PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

KwaZulu-Natal
Human Resource Development Council

THE KWAZULU-NATAL PROVINCE WIDE INTERGRATED HUMAN RESOURCE DEVELOPMENT STRATEGY & IMPLEMENTATION FRAMEWORK (2016-2030)

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HRD Strategy and HRD Plan Framework Report

Lazarus Developments
DEVELOPMENT CO-OPERATION CONSULTANTS
www.lazdev.org

'A Prosperous Province with a Skilled Population'

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1. Background and Introduction

1.1 Underlying Principles

The Integrated Human Resource Development (HRD) Strategy of the Province is critical to its developmental priorities, and it must, in the end, create a more cohesive society and advance the welfare of all communities. In this sense, its role and its value are central. This role for HRD arises because human resources are considered as fundamental to all development objectives and priorities The HRD strategy for the province is central to, and affected by, a wide variety of policy and strategic provisions that are intended to further transform the province and the state. The focus of this transformation is that of "creating a better life for all" and the instruments of the transformation are a wide variety of policy initiatives. With people at the centre of this transformation, the functional concern is the manner in which the development of people is managed to meet the needs of society, and the manner in which opportunities are created for people to be productively engaged.

It is therefore important is to contextualize the HRD strategy within the policy and strategic provisions that develop people. In the context of policy, and in the context of this analysis, the initiatives to develop people are represented, primarily, in the supply stream of the formal education system from pre-school to university and beyond, including the range of opportunities for lifelong learning. In this context, also, the initiatives to productively engage people are those efforts that are intended to create jobs, create opportunities for self-employment, or create options for people to add value to their respective communities. The chapter will therefore examine policies which govern the supply of a productive labour force, and policies which govern the demand for people in the economy. However, restricting this analysis to the policies which affect supply and demand will not present a truly comprehensive picture of the policy context which affects HRD. The development of people, for instance, is affected by a variety of social issues and will therefore be influenced by policies in health and social welfare. Similarly, creating jobs and opportunities to engage people in the economy will be affected by a variety of economic factors, and, will therefore be influenced by a wide variety of economic and other policies. All these policies are not reviewed. However, the chapter presents a summary of the health and social issues which affect supply, and a summary of the economic and technical considerations which affect both demand and the availability of opportunities in the economy. In this respect, the following is considered:

- General policy and strategic trends.
- Policies affecting the development of people – the supply stream
  - ECD
  - Ordinary Schooling
  - Post School Education
  - Skills and Artisan Development
  - Youth Development
  - Adult Education and Training
  - Summary

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- Policies affecting the productive engagement of people - employment demand and other opportunities for engagement
  - ➤ Employment Demand and Economic Engagement of People
  - ➤ Social Cohesion and the Social Engagement of People

1.2 General Policy and Strategic Trends (KZN PGDP)

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 information collection, new CET colleges and local, enterprise and informal skills development.

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

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- 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).

Figure 1: Provincial Growth and Development Plan (2015)

GOAL 2: HUMAN RESOURCE DEVELOPMENT
The human resource capacity of the province is adequate, relevant and responsive to growth and development needs

APEX INDICATORS
- Gross enrolment rates: Primary (7-15) and Secondary (16-18)
- % of Grade 3, 6 & 9 learners performing at the required levels in the ANA
- Performance in Reading and Mathematics as measured by SACMEQ
- Pass rate in the National Senior Certificate
- Number of learners qualifying for Bachelors programmes in the NSC
- Gross enrolment rate (GER) in TVET colleges
- TVET NC(V) graduation rate
- Gross enrolment rate in higher education
- Adult literacy rate

OBJECTIVES

Improve early childhood development, primary and secondary education

The education sector produces sufficient people with relevant knowledge, skills and attitudes to contribute to growth and development

Support skills alignment to economic growth

The development of skills is sufficient and appropriate to service the economic growth and development needs of the province

Enhance youth skills development and life-long learning

The skills level of youth is enhanced

PRIMARY INDICATORS

Improve early childhood development, primary and secondary education:
- % of 3 to 5 old children in education institutions (public and private)
- % of Grade 1 learners who have attended a Grade R class
- Retention rate: Grades 10-12
- % of learners in Grade 3 performing at the required levels in the ANA, for literacy and numeracy
- % of learners in Grade 6 performing at the required levels in the ANA, for literacy and numeracy
- % of learners in Grade 9 performing at the required levels in the ANA, for literacy and numeracy
- % of children who turned 9 in the previous year in Grade 4 or above
- % of children who turned 12 in the previous year in Grade 7 or above
- % of youth who obtain a NSC from school
- Number of learners qualifying in NSC for Bachelors, Diploma and Certificate programmes
- Retention rate: Grade 1 – Grade 12

Support skills alignment to economic growth:
- The number of NSC candidates taking Mathematics and Science
- Full and part time students in public TVET colleges for NC(V) courses, N courses and occupational programmes
- Students graduating in fields of Education, and in Science, Engineering and Technology (SET)
- Number of PhD graduates
- % of Academic staff with PHD Qualifications

Enhance youth skills development and life-long learning:
- Number of youths supported by the National Skills Funds, SETAs and other youth programmes
- Participation in AET

INTERVENTIONS

Improve early childhood development, primary and secondary education:
- Ensure the delivery of professional management and relevant teacher development programme
- Efficient data collection to track learner progress and enhance retention
- Improving school infrastructure
- Promoting the use of new technologies
- Enhance technical and vocational education

Support skills alignment to economic growth:
- Develop human resource development plans for lead economic sectors per district municipality based on skills demand and implement in partnership with post-school institutions
- Massively expand the enrolment of youth in TVET College programmes and in other post-school training institutions focusing on artisan development
- Ensure an appropriate "programme and qualification mix" at Universities, Universities of Technology and TVETs to promote the production of professionals and academics
- Data-base of graduates for employers to access
- Ensure partnerships between TVETs, HEIs, SETAs and Industry
- Encouraging development of women professional and technical graduates, and people with disabilities

Enhance youth skills development and life-long learning:
- Develop counselling and vocational / career guidance services for schools and out of school youth
- Relevant life-long learning programmes to be delivered by accessible and vibrant community-based adult education and training (AET) Centres
- Enhance youth skills development

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1.3   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 of the chapter 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. I**mproved 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 Research 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.

Each area of the HRD value chain will be highlighted in the sections to follow.

1.3.1 The Early Years and ECD

For the first time 'Early Childhood Development' is part of UNESCOs 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

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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 polices 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).

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Box 1: Case Studies in Early Childhood Development

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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):
    - o Sweden and Chile both prioritise the rights of children, in particular, vulnerable children above all else;
    - o In Sweden, universal pre-school education is unanimously accepted;
    - o In both Sweden and Chile there is good integration between government departments and high level of compliance with policy;
    - o 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;
    - o 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;
    - o 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 Hatipogu's journal article on pre-primary education around the world (Neuman & Hatipoglu, 2015) states that the three most pressing international challenges for ECD are:
    - o Addressing inequitable access to preschool;
    - o 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);
    - o 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

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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).

1.3.2 Ordinary Schooling or 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

1.3.2.1 New Government Interventions: 2014-2016

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:

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- 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 be 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 Pan (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).

1.3.3 Post School Education

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 abound 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.

1.3.3.1 #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.

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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.

1.3.4 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.

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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 annexure.

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

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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:

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

1.3.4.1 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

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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 subside 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).

Box 3: Case Study on Skills & Artisan Development

Case Study on Skills and Artisan Development
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). 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.

1.3.5 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

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almost 50% of the population of the province, and over 50% of the province's unemployment. 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 NSDS111 (2010), the Integrated Youth Development Strategy 2011-2021 (NYDA, 2010), the National Youth Development Policy Framework 2002-2007, the National Youth Policy 2009-2014, 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 document is the National Youth Development Agency's Strategic Plan (2014-2019). 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;**
    1. Economic participation – to enhance the participation of young people in the economy.
    2. 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.
    3. Health and well-being – to facilitate access to health and well-being programmes.
- **Enhanced participation of youth in social cohesion towards nation building;**
    4. 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**
    5. 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.**
    6. 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 annexure.

- 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. It is currently scheduled to end on 31 December 2016, but its effectiveness will be reviewed to determine whether this incentive will continue (South African Revenue Service, 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).

1.3.6 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

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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 annexure.

- 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.

1.3.7 Summary of Policy Affecting Skills Development – The Supply Stream

A summary of the policy trends related to skill supply is presented in Table 1. The table presents the areas of focus in the supply stream for skills development; the policy provisions, priorities and trends in those areas; and the implications of the respective policy priorities for skills development. The purpose of the table is to use the policy trends as a basis for reflecting on ideas and options which may be relevant to HRD in the province. The table also helps to ensure that the provisions of the HRD strategy for the province are consistent with policy trends in education and training. On the basis of the policy trends noted, there are 10 critical considerations which should be accommodated in the provincial HRD strategy. These are noted below.

- More diverse and responsive programming structure for skills development.
- Focus on partnerships and delivery networks in skills development.
- Promoting wider geographic access to skills development opportunities.

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- Promotion of a sector-based approach to training needs assessment and to skills development services.
- Emphasis on foundational learning as a basis for success in vocational and technical education and training with particular emphasis on maths, science, literacy, numeracy and technology.
- More effectively managing access, progress and success in TVETs and HEIs.
- More stringent and thorough planning of skills development based on labour market information.
- Focus on the school to work transition of learners through programmes which will prepare them for employment opportunities.
- Build innovative capacity by adopting special programmes for learners who excel.
- Address the special needs of learners from poor, rural and disadvantaged communities, and learners who are at risk of failure or dropping out of school.

Table 1: Summary of Policy Trends and Implications for the HRD Strategy in KZN (Supply Side)

SUMMARY OF POLICY TRENDS AND IMPLICATIONS FOR THE HRD STRATEGY IN KWAZULU-NATAL SUPPLY SIDE CONSIDERATIONS		
HRD FOCUS AREA	**POLICY PROVISION, PRIORITIES AND TRENDS**	IMPLICATIONS FOR HRD
Early Years and ECD **Key Policy Documents:** **White Paper No. 5 on Early Childhood Development** **Section 26 of the Bill of Rights in our Constitution, 1996**	• Promoting the quality, equity and cost effectiveness of ECD; • Establishing norms and standards for ECD practice, ECD funding and ECD practitioners; • Provision and management of ECD subsidies in order to promote equity and quality; • Accreditation of ECD providers to maintain standards and promote quality; • The provision and accessibility to adequate learning materials; The inclusion of reception year within the public primary school system and the adoption of reception year and earlier programmes within community-based sites.	• **Ensuring that there is equity in the quality of ECD, and, in particular, ensuring that services to rural areas and disadvantaged communities are not compromised.** • **Interventions should be made to expose rural and disadvantaged children to stimulating experiences to build a basis for learning.** • **Ensure the accessibility to ECD facilities.**
Ordinary Schooling or Foundational Learning **Key Policy Documents:** **National Education Policy Act No 27 of 1996**	• 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	• **Enhanced teacher development.** • **Improved efforts to address the social welfare of learners.** • **Promoting enhanced learner performance, particularly in maths,**

South African Schools Act (SASA) No 84 of 1996 Education White Paper 6 on Inclusive Education Education White Paper 7 on e-Learning Revised Curriculum Statements for Grades R-9, and Grades 10-12; Educational provisions of HRDSA Output 1: Improved Quality Basic Education General Notice 752 or 2010 on an Action Plan to 2014 – Towards the Realization of Schooling 2025 New Growth Path	• Strengthening School and District Management • Enhanced Learner Performance • Focus on science, maths, ICT • 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 • Focus on ICT for all secondary schools, for ABET and all public servants	science, technology and ICT. • More interventions to serve learners who are at risk. • Promoting literacy and numeracy. • Tracking learner performance so as to understand and ensure that specific learner communities are not disadvantaged.
Post School Education and Training Key Policy Documents: White Paper for Post School Education and Training National Development Plan A range of other policy documents from the TVET sector and higher education New Growth Path	• 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	• Ensuring that the programme structure and mix in TVET and HEIs are responsive to social and economic priorities. • The creation of partnerships in post school education and training in order to promote the workplace learning of learners. • Initiatives must be in place to improve learner access, progress and success. • Ensure that all communities have access to skills development. • Ensure that successful TVET learners have options in higher education institutions. • Formulation of public-private delivery networks for TVET.

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Worker Education, Skills and Artisan Development **Key Policy Documents:** **Skills Development Act** **Skills Development Levies Act** **Outcome 5** **Commitments 1,2,4 and 5 of the HRDSA** **Provincial Growth and Development Strategy** **NSDS111** **National Skills Accord** **White Paper on Post School Education and Training;** **Delivery agreement 5** **New Growth Path** **PGDP for Kwazulu-Natal** **NDP**	**Established Policy Trends and Priorities** • 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** • Initiatives to enable more effective school to work transitions • Integrated institutional mechanisms for skills planning • New institutional arrangements • Reconsideration of funding policy for TVETs • Creation of "second-chance" programmes • Code of decent conduct, code of ethics and good citizenship	• Expand TVET so that all geographic **areas are served.** • **Create partnerships for workplace experience.** • **Place emphasis on the transition from school to work, and on more guidance to learners in making this transition.** • **Embark on initiatives to enhance the quality of TVET delivery.** • **Strengthen skills planning and ensure the availability of labour market information.** • **Conduct analysis of training needs on the basis of specific economic sectors.** • **Ensure special programmes for addressing the skills development needs of out-of-school youth.** • **Diversify the programme structure of TVETs and HEIs in order to ensure responsiveness.** • **Skills development should address life skills for employability.** • **Skills development should address values and ethics.**

	• 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	
Youth Development **Key Policy Documents:** **Integrated Youth Development Strategy 2011-2021** **HRDSA** **NSDS111** **National Youth Development Policy Framework 2002-2007** **National Youth Policy 2009-2014** **National Youth Development Agency Act No 54 of 2008** **White Paper on Social Welfare (1997)** **Youth community ambassador framework - KZN**	• 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 • Priority of youth health and wellbeing • Education and skills development for youth • Life skills for sustainable development • Uniqueness of programme design approaches	• **Integration of youth development programmes in the province.** • **Consideration of youth work as a scarce and critical skill, and the provision of bursaries so that all communities have youth workers.** • **Development of an integrated strategy for youth development in the province.** • **Provision of a diverse array of services to a diverse population of youth.**
Adult Education and Training **Key Policy Documents:** **White Paper on Post School Education** **KZN Adult Basic Education and Training**	• Community education and training centres • National registry of AET private providers • Employment related focus of AET • Community-based lifelong learning • Articulation of AET with the post school sector • Diversify AET delivery • Delivery networks for AET	• Focus on programmes for adults and out-of-school youth. • Development of programme delivery networks for AET to youth and adults. • Ensuring equity and quality in all AET provision.

