENT OF HRD IN KZN

GOAL 4: Improved Governance and Management of Human Resources in KZN															
Vision: Governance structures for the effective development and use of human capital															
Strategic Objective 4.1: HRD Council with a permanent secretariat															
Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD															
Strategic Objective 4.3: The geographic management of supply streams and demand potential															
No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		TARGETS						Verification	Reporting period		
				2010	2015	2020	2025	2030	2035	2040	2045				
4.2	Adoption of critical points of coordination in an organizational framework for streamlining HRD	4.1.1	Percentage of employers setting aside at least 1% of training budget	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual	
		4.1.2	Percentage of the training budget spent in accordance with skills development act	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		4.1.3	Percentage of employers complying with HRD and Skills Development Regulations	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		4.1.4	Number of employers with HRD Policies	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and	Annual

GOAL 4: Improved Governance and Management of Human Resources in KZN														
Vision: Governance structures for the effective development and use of human capital														
Strategic Objective 4.1: HRD Council with a permanent secretariat														
Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD														
Strategic Objective 4.3: The geographic management of supply streams and demand potential														
												related sector association.		
		4.1.5	Number of industry education partnerships in the Province	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		4.1.6	Number of surveys conducted to assess the employment demand by sectors of local economy	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		4.1.7	Annual reports on the skills needed to meet current and emerging needs of the economy	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
		4.1.8	Number of skills development initiatives linked to job creation initiatives	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	Annual
4.2	Streamline coordination and IGR	4.2.1	Number of HRD Council Reports issued	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual

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Strategic Objective 4.3: The geographic management of supply streams and demand potential														
		4.2.2	Number of PSDF reports adopted	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		4.2.3	Number of District HRD Reports adopted	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		4.2.4	Number of experts groups developed for each critical sector	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		4.2.5	number of innovation and incubation hub per district	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		4.2.6	Number of capacity building initiatives offered by innovation and incubation hubs	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual
		4.2.7	Number of experts participating in occupational teams	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual

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