NSDS111 New Growth Path	• Norms and standards for PALCs • Responsiveness to the needs of learners • Entry point for further learning • Focus on ICT training for AET	• Movement to employment-related AET programming. • Establish a provincial registry of AET providers. • ICT training in AET

1.4 Policies Affecting the Productive Engagement of People – Employment Demand and Other Opportunities for Engagement

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 centred 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". Consistent with the definition of HRD posed in the first chapter, 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 utilise 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 of the chapter 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 the final chapters, these implications have been considered in crafting the strategic options for HRD in the province.

1.4.1 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

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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 briefly in the annexure. 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

Table 2: Prioritization of Sectors in Key Policy Documents

PRIORITIZATION OF SECTORS IN KEY POLICY DOCUMENTS					
SECTOR/	KEY POLICY DOCUMENTS				
CATEGORY	NEW GROWTH PATH	NATIONAL DEVELOPMENT PLAN	IPAP 2	KZN INDUSTRIAL DEVELOPMENT STRATEGY	PGDS /KIDS/ PSEDS
Agriculture, Forestry, Fisheries	Agricultural smallholder schemes Agro-processing	Agriculture & Agro-processing	Agro-processing linked to food security and food policy imperatives	High value agriculture Wood and wood products	**Wood and wood products** **Agri-business and food processing**

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	Agriculture value chain		Forestry, paper, pulp		
Manufacturing	Manufacturing sectors of IPAP2	No prioritization of the sector	Automotive products and components Plastics Pharmaceuticals and chemicals Clothing, textiles, footwear, leather Biofuels Furniture Aerospace Advanced materials	No prioritization of the sector	**Clothing and textiles** **Heavy and light industry and manufacturing**
ICT	ICT	No prioritization of the sector	No prioritization of the sector	ICT and electronics	**ICT and electronics**
Energy	No prioritization of the sector	No prioritization of the sector	Nuclear	No prioritization of the sector	**No prioritization of the sector**
Mining and Quarrying	Mining value chain Beneficiation strategy to support fabrication	Mining and quarrying Supplier industries to mining sector Downstream beneficiation	No prioritization of the sector	No prioritization of the sector	**No prioritization of the sector**
Services	Social capital and public services	IT enabled business services Business process outsourcing	Business process servicing Cooperative buying	No prioritization of the sector	**Financial, social, transport, retail and government**

Green Economy	Green economy	Waste re-utilization Expand renewable energy sources	No prioritization of the sector	No prioritization of the sector	**No prioritization of the sector**
Infrastructure /Construction	Infrastructure	Supplier industries to construction Infrastructure maintenance	No prioritization of the sector	No prioritization of the sector	**No prioritization of the sector**
Tourism	Tourism and high level services	No prioritization of the sector	Linkages between cultural industries and tourism	Tourism Linkages between cultural industries and tourism	**No prioritization of the sector**
Creative Industries	**No prioritization of the sector**	**No prioritization of the sector**	**No prioritization of the sector**	**Crafts, film, music**	Arts and crafts Film, music

1.4.1.1 Fourth Industrial Revolution

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 2: 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.

Drivers of Change

Top Trends Impacting Industries

Processing power, Big Data	38%
Changing nature of work, flexible work	34%
Middle class in emerging markets	31%
Mobile internet, cloud technology	25%
Geopolitical volatility	25%
Climate change, natural resources	22%
Sharing economy, crowdsourcing	22%
New energy supplies and technologies	19%
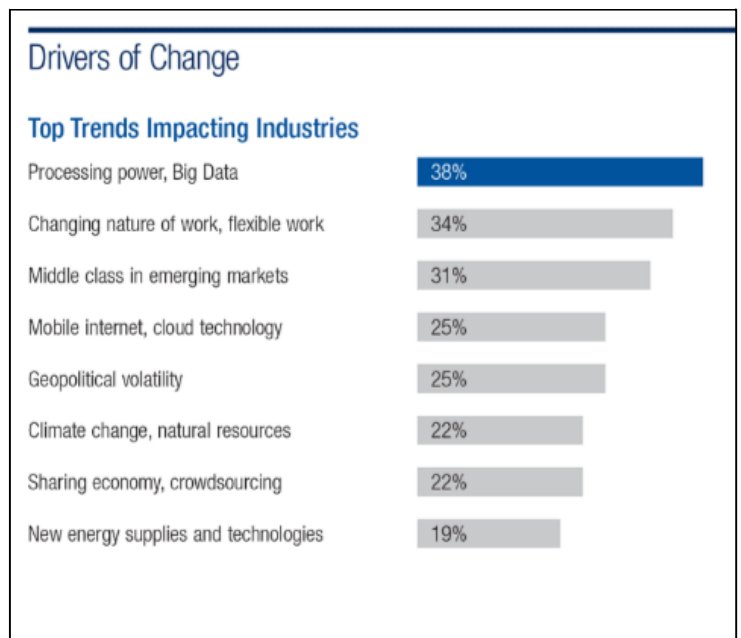
1.4.2 Social Cohesion and Social Engagement of People

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
- Sports, Arts, Culture and Heritage
- Civic responsibility and participation

Table 3 presents a summary of policy trends related to the economic and social engagement of people and the initiatives of these trends for human resource development in the province.

Table 3: Summary of Policies affecting the Social and Economic Engagement of People - Implications for the HRD Strategy

SUMMARY OF POLICY TRENDS AFFECTING THE ECONOMIC AND SOCIAL ENGAGEMENT OF PEOPLE - IMPLICATIONS FOR THE HRD STRATEGY		
POLICY CATEGORY	**POLICY TRENDS**	IMPLICATIONS FOR HRD
Employment Demand and the Economic Engagement of People	Industrial development to transform the industrial infrastructure	**The supply of skills must respond to patterns and priorities of this transformation** **Assess geographic skills demand and opportunities available** **Assess the need of particular economic sectors in particular geographic zones** **Create structures to link industrial policy with HRD policy and structure** **Promote institutional responsiveness to restructuring trends** **Systems and structures to guide people into opportunities that were previously unavailable** **Promote training for entrepreneurial interventions in previously closed economic sectors**
	Embedding in industrial strategies,	**Target prioritized areas for job creation so that the appropriate skills are available**

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	initiatives for employment creation	Conduct analysis of the types of jobs to be generated in particular sectors and the implications for the education and training community
		Embrace HRD and labour market planning and infrastructure as part of the job creation and provincial planning agenda
		Create integrated institutional structures for managing and monitoring job creation initiatives, and for soliciting appropriate response from educational institutions
	Outlining in industrial strategy priorities for employment creation	Priorities for employment creation must inform priorities for skills development
		The targets set for employment creation must inform skills development and the development of industry partnerships
		Research on industrial sectors must first focus on the sectors identified for job creation
		TVET Colleges should programme delivery in line with prioritized sectors and occupations
	Addressing in industrial policy the social dimensions of employment creation	Need for TVET and skills development delivery in rural and poor locations
		The structure of support services in TVET and HEI should address the needs of the poor and disadvantaged
		Worker education programmes should provide support services for participation of the disadvantaged
		Educational structures (primary and secondary) must provide spatial programmes for "at risk" learners
	Addressing in industrial policy the spatial dimensions of employment creation	There must be a proper geographic mapping of skills development opportunities, and initiatives taken to ensure major populations are not denied opportunities
		HRD planning must be responsive to economic spatial mapping in order to ensure that departmental educational institutions can respond to current and emerging needs
		Need for spatial planning of HRD
	Promoting entrepreneurship and self-employment to boost economic opportunities	Need to educate for entrepreneurship
		Need to pursue entrepreneurial development in all major economic sectors
		More programmes must be developed on cooperatives; home-based industries and school-based business entities

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	Promoting stakeholder participation	**Stakeholder participation is essential in HRD planning, restructuring and processes of delivery**
		The involvement of unions is essential in all aspects of HRD but particularly in monitoring and managing worker education
		Maintenance of labour peace is essential to productivity and to the long term welfare of workers and those they serve
Social Cohesion and the Social Engagement of People	Volunteerism	**Coordination of opportunities for volunteerism**
		Civic responsibility and volunteerism programmes in schools, TVETs and HEIs.
		Development of youth work as a scarce skill to be used in the development of communities and in advancing the welfare of youth.
		Volunteerism programme for talented professionals to serve in schools and communities; particularly in programmes in which it is difficult to find qualified instructors.
		Providing stipends for youth who volunteer to get practical experience at workplaces.
	Sports, Arts, Culture, Heritage	**Assessment of opportunities for participation in sports, arts, culture and heritage activities on a district level.**
		Establish and support organizations, leagues, home industries, cultural precincts and other outlets for talent in communities
		Establish regional academies for the nurturing and development of talent in sports, arts and culture to include all the cultural and creative dimensions; cultural and national heritage; performance and celebration; visual arts and crafts; information books and press; audio visual and interactive media; design and creative sciences; tourism and sports.
	Civic responsibility and participation	Civic education programmes in educational institutions and in community development programmes.
		Youth networks to create opportunities for them to engage socially and participate in development activities.
		Central coordination of programmes and opportunities to build and benefit from the talent of young people.
		Social responsibility and social cohesion programming in IDPs.

2. Synthesis of Critical Issues

2.1 Introduction

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. The chapter reinforces the understanding that the HRD equation, as perceived in supply and demand scenarios, may not be as simple as it first appears. In this regard, the chapter focuses on a limited, but specific, sample of core issues which must be considered in human resources planning, management and development in the Province. The chapter first presents a conceptual framework of issues affecting HR planning and management, and follows up with a brief discussion on each of these issues. The chapter ends with an overview of initiatives to be undertaken in effectively managing the issues outlined.

2.2 The Conceptual Framework on Issues

Figure 3 below presents a simplified framework of the issues that affect the planning and management of HRD. The issues are categorized or clustered into three primary areas, as follows:

- issues related to the management of the various streams of supply, or the management of institutions and establishments which prepare people with the relevant competencies and skills for employment or productive engagement;
- issues related to the management of employment demand for tracking and managing the absorptive capacity of the economy and society; and finally,
- issues related to the transition of people from education and training into productive roles in society.

Within these three main areas lies a field of critical factors that affect the development and engagement of people, and hence influence the planning and management of HRD. These issues will be discussed briefly below. It should be noted, however, that only key issues are presented and discussed under each of these headings. These issues seek to highlight the complexity of managing HRD, and they seek to note the importance of attending to and tracking an array of factors that are

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beyond the neatly packaged figures on the supply and demand for skills. Each set of issues will be discussed in their respective categories.

Figure 3: Conceptual Framework of Issues to be Considered in the planning and Management of HRD

Planning Management of Human Resource Development		
Managing the flows and transitions of Human Resources into Productive Engagement in Society		
Managing Supply Streams	Related Issues	Managing Demand & Absorptive Capacity
Related Issues	Related Issues	Related Issues
Constriction and Bottlenecks	Fragmented Planning and Governance	Impact of HIV and AIDS on the Labour Force
Literacy Rates	Data Availability for Planning	Dynamics of Job Creation
Social Issues Affecting Performance	Mismanagement of Career Choices	Mobility of Labour
Inequities in Access to Quality Education	The Myth of Responsiveness	Labour Market Impediments – Wages, Gender, Race
Quality of Educational Programming	Labour Market Malfunctions	Spatial Inequalities - Rural
Effect of Language on Performance	Restrictions in Options, for Productive Engagement	Structure of Labour Force
Spatial Inequities		Untransformed Economic Structures
Under-Development of Youth		Myth regarding the Entrepreneurial Option
		Conflicting Perspectives on Development
Array of Skills Supply Streams	Labour Market Intermediaries	The Economy, Society and Options for Productive Engagement

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2.3 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.

2.3.1 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.

2.3.2 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 4). 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 4: 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

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

2.3.3 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.

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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.

2.3.4 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 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.

There is a need for young girls to study to perform well in mathematics, science, engineering and technology subjects from Foundation phase. Educators' attitudes, knowledge and skills should be enhanced in order to develop appropriate teaching interventions for these subjects for teaching young girls and children with disabilities. The curriculum is currently not engendered and teachers have not been trained to deliver the curriculum in a gender sensitive manner. The Department of Basic Education (DBE) should, implement recommendations of studies such as the GETT study from Foundation Phase onwards, to ensure that the curriculum is engendered. Institutions of Higher Learning (IHLs) should implement appropriate curricular and development programmes for teacher trainees. These should be monitored on a regular basis.

2.3.5 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

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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.

Interventions are needed to increase the number of women who are enrolled at district TVET colleges and Institutions of Higher Learning in professional and technical sectors. These include awareness measures and active recruitment by TVET colleges, provision of bursaries with quota ringfenced for women students, and quotas set for the enrolment of young women.

2.3.6 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.

2.3.7 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.

2.3.8 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 higher education programmes and continue to enlarge the body of

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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 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.

2.4 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.

2.4.1 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.

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2.4.2 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.

2.4.3 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.

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2.4.4 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.

Support and mentoring programmes need to be put in place for women students enrolled at district TVET colleges and IHLs, in professional and technical sectors, to enable them to complete their qualifications successfully. These include measures to address GBV on campuses and in residences.

A database should be established of women graduates in the professional and technical sectors, and partnerships established between professional and technical industry stakeholders, DHET, DTI, Department of Labour and women's professional and entrepreneur networks, to encourage and promote recruitment and employment of women from these sectors. No baseline information exists on current employment statistics of women disabilities in the professional and technological sector. The Office of the Premier should source this information and compile baseline information on current employment statistics of women in the technical/professional sector, and the Department of Labour (DoL) should ensure the inclusion of women in their database of job-seekers, actively seeking and encouraging registration of job seekers from this category, and disaggregate their database accordingly.

2.4.5 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 a 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.

2.4.6 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.

Further, there is no generally accepted notion of worker education nationally or provincially. At the same time skills development continues to be a contested terrain and has had limited transformational impact in the world of work, on job creation or living standards of the working class.

Vocational training remains alienating and intended to extract productivity often with little consideration for the overall development of the person undergoing such processes. Key principles of the NQF including articulation, portability, the practice of RPL and lifelong learning remain in the realms of theory rather than general practice. There are large institutional divides between different sub frameworks and Quality assurance bodies in the form of HEI, SETAs and FETs.

Skills development and education often take place in a relative vacuum uninformed by the productive needs of capital or the social needs of the working class.

There has not been a significant increase in broader socio economic and political education amongst workers and their organisations and functional elements of trade union education continue to be scattered and of limited positive impact on the lives of workers and the communities from whence they come.

Adult basic education is systemically limited and reach very few let alone opening access to higher forms of learning. Community education is very limited and where it does take place fails to bridge into vocational or empowering dimensions of education in most instances.

Efforts in all of these areas remain silos, ignoring the potential multipliers of an integrated approach.

2.4.5 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

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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 favours this economic transformation in terms of the expansion of downstream and benefication 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 integration of knowledge economy commonly referred to as the 4th industrial revolution has not been adequately addressed in the country and province. HRD planning must respond to this robustly to ensure that the transition is not detrimental to job creation efforts.

2.4.6 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. Start up activities such as raising capital, acquiring licenses and permits, establishing markets and managing start up 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.

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2.4.7 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.

2.5 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.

2.5.1 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 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.

2.5.2 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.

2.5.3 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

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options, and many are unable to make proper choices of careers. A large percentage of students who graduate from secondary schools, 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.

2.5.4 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.

2.5.5 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.

2.5.6 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.

2.6 Summary of Issues

A summary of the strategic implications of the issues discussed are presented in Table 5.

Table 5: Strategic Implications in Planning and Management of HRD

ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
Managing supply streams	Constriction and bottlenecks	▪ Academic support programmes to maximize throughput. ▪ Early years 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	▪ Adult education to build educational level of population. ▪ Community support programmes to assist learners with homework.
	Social issues affecting performance	▪ Social support programmes in all schools. ▪ Training teachers to understand and respond to social issues.
	Inequities in access to quality education	▪ 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	▪ Promoting responsiveness in educational programming.

ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
	Effect of language on performance	▪ Full implementation of language policy. ▪ Movement to full educational programmes in indigenous language.
	Spatial inequities	▪ Research and planning in education and training to ensure spatial equity. ▪ Educational programming linked to PSEDS.
	Under-development of youth	▪ 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	▪ 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	▪ Job creation must be collaboratively monitored and managed on a sectoral basis.
	Mobility of labour	▪ 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.

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ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
		▪ Promoting the responsiveness of training institutions to the economic priorities in their respective geographic areas.
	Labour market impediments – wages, gender, race	▪ 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	▪ 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	▪ 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	▪ 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	▪ Need for full service entrepreneurial training and support. ▪ Entrepreneurial training should begin in primary school. ▪ Business mentorship is a critical aspect of entrepreneurial development

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ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
		▪ 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	▪ 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	▪ 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	▪ 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. ▪ System is needed to monitor and manage the currency and credibility of data.
	Mismanagement of career choices	▪ 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.

ISSUE AREA	KEY ISSUES	STRATEGIC IMPLICATIONS
	The myth of responsiveness	▪ 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	▪ 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	▪ **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.**

3. Strategic Framework for Integrated HRD in KwaZulu-Natal

3.1 Introduction

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

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Vision of the KZN Province Wide HRD Strategy:
A Skilled and Prosperous Province

Mission Statement: *A highly educated and skilled population who are able to advance their individual welfare and contribute to the social and economic development and welfare of KZN.*

OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4
All people have a proper education foundation for success in life	Building educational foundation for employment and entrepreneurship	Maximum opportunities for people to be employed and for the right skills to be available	Governance structures for the effective development and use of human capital

Strategic Objective 1.3 Education and up-skilling of out-of-school youth	**Strategic Objective 2.3:** Workplace learning for employee development	**Strategic Objective 3.4:** Developing and managing sector-based entrepreneurial	**Strategic Objective 4.3:** The geographic management of supply streams and demand potential
Strategic Objective 1.2 Enhancing achievement and success in general education	**Strategic Objective 2.2:** Formal education for employment – institutional facilities and structures for education and training	**Strategic Objective 3.3:** Coordinating job creation and employment promotion interventions	**Strategic Objective 4.2:** Adoption of critical points of coordination in an organizational framework for streamlining HRD
Strategic Objective 1.1 Improve early childhood development to give children a flying start	**Strategic Objective 2.1:** Improve Career Education and Career Guidance Services	**Strategic Objective 3.2:** Profiling and management of scarce and critical skills	**Strategic Objective 4.1:** HRD Council with a permanent secretariat
		Strategic Objective 3.1: Economic sector focus through sector studies and	

GOAL 1: Foundational Learning	GOAL 2: Technical and Vocational Education	GOAL 3: Skills alignment to economic growth	GOAL 4: Governance and Administration

Equity and economic social justice	Relevance and responsiveness	Retention of skills and talent	Promoting a sector specific focus	Promoting geographic relevance	Integrated development	Maximizing productive potential of everyone	Integrated management	Integrated youth development	Sustainable livelihoods	Accountable delivery mechanisms	Lifelong environmental learning

CORE PRINCIPLES INFORMING IMPLEMENTATION

Economic and industrial	General education	Training and skills development	Governance and Management	Policy and strategic integration and articulation	Coordinated management of implementation

SOUND POLICY AND STRATEGIC FOUNDATIONS FOR HRD

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3.2 Goal 1: Foundational Learning

3.2.1 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.

3.2.2 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 6. The table summarizes what could be achieved through these objectives.

Table 6: 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	*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.
	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.
	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.
Strategic Objective 1.2 Enhancing achievement and success in general education	*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.
	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.
	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.
Strategic Objective 1.3 Education and up-skilling of out-of-school youth	*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.
	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.
	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 live.**

Figure 5: Goal 1: A Sound Foundation in Education for All

GOAL 1

FOUNDATIONAL LEARNING

Building a sound foundation in general education for all

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

- Reduce infant mortality and congenital diseases
- Ensuring increased access to quality ECD programmes for all
- Providing early enrichment programmes in the community
- Providing parental education and support
- Reducing the impact of poverty by the integration of early years' services
- Creating wide awareness of the standards associated with ECD services
- Effectively managing the transition from early years to primary education
- Meeting the nutritional needs of young children

Strategic Objective 1.2: Enhance achievement and success in education

- Attaining enhanced achievement and performance in general education
- Advancing higher participation and success in maths, science and technology in primary and secondary schools
- Providing support for "at risk" learners through programmes in and out of schools
- Providing enrichment and special programmes for the gifted
- Maximizing the quality, professionalism and productivity of teachers
- Promoting adequacy and equity in the resourcing of education at all levels
- Improved school and district management in education
- Maximizing the efficiency of the education system
- Rationalization of small schools to maximize subject offerings
- Handicraft or technology courses in primary and secondary schools

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

- Enhanced documentation of out-of-school youth
- Education-with-production programmes for out-of-school youth
- District surveys on the needs of out-of-school youth
- Integrated planning and programming in districts for out-of-school youth
- Centralized coordination of a comprehensive set of programmes to serve out-of-school youth

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

Table 7 presents a summary of the considerations which justify the initiatives and interventions presented for establishing a sound foundation in general education.

Table 7: Considerations Justifying Initiatives and Interventions for Establishing a Sound Foundation in General Education

CRITICAL COMPONENTS OF GOAL 1	RATIONALE AND JUSTIFICATION FROM EVIDENCE COLLECTED
Strategic Objective 1.1: Improve early childhood development to give children a flying start	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.
Strategic Objective 1.2: Enhance achievement and success in education	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.
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. 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.

3.2.4 A Description of each of the Strategic Objectives of Goal 1

3.2.4.1 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.

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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 8 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 8: 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**	▪ 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.

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	INITIATIVES AND INTERVENTIONS	ACTIVITIES
2.	**Ensuring increased access to quality ECD programmes for all**	▪ 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**	▪ 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**	▪ 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**	▪ 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**	▪ 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**	▪ 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**	▪ **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.**

3.2.4.2 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.

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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 in Table 84, 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.

- *Attain Enhanced Achievement and Performance:* Enhanced achievement and performance is to be reflected mainly in the performance of learners in the ANA achievement tests 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. Many of these are accommodated in Table 91 under activities. 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.
- *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.
- *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

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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 9: Strategic Objective 1.2: Enhance achievement and success in education

	INITIATIVES AND INTERVENTIONS	ACTIVITIES
1.	**Attaining enhanced achievement and performance in general education**	▪ 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**	▪ 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**	▪ 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.

	INITIATIVES AND INTERVENTIONS	ACTIVITIES
4.	Providing enrichment and special programmes for the gifted	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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.
10.	Handicraft or technology courses in primary and secondary schools	▪ 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

3.2.4.3 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,

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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 10 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 10: 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**	▪ Integrated tracking and recording system for documenting out-of-school youth
2.	**Education-with-production programmes for out-of-school youth**	▪ Special learning programmes for youth with components on production and entrepreneurship – cooperatives, home industries, skill production centres
3.	**Skill-based adult education programming**	▪ Adult education with a skill development component
4.	**District surveys on the needs of out-of-school youth**	▪ Periodic district surveys to monitor the needs and circumstances of out-of-school youth
5.	**Integrated planning and programming in districts for out-of-school youth**	▪ District youth development plans with integrated programmes for youth
6.	**Centralized coordination of a comprehensive set of programmes to serve out-of-school youth**	▪ **Centralized coordination of services to youth**

3.2.5 Implementation Considerations for Establishing a Sound Foundation in General Education

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.

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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 ABET 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.

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3.3 Goal Two: Technical and Vocational Education

3.3.1 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.

3.3.2 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 11. 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 11: 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	*Vision* 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.
	Outcome

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Strategic Objectives of Goal 2	VISION, OUTCOMES AND PRACTICAL IMPLICATIONS
	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.
	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 – 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: Workplace learning for employee development	*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.**

Figure 6: Goal 2: Building Educational Foundations for Employment and Entrepreneurship

GOAL 2

Technical and Vocational Education

Strategic Objective 2.1: Improve Career Education and Career Guidance Services

- **Employability Readiness**
  — *Economic education*
  — *Life skills for employment*
  — *Introduction to careers*
- **In-school programming for post school options**
  — *Career guidance*
  — *Workplace or work-integrated learning*
  — *Finishing courses for post school options*
- **In-school entrepreneurial education and awareness**
  — *General course in business management*
  — *Exposure to business opportunities*
  — *Entrepreneurial projects and experiences for learners*

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

- **TVET as an employer-supported enterprise for artisan development**
  — *Enhanced learner's performance and success*
  — *Promoting partnerships with industry*
  — *Establishing institutional performance standards for M&E*
  — *Expanding base of experiential opportunities for learners*
  — *Responsiveness in course programming*
  — *TVET as a hub for artisan development*
  — *Expanding access to skills development*
  — *Partnerships with social service agencies to offer targeted programmes*
- **Enhancing the relevance and responsiveness of higher education**
  — *Comprehensive policy and incentives on public and private sector partnerships with HEIs*
  — *Scholarships, bursaries, research funding or other support to develop academic, creative and research talent at the universities*
  — *Sector-based partnerships with HEIs*
  — *Sector-based funding for research and development*
  — *Integrated management of internship opportunities*
  — *Targeted courses and certificates in highly specialized areas as endorsements to diplomas and degrees already granted by HEIs*
  — *Skills development for emerging sectors*
- **Centralized coordination of services for out-of-school youth**
  — *Research and information on out-of-school youth*
  — *Coordinated programme development and management*
  — *Centralized youth registry for service and centralized coordination of youth affairs*
  — *Establishment of youth centres throughout the province*

Strategic Objective 2.3: Workplace learning for employee development

- Sectoral monitoring of employee development and sectoral training needs
- Sector specific employee development and upgrading programmes in partnerships with educational institutions
- Coordination of public sector training through the PSTA
- Availability of developmental information for employees at the workplace

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

Table 12 presents the considerations which justify the initiatives and interventions presented for building educational foundations for employment and entrepreneurship.

Table 12: Considerations which Justify Initiatives and Interventions for Building Educational Foundations for Employment and Entrepreneurship

STARTEGIC 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 – 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: Workplace learning for employee development	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.

3.3.4 A Description of each of the Components of Goal 2

3.3.4.1 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

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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, and Table 88 presents 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 13: General Educational Foundations for Employment: Objectives & Outcomes

OBJECTIVES	ACTIVITIES AND OUTCOMES
Employability Readiness	
Economic Education	▪ Understanding economic activities in the province ▪ Understanding the economic potential of the province ▪ Understanding economic performance in sectors of choice
Life skills for Employment	▪ Applying for jobs, resumes and interviews ▪ Responsibilities of employees and employers ▪ Growth and development in the workplace
Introduction to Careers	▪ 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	"Choice of subjects" counselling in early grades - Vocational tests and assessments - Career guidance course materials and support
Workplace or Work-Integrated Learning	- 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	- Preparation course for TVET - Preparation course for universities and Technikons - Preparation course for community work and projects
In-School Entrepreneurial Education and Awareness	
General Course in Business Management	- Course on the fundamentals of business management - Legal requirements and obligations - Markets and marketing
Exposure to Business Opportunities	- Visiting business and interviewing business owners - Working with business partners to provide support - Work placement in business
Entrepreneurial Projects and Experiences for Learners	- Creating short term businesses - Proposing ideas for business projects

3.3.5 Implementation Considerations for Strategic Objective 2.1: Improve Career Education and Career Guidance Services

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.

- 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.

3.3.5.1 Effective Institutional Structures for Education and Training

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 enrollment 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.

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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.

3.3.5.2 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 14 presents the objectives and outcomes of the interventions which are proposed to enhance TVET performance.

Table 14: Educational Foundations for Employment and Entrepreneurship

OBJECTIVES	ACTIVITIES AND OUTCOMES
TVET as in Industry–led Enterprise for Artisan Development	
▪ *Enhanced learner performance and success*	▪ 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
▪ *Promoting partnerships with industry*	▪ 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
▪ *Establishing institutional performance standards for M&E*	▪ Outline performance standards for TVET related to reduced dropout rates; increased certification rates; higher placement rates after training; increased throughput
▪ *Expanding base of experiential opportunities for learners*	▪ 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
▪ *Responsiveness in course programming*	▪ 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

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OBJECTIVES	ACTIVITIES AND OUTCOMES
TVET as hub for artisan development	All artisan and skills development programmes in geographic area must be done in collaboration with TVET colleges and their respective campuses
Expanding access to skills development	Expand TVET campuses to geographically under-served areas within district municipalities
Partnerships with social service agencies to offer targeted programmes	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	
Comprehensive Policy and Incentives on Public and Private Sector Partnerships with Higher Education Institutions	Industries establish sectoral partnerships with higher education institutions for targeted training interventions
Scholarships, Bursaries, Research Funding or Other Support to Develop Academic, Creative and Research Talent at the Universities:	Funding should be provided to identify nurture and grow this talent, and incentives must be provided to retain this talent in the province
Sector-Based Partnerships with HEIs:	Sector-based partnerships for sector-specific research, development and innovation
Sector-Based Funding for Research and Development:	Sector-based funding for sector-specific research, development and innovation
Integrated Management of Internship Opportunities:	The centralized coordination of internships for the public sector
Targeted Courses and Certificates in Highly Specialized Areas as Endorsements to Diplomas and Degrees already granted by the Higher Education Institutions	Short courses, seminars or certificate programmes in areas of particular specialties so that graduates can add these to the certificates they have already acquired
Centralized Coordination of Services for Out-of-school youth	
Research and Information on out-of-school youth	Initiate research projects to establish and monitor the number of out-of-school youth in particular regions Conduct ongoing assessment of the development status and needs of youth
Coordinated programme development and management	Establish a diverse array of projects and programmes to serve the diverse needs of youth
Centralized youth registry for service and centralized coordination of Youth Development	**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**

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

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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 qualification s 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 college 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.

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- *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.

3.3.5.4 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 university of 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

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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, annularly, 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

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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

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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.

3.3.5.5 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

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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

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> 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.

3.3.5.6 Implementation Considerations for Strategic Objective 2.2: Formal education for employment – 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

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    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

  c. Centralized Coordination of Services for Out-of-school youth

    i) 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.

    ii) A full research agenda for youth must be established.

    iii) A communication strategy for youth services must be designed and implemented.

    iv) 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.

3.3.6 Strategic Objective 2.3: Workplace learning for employee development

In establishing the educational foundations for employment and entrepreneurship, there are three areas of focus – the development of people who are in the supply steam (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

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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 15: Strategic Objective 2.3: Workplace learning for employee development

OBJECTIVES	ACTIVITIES AND OUTCOMES
Sectoral Monitoring of Employee Development and Sectoral Training Needs	▪ Sector surveys on employee development ▪ Sector reports on employee development
Sector Specific Employee Development and Upgrading Programmes in Partnership with Educational Institutions	▪ Employee development programmes linked to HEIs, TVETs or Sector Specific training institutions
Coordination of Public Sector Training through the PSTA	▪ 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	▪ Policy and incentives for the availability and dissemination of developmental information to employees

- *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.

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- *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 PSTA:* 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 PSTA, 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 PSTA to build capacity to undertake this responsibility, some prerequisite interventions are necessary. First, the funding model should be revised to 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 pf 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.

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3.3.6.1 Implementation considerations for Strategic Objective 2.3: Workplace learning for employee development

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.

3.4 GOAL 3: SKILLS ALIGNMENT TO ECONOMIC GROWTH

3.4.1 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.

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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.

3.4.2 Vision, Outcome, Practical Implications for Goal 3: Skills Alignment to Economic Growth

Table 16 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 16: 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
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors	*Vision:* 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 *Outcomes:* The primary outcome is that the education and training sector will be more responsive, and will adopt more flexible structures for supplying skills. *Practical Considerations:* 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.
Strategic Objective 3.2: Profiling and management of scarce and critical skills	*Vision:* No skills or competencies in the economy will be considered scarce or critical. *Outcomes:* Enhanced responsiveness of education and training institutions. Growth in specialized programming in education and training.

Strategic Objectives of Goal 3: Skills Alignment to Economic Growth	VISION, OUTCOMES, PRACTICAL IMPLICATIONS
	Practical Considerations: 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.
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions	*Vision:* A full array of employment opportunities are available electronically on a central site and more people are able to find jobs. *Outcomes:* Opportunities for employment will be more accessible to those who have previously had difficulties searching for jobs. *Practical Considerations:* Unemployment rates are reduced. The disadvantaged have more access to jobs if they are capacitated with skills to access electronic information.
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities	*Vision:* 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. *Outcomes:* 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. *Practical Considerations:* Reconfiguration of the productive capacity in many sectors as networks of small entrepreneurs and large industrialists partner in production.

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Figure 7: Goal 3: Skills Alignment to Economic Growth

Goal 3

Skills alignment to economic growth

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

- Data collection on sector performance and dynamics
- Appointment of coordinators for critical sectors (education, performance)
- Collection of data on key indicators of HRD performance
- Establishment of consultative groups of sector representatives as expert body for each critical

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

- 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

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

- Compilation of policies and strategies for coordination of initiatives on job creation
- Promoting, documenting and managing job creation implications of public infrastructure projects
- Promoting economic activity and entrepreneurship in emerging sectors

Strategic Objective 3.4: Developing and managing sector-based entrepreneurial

- 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

3.4.3 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 17 presents 4 components of goal 3 - goal 3; and it documents the value and importance of each in managing employment demand.

Table 17: Considerations Justifying Initiatives and Interventions for Improved Management of Employment Demand

STRATEGIC OBJECTIVES OF GOAL 4	RATIONALE AND JUSTIFICATION FROM EVIDENCE COLLECTED
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors	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.
Strategic Objective 3.2: Profiling and management of scarce and critical skills	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.
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions	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.
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities	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.

3.4.4 A Description of each of the Components of Goal 3: Skills Alignment to Economic Growth

3.4.4.1 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.

3.4.4.2 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.

3.4.4.3 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

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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.

3.4.4.4 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 vibrance 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.

3.4.5 Implementation Considerations for Goal 3: Skills Alignment to Economic Growth

3.4.5.1 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.

3.4.5.2 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.

3.4.5.3 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 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.

3.4.5.4 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 18: Considerations for Improved Management of Employment Demand

INITIATIVES AND INTERVENTIONS	ACTIVITIES
Strategic Objective 3.1: Economic sector focus through sector studies and coordination of education and training by sectors	▪ 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
Strategic Objective 3.2: Profiling and management of scarce and critical skills	▪ 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

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INITIATIVES AND INTERVENTIONS	ACTIVITIES
	▪ **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**
Strategic Objective 3.3: Coordinating job creation and employment promotion interventions	▪ **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** ▪ **Assessing the employment potential of infrastructure and catalytic projects**
Strategic Objective 3.4: Developing and managing sector-based entrepreneurial opportunities	▪ 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

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3.5 Goal 4: Improved Governance and Management of Human Resources in KZN

3.5.1 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: the establishment of an HRD Council with a 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.

3.5.2 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 19. The table summarizes what could be achieved if these initiatives are undertaken and if the desired results are attained.

Table 19: 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	*Vision:* 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. *Outcomes:* 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. *Practical Considerations:* 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.
Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework for streamlining HRD	*Vision:* 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. *Outcomes:* 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. *Practical Considerations:* 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.
Strategic Objective 4.3: The geographic management of supply streams and demand potential	*Vision:* 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. *Outcomes:* 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;

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	minimizing structural barriers in demand; and contribution to the attainment of spatial development goals. *Practical Considerations:* 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.

Figure 8: Goal 4: Improved Governance and Management of Human Capital

GOAL 4

IMPROVED GOVERNANCE AND MANAGEMENT OF HUMAN CAPITAL

Strategic Objective 4.1: HRD Council with a permanent

- Establishment of a provincial HRD council as part of provincial planning commission, and associated district HRD Council
- Appointment of permanent secretariat of HRD council with responsibilities for research and information; economic sector coordination; coordination of education a n skills development bodies; HRD strategy management and monitoring
- Setting and monitoring comprehensive standards for HRD delivery and management at all levels
- Promoting and facilitating partnerships with industry and promoting the management of skills development by economic sector
- Undertaking learnerships and internship development and coordination, provincially

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

- Department of Education to coordinate general education
- Industry-led TVET as the focal point for all skills development and artisan development
- Department of Youth Affairs to coordinate programming for out-of-school youth
- Public service academy to coordinate public sector training
- Public Service Academy to coordinate provincial HRD and skill development fora
- Higher education to coordinate higher technical and professional education and training

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

- Assessment and development of district based supply pipelines that are responsive to the needs of the geographic area
- Preparation of district based HRD plans linked to IDPs
- Adopting mechanisms to ensure that education and training institutions are able to respond the current and emerging needs in the economy

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

Table 20 presents a summary of considerations which justify the areas of interventions associated with the governance and management of HRD provincially.

Table 20: 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.

3.5.4 A Description of each of the Components of Goal 4: Improved Governance and Management of Human Resources in KZN

3.5.4.1 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 minimizing 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 21 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 21: Initiatives & Activities proposed for Role and Performance of the HRD Council and Permanent Secretariat

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. **Establishment of a Provincial HRD Council as part of Provincial Planning Commission, and associated District HRD Council.**	▪ **Prepare terms of reference for provincial and district councils** ▪ **Select key stakeholders for council and appoint** ▪ **Conduct capacity development sessions for HRD councils**
2. **Appointment of a permanent secretariat of HRD Council with responsibilities for research and information; economic sector coordination; coordination of education and skills development bodies; HRD strategy management and monitoring**	▪ **Develop organizational structure for permanent secretariat who will undertake work for both provincial and district HRD councils** ▪ **Develop TOR, roles and responsibilities and job descriptions of secretariat** ▪ **Develop plan and programme of work for secretariat**
3. **Setting and monitoring comprehensive standards for HRD delivery and management at all levels**	▪ **Consultative process to be undertaken to generate and conform standards for ECD, primary, secondary, TVET and vocational schools and skills centres, HEIs, SETA programmes, workplace learning programmes.** ▪ **Standards will conform with established standards generated by agency with the authority to do so.** ▪ **Standards will be generated in respect to the type of information to be submitted to the council, the approved formats, targets to be met and quality of programming (where information does not exist).**
4. **Promoting and facilitating partnerships with industry and promoting the management of skills development by economic sector**	▪ **Facilitating policies and incentives for partnerships** ▪ **Promoting a sectoral focus through advocacy and publication of information** ▪ **Tracking skills development needs by sector noting specialties for skill endorsement and upgrading programmes** ▪ **Promoting industry and sector based specialist training for public participants**

INITIATIVES AND INTERVENTIONS	ACTIVITIES
5. **Undertaking learnership and internship development and coordination, provincially and at district based**	▪ 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

3.5.4.2 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 form "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.

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- *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 many 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 operative 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 Public Service Training Academy:* The 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 PSTA 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 22 presents the initiatives and interventions recommended for establishing critical points of coordination and suggest associated developmental activities for each.

Table 22: Initiatives and Interventions for Establishing Critical Points of Coordination and Developmental Activities

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. Department of Education to coordinate general education *Overall policy and quality management.*	▪ 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
2. Industry-led TVET as the focal point for all skills development and artisan development *TVET sector is a national competence of DHET. Role of province must be negotiated.*	▪ 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
3. Department of Youth Development to coordinate programming for out-of-school youth	▪ Establishment of a provincial unit in OTP for the overall coordination of all Youth Development programmes with a network of delivery agents and agencies ▪ Programming planning and development for youth with diverse needs ▪ Programming based on established principles ▪ Registry and database on out-of-school youth ▪ Ongoing research on the status of youth
4. Public service academy to coordinate public sector training	▪ HRD strategy for the public service developed and implemented ▪ Funding model for PSTA developed and based on levy for departments in Provincial Administration ▪ Scarce and critical skills management in the public service coordinated through PSTA ▪ Coordination of bursaries for the public service coordinated through PSTA
5. Public Service Academy to coordinate provincial HRD and Skills development fora (PHRDF, SETA forum, etc)	▪ Coordination of provincial HRD forum ▪ Coordination of skill development forum ▪ Coordination of public service internships and learnership

INITIATIVES AND INTERVENTIONS	ACTIVITIES
6. Higher education to 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

3.5.4.3 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 23 presents the initiatives and the interventions recommended, and it proposes a sample of activities that could be explored in implementing these initiatives.

Table 23: Initiatives & Interventions and Recommended Activities for Implementation

INITIATIVES AND INTERVENTIONS	ACTIVITIES
1. Assessment and development of district based supply pipelines that are responsive to the needs of the geographic area	▪ 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

INITIATIVES AND INTERVENTIONS	ACTIVITIES
	▪ Assessment of quality of HR supply in terms of readiness to pursue opportunities available - % enrolled and passing maths and science,; level of communication skills.
2. **Preparation of district based HRD plans linked to IDPs**	▪ **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.**
3. **Adopting mechanisms to ensure that education and training institutions are able to respond to the current and emerging needs in the economy**	▪ 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

3.5.5 Implementation Considerations in Improving the Governance and Management of Human Resources for Goal 4: Improved Governance and Management of Human Resources in KZN

3.5.5.1 Strategic Objective 4.1: 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 learnership to district HRD councils. This requires a level of seniority and a level of acquired respect.

3.5.5.2 Strategic Objective 4.2: Adoption of critical points of coordination in an organizational framework 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 proposed 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.

3.5.5.3 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.

4. Implementation Framework and Institutional Arrangements

4.1 Introduction

Chapter 3 presented a comprehensive review of the HRD strategy for the province. It identified 4 goals of action, and, for each goal, it outlined the strategic goals and objectives 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.

This chapter is divided into 5 separate sub-sections as follows: (1) the general approach; (2) conceptual framework for implementation; (3) success indicators and the assignment of responsibilities; (4) an overview of projects –terms of reference; and (5) implementation rollout. The purpose of each sub-section is described in Table 106. The separate sub-sections are discussed below.

Table 24: Purpose of each Sub-Section of Framework for Implementation

SUB-SECTION OF CHAPTER	RATIONALE AND CHAPTER CONTENT
1. General approach	**This sub-section presents the 5 central considerations upon which the approach to implementation is designed. These are as follows: implementation through focused projects; the centralization of responsibilities to manage fragmentation; articulation and integration of efforts; the establishment of delivery networks with decentralized responsibilities; and the evolution of projects to core responsibilities of departments in order to ensure sustainability.**
2. Conceptual framework for implementation	**The conceptual framework is presented in order to capture the essence of implementation requirements. The framework seeks to further outline the general approach into a comprehensive set of activities and requirements.**
3. Success indicators and assignment of responsibilities	**Responsibilities are assigned for projects, and these projects are broken down into specific activities.**
4. Overview of projects – terms of reference	**The draft set of terms of reference is prepared for each of 14 catalytic projects to be implemented.**
5. Implementation rollout plan	The implementation rollout plan is a preliminary breakdown of the activities associated with each project into an implementation period that is divided into 5

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	phases. While each phase could be one year, the breakdown makes allowance for defining the length of the phase as appropriate to the project being considered.

4.2 The General Approach to Implementation

The framework for implementation is based on 5 key considerations which inform the approach to the implementation of the HRD Strategy. These considerations are itemized and discussed briefly below.

a. A Project Approach*:* Because the HRD strategy has identified such a wide array of interventions which involve so many departments, it was necessary to simplify the implementation process so that the recommended activities could be properly monitored and managed. In order to do so, all the interventions of the HRD strategy have been clustered under 14 separate catalytic projects for implementation. Projects have been assigned to separate departments according to their core business and according to their inherent advantage for implementation. This structure for implementation will, in the short term, enable effective monitoring and management. In the long term, however, it will be necessary for project activities to be absorbed into the main stream of programming and budgeting within the assigned department.

b. *Centralization of Coordination Responsibilities:* Another feature of the implementation process is the centralization of responsibilities so that one department is identified and functions as the leader or coordinator of a specific project intervention or function. While each project may be implemented by a network of collaborating agencies, only one department will have the responsibility for planning, budgeting and reporting in relation to that project. This centralization of responsibilities is primarily intended to minimize fragmentation; in addition, however, it is intended to streamline delivery so that maximum, benefits could be accrued for the resources used. In this regard, specific departments have been selected to lead particular projects and to spearhead implementation in relation to the objectives set.

c. *Articulation and Integration of efforts:* Twelve separate projects do not mean 12 independent and relatively isolated sets of project activities. All activities must be coordinated to work towards and realize a single purpose. In this regard, all projects will be coordinated and monitored by the Provincial HRD Secretariat in order to ensure that performance measures are met. Beyond this, however, HRD projects must be implemented in collaboration with other relevant strategic efforts that are being rolled out in the province. In particular, HRD interventions must complement the spatial and sectoral targets of the PSEDS

d. *The Use of Delivery Networks:* The concept of implementation networks is aligned with current policy trends to build public-private partnerships and networks in the delivery of services. This is particularly important in HRD in the province. The framework for implementation accommodates the establishment and use of inter-

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organizational networks in the implementation of projects. Each department or project implementing agent will establish its own network for delivery based on its current provincial structures, its relations with the private sector and private providers, and its established roots in the respective communities. Appropriate networks will be established in order to advance the interest of the respective projects.

e. *Promoting Sustainability through Institutionalizing Interventions:* The project approach is not intended as a set of temporary interventions. They are intended as an initial set of developmental activities that are formulated to roll out a unique programme of work which may not currently have an institutional home in the current structure of departments. Each project is a "start up" measure which serves to preserve the integrity of the recommended interventions. But the programme of work must not be terminated. It must be sustained in the long term as functions within departmental units. Over time, therefore, it is proposed that individual projects should be institutionalized within departments as project activities are accommodated within the planning and budgeting cycles and as project staff are permanently assigned to undertake functions within which they have now become familiar. Each project will eventually be consolidated as an established departmental function in cases where such a function is not yet established. Where such a function is already established, the project may serve to focus and strengthen the performance of the unit.

4.3 Conceptual Framework for Implementation

The conceptual framework for implementation is presented in Figure 24. The framework is divided into 5 levels of action, where the overall responsibility for the implementation of the HRD strategy will lie with the HRD Council. The HRD Council is structurally one arm of the planning commission. The 5 areas of action in the conceptual framework are as follows:

(1) the adoption of implementation principles and commitments;

(2) the assignment of implementing agents that will undertake responsibility for projects;

(3) the adoption of an array of project activities to be implemented;

(4) the exercise of oversight by the Provincial HRD Council and its Secretariat; and

(5) the promotion of strategic integration by the Provincial Planning Commission.

Each of these will be discussed briefly below:

THE KWAZULU-NATAL PROVINCE WIDE INTEERGRATED HUMAN RESOURCE DEVELOPMENT STRATEGY & IMPLEMENTATION FRAMEWORK (2016-2030)

HRD STRATEGY AND HRD PLAN FRAMEWORK

- *Principles and Commitments:* A set of 10 operating principles form the foundation or the basis of implementation. These principles constitute the core values and the basic set of rules to be observed by all partners and stakeholders in implementing the strategy. In spite of all, each partner in implementation will hold true to these rules, and, in this regard, a basic set of commitments will be forged to which all participating stakeholders will agree.

- *Primary Implementing Agents:* Core functions are centralized within one department so as to minimize fragmentation and to promote streamlining and efficiency in implementation. There are 8 departments or departmental units that are identified as the primary implementing agents. As the primary implementing agents, each of these will manage at least one project which it will eventually absorb within its organizational structure. Each department or departmental unit will build its own delivery network with its respective "partners in delivery". Examples of potential partners in delivery are presented in the goal in the centre of the figure. For each implementing agent, there are three items that are important: its associated provincial network for delivery which extends its geographic reach into communities; its established processes for planning and managing implementation within which project activities will be considered; and its strategic documents within which project activities will be integrated and presented. Each implementing agent will, therefore, adopt its assigned project within its established structures of operation. Table 25 presents the project(s) that are assigned to each implementing agent and potential members to participate in its delivery network.

Figure 9: **Strategy**

THE KWAZULU-NATAL PROVINCE WIDE INTEERGRATED HUMAN RESOURCE DEVELOPMENT STRATEGY & IMPLEMENTATION FRAMEWORK (2016-2030)

HRD STRATEGY AND HRD PLAN FRAMEWORK

PROVINCIAL PLANNING COMMISSION

PROVINCIAL HRD COUNCIL

SECRETARIAT OF PROVINCIAL HRD COUNCIL

| 1.Early Years Improvement Project | 2. Youth Development Project | 3. Emerging Sectors Coordination Project | 4. Employability Promotion Project | 5. Private Sector Worker Education Project | 6. Public Sector Capacity Dev Project | 7. Sector Dev & Coordination Project | 8. Entrepreneurial Development Project | 9. District Dev & Coordination Project | 10. HRD Governance Project | 11. Higher Education Partnership Dev Project | 12. TVET College Improvement Project | 13. Skills Dev for strategic & catalytic Project | 14. Educational Improvement Action Plan Project |

PROJECTS TO BE UNDERTAKEN

| Strategic Documents

IDP | Strategic Documents

Strategic Plan | Strategic Documents

Strategic Plan | Strategic Documents

Operational Plan | ▪ Other provincial Depts and agencies | Strategic Documents

Operational Plan | Strategic Documents

Strategic Plan | Strategic Documents

Strategic Plan | Strategic Documents

Strategic Plans |
|---|---|---|---|---|---|---|---|---|
| Established Processes

IDP | Established Processes

Strategic Planning and APP | Established Processes

Strategic Planning and APP | Established Processes

Strategic Planning and APP | ▪ Private Providers
▪ National Depts
▪ SETAs
▪ NYDA
▪ TVETs
▪ HEIs
▪ NGOs and CBOs
▪ Private Sector
▪ Organised Business
▪ Organised Labour | Established Processes

Strategic Planning and APP | Established Processes

Strategic Planning and APP | Established Processes

Strategic Planning and APP | Established Processes

Strategic Planning and APP |
| Associated Implementing Agents

District and local municipalities | Associated Implementing Agents

District education offices | Associated Implementing Agents

*Social Dev offices

Regional & Local* | Associated Implementing Agents

Department in Provincial Administration | | Associated Implementing Agents

Youth Dev in Depts and Districts | Associated Implementing Agents

*Industrial Sector Coordinators

Cooperatives* | Associated Implementing Agents

District Clinics and offices | Associated Implementing Agents

HEIs and TVETs |
| COGTA | Department of Education | Department of Social Dev | PSTA | Partners in Delivery | Youth Development Unit | EDTEA | Department of Health | DHET |

PRIMARY IMPLEMENTING AGENTS

| Collaboration | Accountability | Articulation | Delivery Networks | Strategic Integration | Sustainability | Consultation and Inclusivity | Centralization of responsibility diversification of programming | Data driven decisions | Spatial and sectoral focus |

IMPLEMENTATION PRINCIPLES AND COMMITMENTS

HRD INSTITUTIONAL FRAMEWORK

Provincial Executive

KZN HRD Council — **COHOD/Clusters** — **Provincial Planning Commission (PPC)**

Secretariat — **AWG 6 & 7** — **KZN – PPSTA** — **PGDP TTT** — **AWGs**

PROVINCIAL SKILLS DEVELOPMENT FORUM

PHRDF | Nat. Depts. | District HRD | EAEF | Org Bus | NGO | Org. Labour | TVET | HEI | SETAs | PROF. BODIES | Econ. Sector Fora

Table 25: Implementing Agents and Assigned Catalytic Projects

IMPLEMENTING AGENT DEPARTMENT OR DEPARTMENTAL UNIT	ASSIGNED PROJECT FOR IMPLEMENTATION	POTENTIAL STAKEHOLDERS AND PARTNERS IN DELIVERY NETWORK
COGTA	**9. District Development and Coordination Project** *Purpose: To manage and monitor HRD planning, coordination and delivery in municipal districts.*	Municipal district offices, CBOs, education district offices, local chamber of unions, TVETs, private providers in education
Department of Education	**4. Employability Promotion Project** *Purpose: To foster knowledge and build employability skills*	Education district office, employers, schools, unions
	14. Educational Improvement Action Plan *Purpose: To coordinate the management of educational improvement initiatives*	Education district offices, other departments as appropriate, unions
Department of Social Development	**1. Early Years Educational Improvement Project** *Purpose: To coordinate interventions for advancing the welfare of children in the early years*	Education department and district offices, health department and regional offices and clinics, social welfare department and district offices, CBOs
Office of the Premier Public Service Training Academy	**6. Public Sector Capacity Development Project** *Purpose: To coordinate HRD in the public sector*	Other departments in Provincial Administration, higher education institutions, private providers, unions, CBOs
	10. HRD Governance Project *Purpose: To facilitate and monitor HRD governance and implementation of HRD Strategy*	HRD Council and Secretariat, key departments in Provincial Administration, which produce relevant information
	3. Emerging Sectors Coordination Project (maritime industry, green economy, knowledge economy *Purpose: This project seeks to assess, advocate, plan for and promote skills development for emerging sectors*	Project is undertaken in collaboration with EDTEA, TVET Colleges and Higher Education Institutions in the province. Selected private sector representatives will also be involved.
	13. Skills Development for the strategic infrastructure and catalytic projects *Purpose: This project seeks to identify infrastructure and catalytic projects in the province and assess their human resource requirements and their skills development needs. The project will also coordinate skills development interventions, both short and long term*	The project will be undertaken in collaboration with the provincial Treasury and with HEIs and TVET Colleges in the province
Office of the Premier Youth Development Chief Directorate	**2. Youth Development Project** *Purpose: To coordinate all activities related to the development and engagement of young people*	Municipal district offices and local municipalities, departments in Provincial Administration with youth development programmes and initiatives, NYDA, HEIs with youth work programmes
Department of Economic Development,	**7. Sector Development and Coordination Project** *Purpose: Conduct research on economic sectors*	Respective chamber of commerce, labour unions, private industry by respective economic sectors,

		economic sector representatives in Department of Trade and Industry
Tourism and Environmental Affairs	**5. Private Sector Worker Education Project** *Purpose:* To plan, monitor and report on worker education in the private sector	Private industry employers, SETAs, labour unions and employee representatives
	8. Entrepreneurial Development Project *Purpose*: To promote entrepreneurial development in economic sectors	Private industry by economic sectors, other departments which operate programmes for entrepreneurs, Department of Education, TVETs, HEIs
Department of Health	**1. Early Years Educational Improvement Project** **Purpose:** *Coordinate health aspects of early years development*	Departments of Education and Social Development, CBOs, parental groups
One higher education institution as service provider and coordinator of a task force	**12. TVET College Improvement Project** *Purpose:* To manage a project as service provider to build capacity in TVET Colleges	Department of Education; DHET TVET Colleges, HEIs, unions, private industry, chamber of commerce
	11. Higher Education Partnership Development Project *Purpose:* To enhance the responsiveness of HEIs to the developmental needs of the province	DHET, other HEIs in the province, private industry
	3. Emerging Sector Coordination Project *Purpose:* To mobilize public and private partners in the most critical emerging sectors as part of a consolidated thrust to accelerate development of the respective sectors	**PSTA, EDTEA with private sector**

- *Projects to be undertaken:* A total of 14 projects are proposed. The 14 projects are illustrated in Figure 12. Each project will address a particular set of proposals in the HRD strategy, resulting in all the initiatives of the HRD strategy being addressed by the projects. The project and the respective assignments are listed in Table 101. Each project will be discussed separately in one of the sub-sections to follow. The terms of reference for each project will be presented with information to include the following: rationale; objectives; activities to be undertaken; outcomes and key targets; project administration and coordination; and sustainability considerations; related programmes and strategic initiatives. The projects are the primary means through which the HRD Council and its Secretariat will manage, monitor and guide the implementation process. Each project will submit reports according to its targets, and each project will consider other strategic initiatives of the province that are related to its portfolio.

- *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. 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.

4.4 Success Indicators of Catalytic Projects and the Assignment Of Responsibilities

Table 26 to Table 31 present, for each goal and its associated objectives, the following information: the recommended projects within which the objectives will be addressed; the department or agency assigned to undertake these specific objectives; and the performance targets and success indicators related to each objective. The presentation seeks to provide further details on the means through which the HRD strategy for the province will be implemented. 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 envision 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 envisage 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 under took by the HRD Secretariat, the PSTA 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.

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HRD STRATEGY AND HRD PLAN FRAMEWORK

- *Public-Private Delivery Networks:* The implementation strategy seeks to promote public-private delivery networks in implementation. In this regard, Table 65 provides examples of private bodies that could be involved in the delivery as partners to public sector implementing agents. Table 66, on the other hand, seeks to advance this concept further by identifying, for particular objectives, the private stakeholders that could be involved. In the project 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 projects, departmental assignments and performance targets are presented in the pages to follow.

Table 26: Implementation 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			
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	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	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	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	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		
		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	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	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	KZN Department of Health	Annual
		1.1.8	Number of parents undergoing parental education	Not established	Not established	Not established	Not established	Not established	KZN Department of Health	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		
		1.1.9	% of 4-5 year old children in educational institutions (public and private)	20 %	30%	35%	40%	50%	Extracted from General Household Survey (GHS) of StatsSA	Annual DoE
		1.1.10	Percentage of Grade 1 learners who attended a Grade R class	92%	93%	95%	100%	100%	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%	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%	NA Report Published annually by DBE	Annual DoE
		1.2.3	Retention rates: Grades 10-12	57%	75%	80%	83%	85%	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE

No	STRATEGIC OBJECTIVE	No	Primary Indicators	Baseline		Targets			Verification	Reporting period
				2010	2015	2020	2025	2030		
			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							
		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%	ANA Report Published annually by DBE	Annual DoE
		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%	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%	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE
		1.2.7	Number of NSC candidates taking • Science • Technology • Engineering • Mathematics • Agriculture	. 15 726 15 844	37 000 28 000	40 000 30 000	50 000 40 000	60 000 50 000	Report on NSC by DBE and DoE	Annual DoE
		1.2.8	Number of learners qualifying in NSC for: • Bachelors programme • Diploma • Certificate	27 826 35 488 24 202	30 000 37 000 25 000	33 000 38 000 26 000	33 000 39 000 27 000	35 000 40 000 28 000	Report on NSC by DBE and DoE	Annual DoE
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	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			
	out-of-school youth	1.3.2	Percentage of youths that obtain a National Senior Certificate from school	47%	50%	55%	60%	65%	Extracted from General Household Survey (GHS) of StatsSA	Annual DoE	
		1.3.3	Number of youth enrolled in community college programmes	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	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	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		Annual	
		1.3.7	Number of VD with youth development practitioners	Not established	Not established	Not established	Not established	Not established		Annual	
		1.3.8	Number of wards with education with production programmes	Not established	Not established	Not established	Not established	Not established		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		Annual	
		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		Annual	

Table 27 : Implementation 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		
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	KZN Department of Education	Annual
		2.1.2	number of schools hosting career days	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	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	KZN Department of Education	Annual
		2.1.6	% of employers participating in career guidance initiative within each municipality	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		
			% percentage of learners leaving school with life skills for employment certificate	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	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	KZN Department of Education	Annual
2.2	Technical and Vocational Education and Training	2.2.1	Full and part time students in public TVET colleges for • All courses • NC(V) courses • N courses • Occupational programmes	88 166 25 393 53 007 4 109	88 600 26 000 53 500 4 500	92 000 29 000 54 000 6 000	97 000 33 000 54 500 7 000	100 000 35 000 55 000 8 000	Data contained in DHET Annual Reports	Annual OTP
		2.2.2	Number of youths supported by National Skills Fund,	45 253	46 000	50 000	60 000	70 000	Data contained in DHET Annual Reports; collates	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		
			SETAs and youth programmes						from National Skills Authority and others	DHET
		2.2.3	Dropout rate decreased by 10% per year in TVET Colleges	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	Department of Higher Education	Annual
		2.2.5	Number of industry partners supporting educational activities per programme	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.6	Number of programmes with technical advisory committee per college	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	Department of Higher Education	Annual
		2.2.8	Number of programmes responding to national,	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		
			provincial and district priorities							
		2.2.9	Number of programmes offered as a package of social service interventions	Not established	Not established	Not established	Not established	Not established	Department of Higher Education	Annual
		2.2.10	Number of specialist programmes offered by each college	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	Department of Higher Education	Annual
		2.2.12	% increase in trade candidates	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	Department of Higher Education	Annual
		2.2.14	Students graduating in: • Education	3 680	3 800	4 000	4 200	4 500		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		
			• Science, Engineering and Technology (SET)	5 928	6 100	6 200	6 300	6 500	Data contained in DHET Annual Reports	OTP (DHET)
		2.2.15	Number of qualifying artisans per year		3 124	3500	4000	4500	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	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	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	OTP and DHET	Annual
		2.3.4	% increase in candidates taking post graduate studies	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		
		2.3.5	% allocation to support post graduate students in research and development	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	OTP and DHET	Annual
		2.3.7	% increase in research funding	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	OTP and DHET	Annual
		2.3.9	Number of industry led short technical courses for each technical & professional area	Not established	Not established	Not established	Not established	Not established	OTP and DHET	Annual
		2.3.10	Number of research reports economic sectors in the province	Not established	50	50	50	50	KZNEDTEA	Annual
		2.3.11	Number of PhD graduates	187	190	200	220	250	Data contained in DHET Annual Reports OTP	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		
										(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	DoE Statistics Collected in Annual EMIS Survey by DoE	Annual DoE (DHET in future)

Table 28: Broad Implementation 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		

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										
3.1	**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	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	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	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	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	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	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	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	OTP and KZNEDTEA	Annual
3.2	**Profiling and management of scarce and critical skills**	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	OTP and KZNEDTEA	Annual
		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	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											
		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	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	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	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	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	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	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	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	OTP, organised business, organised labour and related sector association.	Annual
		3.3.4	Number of skills development initiatives linked public employment programmes	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									
		3.3.5	Number of employers participating in tax incentives to support hiring of new entrants	Not established	Not established	Not established	Not established	Not established	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	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	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	OTP, organised business, organised labour and related sector association.	Annual
		3.3.9	% of full time, equivalent EPWP set aside for skills development	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	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	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	OTP, organised business, organised labour and related sector association.	Annual

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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	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	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	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	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	OTP, organised business, organised labour and related sector association.	Annual
		3.4.8	% of youth entrepreneurs in each sector	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	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	OTP, organised business, organised labour and related sector association.	Annual

GOAL 3: 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

		3.4.11	Number of public-private partnership for entrepreneurship development for emerging sectors	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	OTP, KZN COGTA	Annual
		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	OTP, KZN COGTA	Annual
		3.5.3	Number of HEI and TVET Partners	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	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	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	OTP, KZN COGTA	Annual
		3.5.6	Number of AET programmes implemented	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	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									
		3.5.8	Number of public servants trained by the Provincial Academy	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	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	OTP, KZN COGTA	Annual

Table 29: Implementation Framework: Goal 4: Improved Governance and Management of Human Resources 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		
4.2	Adoption of critical points of coordination in an organizational	4.1.1	Percentage of employers setting aside atleast 1% of training budget	Not established	Not established	Not established	Not established	Not established	OTP, organised business, organised labour and related sector association.	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										
	framework for streamlining HRD	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	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	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	OTP, organised business, organised labour and related sector association.	Annual
		4.1.5	Number of industry education partnerships in the province	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	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	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	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	OTP, KZN COGTA	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										
		4.2.2	Number of PSDF reports adopted	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	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	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	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	OTP, KZN COGTA	Annual
		4.2.7	Number of experts participating in occupational teams	Not established	Not established	Not established	Not established	Not established	OTP, KZN COGTA	Annual

Annexure One: An Overview of Projects – Specification of Proposed Project Structure and Terms of Reference

This section presents an overview of each catalytic project. The purpose of the overview is to provide an overall sense of the manner in which the project may be conceived and operated as a homogenous body of activities which could be undertaken, primarily, within the institutional framework of one agency. It will be noted that none of the projects is conceived as a single and unified set of activities. Each project is complex in the array of interventions that it embodies. However, each project is held together by a common purpose, and that purpose serves to ensure the cohesiveness of a rich body of interventions which, together, contribute to the overall outcome anticipated. A common framework is used to present each project so that a particular set of priorities are consistently advanced. Table 30 presents the framework for discussing each of the 14 projects.

Table 30: Discussion Framework for presenting Strategic Projects

AREAS FOR PROJECT OVERVIEW	PURPOSE, RATIONALE, CONTENT
Project title	Notes the title of the project as an overall statement to embody a wide array of activities.
Project description	Presents a brief description of the project as a summary of a comprehensive and integrated set of project activities.
Rationale	Presents the justification and importance of the project in the HRD Strategy.
Purpose	Presents a brief statement of the intent to be accomplished through project activities.
Objectives	Outlines the key objectives of the project in order to represent the array of activities embodied in the project.
Key activities	Identifies the types of activities to be undertaken in the project in order to meet the project objectives.
Outcomes and key targets	Sets out the performance targets to be met by each project objective, and notes the critical outcomes to be achieved.
Administration and coordination considerations	Some suggestions and considerations are provided on the manner in which the project may be administered in light of what must be achieved.

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Sustainability considerations	Suggestions and considerations are provided for the institutionalization of project activities in order to sustain benefits in the long term.
Related programmes	**The recommended project activities are sometimes not completely new activities in the province. In some instances, similar activities may be ongoing and it will be necessary to establish linkages with these activities. These ongoing activities are noted.**

Project Title: Early Years Educational Improvement Project

Project Description:

This project is a collaborative project between the Departments of Health, Education and Social Development which is intended to ensure that children are given every opportunity for success by facilitating their proper development in the early years. In this respect the health, education and social needs of children are promoted from birth to their entry into formal schooling. The project will be administered by an inter-departmental task force, provincially and in each district. The tasks force will be led by the Department of Education. The project will embody a wide array of sub-projects addressing various aspects of early childhood development.

Rationale:

The importance of the project lies in its value in promoting educational equity by ensuring that children, as a result of their social and economic circumstances, do not develop deficits in the early years which can affect their educational performance and success later in life.

Purpose:

The purpose of the project is to manage an integrated set of social, educational and health promoting interventions which will advance the welfare and development of children to ensure educational achievement and success later in life.

Objectives:

- To reduce infant mortality
- To ensure increased access to quality ECD for all
- To provide early enrichment programmes in communities
- To provide parental education and support
- To reduce the impact of poverty by integration of early years services
- To create wide awareness of standards associated with ECD services
- To effectively manage the transition from early years to primary education
- To meet nutritional needs of young children

Key Activities:

Pre and Post Natal Care:

The pre and post-natal care interventions will be coordinated by the Department of Health in line with programmes which already exist. The project focus will be on monitoring and reporting to ensure that all has access to pre and post-natal care services; on parental education through schools to ensure that parents are sufficiently aware of their

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responsibilities; and on programmes to meet the nutritional needs of young mothers, particularly pregnant teenagers.

Expansion of ECD Facilities:

All communities should have proper facilities for ECD. The ECD expansion programme will require both the establishment and the upgrading of ECD facilities to ensure that children in poor communities are not disadvantaged in terms of facilities and resources. This programme will require more support for private ECD centres.

Promoting Quality in ECD Delivery:

Promoting quality in ECD delivery has several components. One component relates to the availability of materials and resources at all ECD facilities, particularly those in rural, disadvantaged and hard to reach areas. Other components relate to the following: empowerment of ECD parents with information about standards and quality in ECD and about their role in facilitating the educational enrichment of their children; ensuring that all ECD teachers are properly trained; ensuring that the ECD experience is properly planned and managed, and ensuring effective oversight of all ECD facilities.

Developing and Coordinating Community Enrichment Programmes for Children:

The community enrichment programming aspect of the project engages with the private sector, CBOs and municipal offices to establish open facilities in the community for children to gain positive educational experiences in the early years. These will include parks and play centres, toy libraries, educational exhibits, touch and feel science exhibits, among others. The objective of this component of the project will be to secure funding to establish a variety of recreational educational facilities for children.

Early Years Nutrition Programme:

Early years nutrition programme will seek to ensure that all children have proper nutrition – whether in school or at home. This will include nutrition programmes at schools, nutritional outreach programmes taking food to disadvantaged homes and families and parental education about managing the nutritional needs of their children.

Parent Education and Support Programme:

Parent education will be one core aspect of the project. Education will take place primarily in schools, but will also take place in clinics, hospitals and community centres. While all parents will be provided access to educational programmes, this project will plan and deliver educational services to pregnant mothers and mothers with young children.

Administration and Coordination Considerations:

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This project could be coordinated by the Department of Education and administered by a task force with Departments of Health and Social Development.

Each educational district could have an inter-departmental task force for the project.

The project will have six project components and the appropriate department could assign staff to particular project components.

A project plan will be developed noting activities, budget requirements, delivery processes and timelines and milestones, among others.

While there will be base funding for project activities, the project could have a fundraising component in order to solicit support for various donors and the private sector.

Community based organizations could be involved in planning and delivery of the activities in the project.

Sustainability Considerations:

For the activities of this project to be sustained in the long term, 4 basic structures should evolve from project activities: full service schools; inter-departmental planning and coordination in delivery; a massive parental education programme for parents of young children; and a programme managed by the local municipalities on community play and educational facilities for young children. In order to work toward these outcomes, participating departments and municipalities should make project assignments in order to develop the basic structures and commitments for more permanent structures to evolve.

Related Programmes:

There are a variety of public and private programmes related to the development of children in the early years. These programmes address some of the outcomes anticipated. Some of these programmes are listed below. The first initiative of the project will be to collect information on these programmes, and to enhance these programmes within the project structure to be established.

Project Title: Educational Improvement Action Plan Project

Project Description:

This project embodies all the educational improvement initiatives of the Department of Education into one cohesive effort to track and manage the educational improvement initiatives and targets adopted by the DBE. While the project includes a variety of other initiatives in addition to those adopted by the DBE, the core of the project is the attainment of the DBE targets in its action plan for 2014. In this respect, the project seeks to formalize and integrate a set of already accepted educational targets within a comprehensive educational improvement project. The project addresses 10 areas of educational performance: learner performance; learner access, enrollment and promotion; access to ECD; teacher development and wellbeing; post provisioning and resourcing of schools; curriculum implementation; LTSM; management and governance – school and district; infrastructure development and maintenance; and learner development. A project will be established to coordinate efforts in the DBE action plan since the goals of the "Action Plan 2014" are consistent with the objectives of the HRD strategy in relation to ordinary schooling, or foundational education.

Rationale:

A sound general education is seen as fundamental for success in careers and in life. One of the central goals of the HRD strategy for the province is general or foundational education. The improvement of educational delivery as a whole is a mammoth task. The strategy seeks to identify a set of critical issues which need attention, and, on that basis, select a core set of interventions to be implemented.   This core set of interventions addresses the most critical areas for enhancing educational performance. Fortunately, most of these areas have already been identified and targeted for implementation by DBE.

Purpose:

The purpose of the project is to coordinate, monitor and manage efforts for improving general education in the province. In many cases, these educational improvement efforts have already been initiated. The focus on the project, therefore, will be to strengthen and expand educational improvement initiatives, and to develop a cohesive and integrated mechanism for tracking and reporting on progress.

Objectives:

- To attain enhanced achievements and performance in general education
- To achieve higher participation and success in maths, science and technology in primary and secondary schools
- To provide support services for "at risk" learners through programmes in and out of schools
- To promote enrichment and special programmes for the "gifted"

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- To maximize the quality, professionalism and productivity of teachers
- To promote adequacy and equity in resourcing education at all levels
- To improve school and district management in education
- To maximize efficiency of the education system
- To rationalize small schools to maximize subject offerings in all schools
- To promote handicraft or technology courses in primary and secondary schools

- To promote employability readiness among learners in high schools
- Provincially focused economic education in high schools
- Life skills for employment in high schools
- A programme on introduction to careers in all high schools

- To develop in-school programmes for preparing learners for post school options
- Career guidance for all in high school
- Workplace or work-integrated learning for selected learners in high school
- Finishing courses for post school options for all learners in senior phase

- To develop programmes for in -School Entrepreneurial education and awareness
- General course in business management.
- More exposure of high school learners to business opportunities
- Promoting entrepreneurial projects and experiences for in-school learners

Key Activities:

The activities to be undertaken in the project are divided into 10 areas. Each is presented and discussed briefly below.

Learner Performance

Learner performance activities are, essentially, interventions which will enhance the performance of learners in all grades with particular attention to numeracy and literacy (language) in GET and the performance of learners in languages, science and mathematics by Grade 9. It also refers to the management of subject choices and improving the performance in these subjects in the NSC exams.

Learner Access, Enrolment and Promotion

The activities in this area seek to ensure that all learners are effectively enrolled in school, and that they progress well in classes until they graduate from high schools. The activities here will ensure that learners receive the necessary support to enroll and succeed in school. These will include scholar transport, social support at school and access to special education, among others.

Access to ECD

Access to ECD is one of the goals of the DBE Action Plan 2014. Project activities here will be linked to the activities of the Early Years Educational Improvement Project. There is almost 100% access to ECD in KZN, but the quality of ECD varies. Initiatives will be made to enhance the quality of ECD delivery.

Teacher Development

Teacher development activities will include the recruitment of new teachers; in-service training for teachers which seeks to build skills and particularly content knowledge; computer literacy training; and initiatives to enhance teacher productivity and curriculum coverage. Activities here will also seek to build teacher capacity in science, mathematics and technology.

Post Provisioning

Post provisioning activities will address teacher utilization, and seek to ensure that "excessively large classes" are avoided, and that rural schools have access to teachers in critical subjects such as maths, science, English and technology.

Curriculum Implementation

Curriculum implementation activities will ensure the effective management of teacher discipline and in maximizing time in teaching and learning so that the content of the respective curricula could be covered in time. Activities will include tracking and monitoring of curriculum coverage; support for teachers in time management; and rewards for teachers who excel.

LTSM

Activities undertaken here will seek to ensure that learning materials are available to all learners in a timely manner, and that these materials are properly distributed and used. Activities will include: enhanced logistical management and tracking; interventions to improve learner management of textbooks; minimum school bag lists; school library and media centres; classroom resource centres; access to computers; and teacher development in learning media, among others.

School and District Management and Governance

Activities here will seek to ensure adequate district support for schools and effective school management and governance. Activities will include: involvement of parents in school development planning; awareness of school funding and management policies;

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promoting transparency in the use of school funds; supporting schools to achieve section 21 status; leadership development for principals; and interventions to minimize fraud, among others.

Infrastructure Development and Maintenance

Activities here will seek to ensure that all learners and teachers have access to high quality comfortable, sanitary, safe and convenient school facilities. Activities here will, in large measure, be focused on school building and maintenance with the associated monitoring and management. Some of the critical interventions here will be as follows: increasing the number of schools with science laboratories and workshop facilities; expanding and building new learner support facilities; expanding facilities for teachers to prepare; improving school security; and ensuring the availability of water and electricity in all schools.

Learner Wellbeing

Learner wellbeing seeks to ensure that the health, saTVETy and social activities will relate to health and welfare promotion in schools and will include: increased social service support at schools; basic health screening and services at schools; improved school nutrition programming; school health surveys; proper management to ensure that the poorest learners are not burdened with school fees; and surveys on learner circumstances and needs.

Planning and Management of Action Plan Interventions

This activity will seek to ensure that proper systems are in place to track, monitor and report on interventions being made on the action plan goals. One critical consideration here is an enhanced EMIS which will enable proper reporting on all the performance measures identified and promulgated by DBE.

Administration and Coordination Considerations:

Most of the activities in this project are already being undertaken by the Department of Education. However, these activities are widely distributed in different directorates in the department, and hence are not currently coordinated as an integrated project. It is envisioned that a project team will be established to manage and monitor development activities, the development of systems to measure and track progress and the coordination and management of reporting on the performance measures. In all of this the development in each area is essential. The full time project team will facilitate development interventions and could be supported on a part time basis by one person in each of the 10 areas of the action plan. The core team should, perhaps, be constituted of a person from the planning and monitoring unit (APP), one from HRD and one from EMIS and information systems management.

Sustainability Considerations:

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The project is designed to foster sustainability since each of the 10 areas of the action plan is essentially the core focus of one of the directorates (or chief directorate) in the department. Hence, developmental initiatives will be sustained by the respective unit. The critical issue here is the manner in which data collecting for reporting will be sustained since there will be many a wide array of new data to be collected. While some of the data will fall within the current EMIS data set, much of the data to be collected will be new. It will be necessary, perhaps, to reconsider the structure and assignment in EMIS, and build more capacity in the unit to report on the performance measures in the action plan.

Project Title: Youth Development Project

Project Description:

The purpose of the youth development project is to coordinate all youth development programmes as a comprehensive and collaborative effort to provide a set of integrated services to all youth – in and out of school. The project is centrally coordinated with service management through an electronic and "networked" database, and service delivery through a network of departments, agencies, CBOs, NGOs, educational institutions and other bodies. The objective of the programme will be to build capacity and open opportunities for youth in education, employment and self-employment, and in a variety of economic sectors and fields, including sports, arts and culture. The project will also be used to build social cohesion and social participation among youth.

Rationale:

The future of the province depends on its success in productively engaging its youth; but youth is perhaps the most underserved population in the province. The project is recommended because of the large and growing size of the out-of-school youth population; because of the fragmentation of services to youth; because of the low penetration rate in services to the population in need; and, among others, because of the need to embark upon a programming structure and strategy to meet the unique needs of out-of-school youth. The rationale and justification for the programme is to provide youth with a "home" for accessing services, and to productively engage, either socially or economically, the majority of youth in the province.

Purpose:

The purpose of the project is to design, develop and implement an integrated service delivery mechanism for youth in order to productively engage the majority of the province's young people.

Objectives:

- To coordinate research and to compile information in order to derive a better understanding about the status, needs and circumstances of youth to be served in various local municipalities and provincially.
- To develop and promote skills development opportunities for in and out-of-school youth so that youth may have access to services and programmes that are tailored to their unique needs and circumstances (includes services to youth in conflict with the law, teenage mothers, youth who are head of households, migrant youth, among others).

- To promote integrated planning and programming for youth so that all youth have access to programmes, and that programmes are responsive to the needs and circumstances of youth in various communities.
- To enable effective coordination of services to youth so as to maximize opportunities for youth development and expand access to opportunities for the productive engagement of youth.
- To promote employment readiness and employability skills for in- and out-of-school youth.
- To assist in establishing organizational structures, provincially and locally for expanding and strengthening opportunities and services for youth.
- To promote employment and entrepreneurial development among youth so that youth are considered and engaged as emergent entrepreneurs in a restructured and transformed economy and industrial structure.
- To promote opportunities for social engagement and participation among youth in enabling youth to contribute to the agenda of social cohesion.
- To promote the health and welfare of youth in advocacy, programming and in inter-departmental engagements.
- To promote the involvement of youth in youth development through the establishment of youth work as a prioritized field of study and engagement for youth in developing young people in their communities.

Key Activities:

The key activities of the project are described in the respective areas of focus below. The project will have multiple focus in an integrated programming strategy where a network of agencies collaborate to serve youth.

Research

The research and information component of the project will seek to collect data on the needs and circumstances of youth. One important aspect of this research will be to establish and continue to collect data on the number of out-of-school youth in various localities.

Skills Development

The project will be an advocate, promoter and developer of non-formal skills development programming for special groups of out-of-school youth. Many of these programmes will be run through the local TVET as part of a community-based skills centre strategy. However, programmes will also be run by special groups such as co-ops, education-with-production centres and private sector sponsorships and engagements.

Integrated Planning

The project will ensure the development of one comprehensive provincial plan for youth development, with supportive youth development plans in local municipalities. Integrated planning points to the involvement of a network of agencies in planning,

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development and delivery of services. The planning and programming engagement between agencies will develop and foster new service delivery models.

Service Coordination

The project will promote service coordination through planning and programming and through electronic data and service management. The project will operate a central registry for youth in the province, where youth in any community can register for services with the allocated agency. Access to programming throughout the province could be mediated through this database. Youth will be afforded a variety of opportunities through this programming.

Employment Readiness

Employment readiness will be focused on both in-school and out-of-school youth. The project will support the development and delivery of employment readiness instruction in schools, and will field advocates of employment readiness training and capacity development. In all of its programmes through its network of agencies, employment readiness will be a common component of all training programmes.

Organizational Structures

The project will assist in the establishment of a province-wide structure for the delivery of services to youth. The structure will be headed in the Office of the Premier, with decentralized responsibilities in local municipalities. The best structure in the long term is to convert the Department of Sports, Arts and Recreation into a Department of Youth Development with a Sports and Culture Chief Directorate. An intermediate structure is recommended with Youth Development Chief Directorate in the Office of the Premier.

Employment and Entrepreneurial Development

The project will serve as a facilitator of opportunities for employment and entrepreneurial development. In this respect, one aspect of the project will liaise with employers to create opportunities, and will liaise with the Department of Economic Development in giving youth access to new and emerging entrepreneurial opportunities in various economic sectors.

Social Cohesion

The project will create opportunities for youth to participate in, engage in and support social and economic initiatives in the community. Through sports, arts and culture; through community work and volunteerism; and through efforts to organize youth and focus their efforts in communities, the project will seek to productively engage youth socially.

Health and Welfare

The project will play an advocacy role in promoting the health and welfare of youth. Either through youth ambassadors or through the use of media, the project will highlight

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the importance of health and welfare promotion among youth. Other departments of government will be engaged in this effort.

Youth Work as a Profession

The project will promote bursaries in youth work so that youth workers can participate in all aspects of youth development in communities. The project will rollout its services and its support to communities through professional youth workers.

Administration and Coordination Considerations:

The youth development project will be administered in the Youth Development Chief Directorate in the OTP, and will be delivered through an integrated network of departments, institutions, agencies and service providers. The following considerations apply:

Agencies in the province-wide collaborative network will sign an MOU with the OTP and abide by a set of policies and protocols for planning and delivery services.

The network of agencies will be connected through an electronic data management system to which all participants will be connected.

The project will plan, develop and operate a provincial registry of out-of-school youth to which all government agencies will subscribe.

Sustainability Considerations:

Initiatives will be sustainable to the extent that the project activities are accommodated within a formal provincial structure for serving out-of-school youth. Because this structure must have provincial and district organizational arrangements, it will be necessary to determine at the outset the delivery structure envisioned for the future. It is proposed that the Department of Sports and Recreation be eventually converted into a Department of Youth Development with sports and recreation as a chief directorate. It is also proposed that each local municipality develop a Youth Development department as a central point of the delivery of services to young people.

Related Programmes:

Almost all the departments in Provincial Administration currently have programmes and projects to serve out-of-school youth. These programmes should be documented as the first initiative of the project, and these programmes should be embodied within the delivery framework recommended.

Project Title: Emerging Sectors Coordination and Development

Project Description:

The emerging sector coordination project is a project that is designed to establish and facilitate productive linkages that will enable the development of emerging sectors. The linkages are intended to build cohesiveness among stakeholders and to enable streamlined action that could accelerate the pace of development. In this respect 4 areas are identified as areas of focus: the maritime industry; the green economy; the knowledge economy; and aqua culture. Although the maritime industry is not really an emerging sector, it is considered, nonetheless, as a sector that requires an approach to development that is similar to that applied to emergent sectors. The key factor in the operation of the project is the common methodology it will employ. The project will be constituted of sub-projects for each of the sectors in focus.

Rationale:

The rationale for the emerging sector coordination project is the need to accelerate development in these sectors through: streamlining activities for development of the sector, funding strategic initiatives that will unlock blockages to development and establishing a skills development infrastructure that will support and drive each of the emerging sectors in focus.

Purpose:

The purpose of the project is to mobilize public and private partners in the most critical emerging sectors as part of a consolidated thrust to accelerate development of the respective sectors. A critical outcome is the realization of appropriate infrastructure for skills development.

Objectives:

- To mobilize partners, public and private, in the development of each sector
- To assess the resource base and the available facilities for the development of each sector
- To determine the needs to be addressed in developing the sector – training; policy; funding; institution development, etc.
- To establish the skills development infrastructure that is necessary to support each sector
- To prepare a sector development plan and strategy for each sector
- To establish the institutional mechanism for the coordination of the project

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- Promotion of entrepreneurial opportunities in emerging sectors

Key Activities:

Establishment of an Emerging Sector Project Centre

The emerging sector project centre will be the institutional mechanism for coordination of the project. The project centre could be established in an existing institution where there is already an administrative structure and capacity to enable coordination and development. The project centre will facilitate the coordination and networking that will be required to develop each sector. While stakeholders in each sector will drive development, the centre will create an environment in which stakeholders can function and accelerate the pace of development.

Research and Mobilization

Research is needed to determine what resources are already in place, and the manner in which such resources can be assembled into a cohesive and well articulated system to drive the development of the sector. Mobilization will be necessary to bring partners together under a cohesive, well-defined and properly orchestrated developmental thrust. Mobilization will involve advocacy as well as incentives to participate. It may also require rules to be established and standards to be set and enforced.

Needs Assessment

Needs assessment will be required to determine the requirements for the development and operation of each sector. Needs here are broadly defined to include training and development needs, as well as policy and funding requirements, technological innovations and requirements and marketing and institutionalization where necessary.

Sector Development Strategies and Monitoring and Facilitation Plans

For this project to work, each sector to be developed must have a strategy or a plan that can guide its establishment. In some cases such as maritime and the knowledge economy, such plans may now exist, but there will need updating to be more current, to embody a wider range of stakeholders and to be more responsive to existing circumstances.

Strengthening Skills Development Infrastructure

At the heart of emerging sector coordination is the need to strengthen the supply stream for skills. At present, a narrow supply stream now exists; but this will be insufficient to meet the needs and requirements of the respective sectors as they are envisioned for the future. In this regard, it will not be necessary to develop any new structures and institutions to produce the skills needed. Existing structures can be used. It will be

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necessary, however, to establish delivery networks to supply the skills needed. These delivery networks should be constituted of viable public-private partnerships.

Promotion of Entrepreneurial Opportunities in Emerging Sectors

The development of emerging sectors offers significant opportunity for restructuring the economy and allowing new players to enter the industrial and business activities of the Province. In this regard, much effort must be made to build a new entrepreneurial class in the emerging sectors. This must be done by encouraging interest of learners as early as primary schooling and by adopting suitable programmes at the TVET and HEI levels.

Administration and Coordination Considerations:

This project should be coordinated by an institution of Higher Education that has an inherent capacity and comparative advantage in this area. The institution should work closely with Department of Economic Development and Tourism (DEDT). In this respect, close attention must be given to the work currently initiated by DUT (Durban University of Technology) in some of the sectors of focus. The project or programme should have an advisory board made of the various stakeholders. The project should be established to eventually become a permanent unit for supporting the emergence of key sectors or innovations, and should eventually focus on the coordination of skills development to support emerging or ailing economic sectors.

Sustainability Considerations:

In order to sustain this effort over time, the project should evolve into a centre for emerging technologies, for instance, where research, development and coordination could take place on an ongoing basis. In order to promote sustainability, seed funding should be provided to hire a permanent core staff and to support research, mobilization and the establishment of the necessary structures and networks.

Related Programmes:

In each sector some efforts are currently being undertaken. These efforts, however, are ad hoc and fragmented. A catalogue of specific programmes was not developed as part of the research effort undertaken as part of the development process of the HRD strategy.

Project Title: Skills Development for the Strategic Infrastructure and Catalytic Projects

Project Description:

This project seeks to set up a sustainable infrastructure and process for ensuring the availability of skills for catalytic projects. The project will consolidate supply streams for skills, create an environment for training and development, create capacity for assessing the HR and skills needs of projects, set in place the necessary logistical prerequisites for ensuring access to skills from different geographic regions, different training institutions, and create networks of small and large employers that can participate in schemes to develop capacity levels that are appropriate to the skills needs of projects. While the primary focus of the project is to ensure that there is an adequate skills base in the Province to support infrastructure and catalytic projects, the project also seeks to support and strengthen current institutional frameworks for skills development, and to create supply streams for skills that are effective and dependable.

Rationale:

Strategic infrastructure and catalytic projects represent significant government investment in development. While such investment contributes to job creation and employment generation, not much contribution has been made to strengthening the training and development systems in the Province. In addition, the skills sets needed to deliver on some projects are sometimes difficult to forecast and find locally. Such a project will ensure that strategic infrastructure and catalytic projects are able to tap into a ready reserve of skills, but more importantly, contribute to the enhancement of skills development structures and networks in the province.

Purpose:

The purpose of this project is to establish a structure and process for adequately projecting, mobilizing for and meeting the skills development needs of strategic infrastructure and catalytic projects.

Objectives:

The objectives of the project are as follows:

- Determine the range of core skills that are needed in the Province to implement infrastructure and catalytic projects.

- Project the skills availability, skills adequacy and skills needs that are needed to satisfy the projects conceived.
- Create and nurture skills supply networks for satisfying skills needs (Education and Training Institutions)
- Create a network of employers who would contribute to the practical and experiential training of trainees.
- Establish a centre of capacity assessment and development for strategic infrastructure and catalytic projects (to be established at a Higher Education institution e.g. DUT)

Key Activities:

- Establishment of a centre – or extending the mandate of an existing centre
- Refine methodologies for the projection of Human Resource needs of infrastructure and catalytic projects and for determining skills profiles and skills sets.
- Determine the range and nature of core skills needed for each large project, and a representative set of skills to be groomed on a long term basis
- Create and nurture skills supply networks in the Education and Training Sector
- Create and nurture capacity development and training networks among employers, public and private
- Create a facility and process for the experiential training of lecturers in the Education and Training (Skills Development) Sector.

Outcomes and Key Targets:

The outcome and key targets are listed as follows:

Establishment of a Centre

The purpose of the centre is to develop inherent capacity for human resource planning for strategic projects. In this respect, determining HR needs and planning for the availability of skills and the access to opportunities throughout the Province will be a priority. This function could be established as one responsibility in the centre for emerging sectors and technologies as proposed in another project.

Refine Methodologies

The Province must develop and refine its capacity to project the HR needs of strategic projects. This capacity will also include the ability to assess the productivity of supply

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streams and determine the availability of skills on the open market, noting geographic differences in skills availability.

Range and Nature of Core Skills needed

Here the concern is the assessment of the availability of skills at the levels of proficiency needed for projects. While some skills for a particular project may be unique, there is a set of core skills that are needed to support strategic projects on an ongoing basis. Structures must be established to ensure that such skills are available on an ongoing basis at the level of proficiency required.

Skills Supply Networks in Education and Training Sector

Skills supply networks are represented in the body of institutions and employers which work together to provide skills at the level of proficiency required. Such networks are intended to ensure collaboration, articulation and consistency in standards in producing skilled artisans.

Capacity Development and Training Networks

It must be noted here that it is necessary to have a network of employers who are willing to provide practical and experiential opportunities. This seeks to ensure that learners acquire the skills at the levels of proficiency required.

Experiential Training of Lecturers

If learners must be developed at the level of proficiency required to be employed on strategic projects, then there must be a structure and process in place for enabling instructors and lecturers to acquire, on an ongoing basis, practical training to hone and update their skills.

Administration and Coordination Considerations:

It is recommended that this project is assigned to one of the Higher Education Institutions in the Province to work in collaboration with Provincial Treasury which currently undertakes some responsibilities for strategic infrastructure and catalytic projects. There may also be some collaboration with the Department of Public Works on the aspects related to the technical aspects of these projects, and with PSTA on aspects related to skills development. The HEI will coordinate the project and take responsibility of reporting on the targets.

Related Programmes:

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There is some capacity in the public sector on matters related to planning for large projects. Such capacity resides in Provincial Treasury, Public Works and in parastatals such as Transnet. There is significant capacity in the private sector with firms such as WBHO which routinely plans and manages large projects. It will be essential to develop partnerships with the private sector in order to build capacity.

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Project Title: Employability Promotion Project

Project Description:

The purpose of the project is to develop employability skills among in-school and out-of-school youth, and to develop and manage workplace learning and experience so that they can acquire an understanding of the world of work. The project is not limited to developing placements in formal employment institutions, but is extended to the development of business and entrepreneurial projects where students can acquire work experience, and where they can be exposed to possibilities for employment which they can create for themselves. The overall intent of the project is to build bridges between school and idleness in the community and employment and productive engagement in the economy. The responsibility for the project is divided between OTP – Youth Development and the Department of Education where the former will focus on out-of-school youth.

Rationale:

The employability promotion project seeks to fill the gap between school and employment for youth who are in school, and it seeks to stem the difficulties encountered by out-of-school youth in getting ready for and in accessing employment opportunities. Most youth are relatively unaware of the expectations and of requirements for entering and being successful in the labour market, and most youth are uninformed about opportunities for and pathways toward becoming successfully self-employed. The project seeks to establish structures and processes for filling these gaps.

Purpose:

The purpose of the project is to promote employment readiness and employability among in-school and out-of-school youth so that young people have greater access to and preparedness for success in the world of work.

Objectives:

- To develop, promote, deliver and coordinate programmes for fostering employability readiness among youth.
- To develop, promote, deliver and coordinate programmes to enable in-school and out-of-school youth, regardless of their aptitude and circumstances, to reflect upon and understand their career options and the pathways they can pursue to realize these options.
- To enable in-school and out-of-school youth to develop the basic competencies to become entrepreneurs, and to support them in accessing opportunities for establishing business in a wide range of economic sectors.
- To mobilize employers to enter partnerships for fostering the employability of youth.

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- To develop enterprise and production projects which will build employability readiness among youth, and provide them with experiences in entrepreneurial development.

Key Activities:

The key activities of the project are presented by the core areas of focus represented in the project objectives. These areas are enumerated and descried briefly below.

Employability Readiness Education

Employability readiness training is primarily a set of short "life skills" courses which teach youth the fundamentals of seeking and being successful in employment. It will assist youth in exploring their own competencies, and in identifying immediate and long term options for employment. It will also enable young people to develop the skills for engaging in job search and for exploring opportunities for self-employment. The aspect of the project will also focus on course development.

Career Development and Guidance

Career development and guidance will focus on enabling youth to assess, where they are career-wise, where they wish to be in the short and long term and what pathways they must follow to attain what they want. This training could be developed as an interactive or activity-based game which will provide young people with "real life" options and which will pose the real life opportunities and limitations encountered.

Entrepreneurship Education and Development

This part of the project will develop, promote and coordinate short courses in entrepreneurial development for young people. It will also facilitate the exposure of young people to entrepreneurial opportunities, acting in collaboration with the Department of Economic Development and Youth Development Chief Directorate in OTP. The focus of the project will be on education and on referred services for accessing opportunities.

Private Sector Partnerships

The project will initiate and manage an advocacy campaign which is intended to build support and generate sponsorships for employability promotion. This could be accomplished through mentorships, placements, industrial courses, job shadowing and workplace learning experiences that are designed to build employability readiness.

Business Enterprise and Education-with-production Projects

The project will work with other agencies – public and private – to create opportunities for young people to produce and learn in self-created entrepreneurial environments or education-with-production projects. These may be cooperatives, home industries, small manufacturing establishments or service outlets that may be required by a community. These projects must be conceived as self-supportive entrepreneurial enterprises where young people can learn entrepreneurial skills.

Administration and Coordination Considerations:

The employability promotion project is a project that is designed to serve both in-school and out-of-school youth. In this regard, therefore, the project will contribute to the efforts of both the Department of Education and the Youth Development unit in OTP. It is recommended that the project is managed within the Department of Education where the basic materials and processes for delivery will be developed and standardized. These materials will be adopted for use with different categories of out-of-school youth. The programmes will be part of the programme delivery structure for youth development projects that are offered through the network of agencies coordinated by Youth Development in OTP. The in-school and the out-of-school components of the project will be managed separately, where the out-of-school component will be facilitated within the youth development project as a sub-component of the project structure. The main project effort will be orchestrated within the Department of Education, but the benefits of the project will be extended to youth who are no longer attending school. The employability promotion project is separated from the education improvement action plan project in the Department of Education so as to highlight the importance of employability development, and to build employability development as a separate area of emphasis without the distractions of other initiatives in the department that would normally receive more attention.

Sustainability Considerations:

The sustainability of employability promotion will be reflected in its adoption as part of the ”life skills” curricula content in high schools, and its inclusion in all the programmes that are designed to serve and support out-of-school youth. The modules and approaches that will be developed will become standard in the education and development experiences of both in-school and out-of-school youth. Efforts must be made, therefore, to formalize employability promotion content within the respective institutions through budgets, teacher training, timetabling adjustments, and policy pronouncements regarding the content to be covered.

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Related Programmes:

There is "employability promotion" content in some of the programmes which are currently being offered in the Department of Education, and in some youth development programmes that are offered to out-of-school youth. However, only a small fraction of in and out-of-school youth benefit from these programmes. The intent of the project is to strengthen, formalize and extend the efforts that are now being made so that more young people can benefit. One of the first initiatives of the project, therefore, will be to assess what is currently being done, and to use current programmes as a platform for further development.

Project Title: Private Sector Worker Education Project

Project Description:

The purpose of the project is to strengthen worker education or workplace skills development in order to ensure that all workers are provided with the opportunity to build competence to excel at their jobs, and to build the educational foundations to grow and pursue careers of their choice. The first priority of the project, however, is worker education for enhanced industrial and economic productivity. The project recognizes that employers pay skills development levies for developing their employees, and that some employers have committed in the National Skills Accord to allocate a larger percentage of the gross salary bill to skills development. The project also recognizes that many employers give little priority to training. In this respect, the worker education project has 4 components: advocacy; monitoring; partnership development and broadening the scope of training interventions taken. In this regard, the project has a sectoral focus conducting engagements with each industrial sector and with each department in Provincial Administration.

Rationale:

The reason for this project is the level of inconsistency in training investment by the respective economic sectors, the restructured access that some employees have to training in the workplace; the limited range of options that are explored in maximizing workplace learning and worker education; and the relative isolation of employers in their programming of learning opportunities for their workers. In this regard, the project seeks to strengthen structures and processes for delivery and monitoring of worker education. The project also seeks to build collaborative ties and structures within economic/industrial sectors and promote joint initiatives in training delivery.

Purpose:

The purpose of the project is to strengthen worker education and workplace skills development in order to ensure that employees in each sector of the economy have full access to and take advantage of the opportunities available for building skills, growing into careers and maintaining the requisite competencies for undertaking their responsibilities The purpose of the project is to monitor, encourage, extend and support skills development in the workplace.

Objectives:

The objectives of the project are noted below:

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- To advocate and encourage skills development in each of the economic/industrial sectors in the province and thereby ensure that more employees in each sector participate in workplace sponsored skills development.
- To assess, monitor and report on employee development and training needs by the respective economic/industrial sectors.
- To encourage, promote and assist in the development of partnerships with TVETs, HEIs and other training institutions for sector-specific employee development and upgrading programmes to be designed and accessed by employees in specific sectors.

Key Activities:

The key activities of the project are presented by the core areas of focus represented in the project objectives. These areas are enumerated and descried briefly below.

Worker Education Advocacy

The project will advocate and encourage worker education in each industrial /economic sector through specially targeted marketing programmes within each sector. These programmes will work directly with employment establishments in the sector, with trade-based professional organizations in the sector, with the chambers of commerce and with unions and worker formations and structures in the sector. Targeting of sectors will be based on baseline information on sector performance in worker education.

Monitoring and Evaluation

The monitoring and evaluation component of the project will seek to assess the level and status of worker education in each sector. In this respect the project will work with the respective SETAs to collect information, and will conduct annual worker education surveys in each sector.

Partnerships in Delivery

The project will first assess patterns and approaches to employee development in the respective sectors and will determine through interviews with employers the method of employee development which works best for the sector and for different occupational classes in the sector. The project will promote sectoral collaboration in employee development to achieve, where appropriate, common training sites and programmes to be used by employers in the specific sectors. In this respect, the project will promote the use of TVETs, HEIs and sector-specific institutes and sites (even particular employment establishments) as sectoral training centres. Where beneficial, the project

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will collaborate to serve the sector. In some cases, employees in the sector will serve as trainers, and the project will seek to develop a cadre of sectoral trainers in particular areas. The project will also promote partnerships with training institutions in providing workplace learning opportunities.

Administration and Coordination Considerations:

 The project will be managed by the Department of Economic Development and Tourism in collaboration with the respective chambers of commerce, unions and SETAs. It is envisioned that the project will be housed in the Department of Economic Development and Tourism with paid field workers or attachments in each district municipality working with the respective chambers, employee structures, employers and SETAs and Department of Labour representatives. In the beginning of the project, the required structures, instruments and systems will be developed to rollout project activities.

Sustainability Considerations:

While the project in its entirety will not be absorbed into a specific unit within the KZN EDTEA, some of the activities undertaken by the project should become routine as part of the sector development and management agenda of the department. As part of this agenda, it will be necessary to include a skills development component of sector development; and, in doing so, it will be essential to continue to promote collaborative structures within each sector for providing education and training services that are responsive to the sector's needs. These activities could be sustained in an expanded unit in the Department of Sector Research and Development.

Related Programmes:

Worker education is not new and is already taking place in each of the economic sectors to some extent. However, the sectoral approach to the management and development of worker education is a new approach. There are examples of partnerships between particular sectors and TVET Colleges, and between individual firms and individual institutions. All these initiatives must be documented at the beginning of the project so that they can constitute the core from which more integrated sectoral approaches to education and training could be crafted.

Project Title: Public Sector Capacity Development Project

Project Description:

The core function of the Public Service Training Academy is to develop and coordinate training and development programmes in Provincial Administration. In this regard, the purpose of the project is consistent with PSTA's core function. This project has been identified for PSTA because of the expanded array of responsibilities it currently undertakes. The purpose of the project, therefore, is to assist in the redefinition of the role, functions, structures and processes of PSTA in terms of capacity development in Provincial Administration, and in terms of enhancing the public service capabilities of the province. The project is therefore seen as transitional support for PSTA in establishing a functional structure for undertaking its responsibilities. Here, the project is divided into seven components as follows: funding and resource development structures; organizational development structures and processes; the establishment of training delivery structures and networks; scarce and critical skill management coordination; coordination and support of the Provincial HRD and skills development structures; learnership and internship development, coordination and management; and leadership support and coordination in promoting school to work transition. The activities to be undertaken will assist in reconstructing the role of PSTA as a training and learnership academy for capacity development in the public service.

Rationale:

The public sector capacity development project seeks to strengthen the structures and processes of PSTA to enable the institution to consolidate its role in building capacity in the public service. The project is important for two reasons. The first reason is the need to integrate, streamline and consolidate capacity development initiatives in the public service. This will contribute to maximizing the use of skill development resources, exploiting the inherent capacity of some departments to provide support to others, and accelerating the creation of centralized services in the PSTA to promote skills development service integration in Provincial Administration. The second reason for the importance of this project is that it explores, develops and formalizes a body of activities which could be readily integrated within the structures of PSTA. In this respect, the project will assist in developing and formalizing appropriate organizational arrangements for PSTA so that it can effectively and efficiently undertake a restructured array of responsibilities.

Purpose:

The purpose of the project is to develop, formalize and integrate a restructured array of responsibilities within reconfigured organizational arrangements for PSTA. In this sense, the project will assist in designing and developing new organizational structures and

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arrangements for PSTA, and in developing and strengthening a core set of activities to be undertaken by the organization.

- **Objectives:**

- The objectives of the project are divided into the 7 core areas of responsibilities to be undertaken by the project. The objectives and sub-objectives of the project are presented below.

- **Resource Development**
- The project will seek to develop, through consultative processes, a funding model for PSTA which will consolidate and strengthen its role as the provincial centre for capacity development in Provincial Administration.
- Develop a funding model for PSTA based on a percentage of SDC allocations to provincial departments.
- A project development model so that core units are able to solicit resources to support the development initiatives in their units.
- A cost recovery model so that selected services and products could be developed and offered for use on a cost recovery basis.

- **Organizational Development**
- To develop structures, systems and processes within PSTA that will enable the effective development, coordination and delivery of training and development services in the public service.
- The development of skills retention policy and programme.
- Coordination of provincial bursary programme.
- Coordination of transversal training programmes for public service training and development.

- The Establishment of Training and Development Delivery Structures and Networks for Public Service Training and Development
- Setting and monitoring comprehensive standards for HRD delivery and management at all levels.
- The establishment of inter-departmental training delivery networks to deliver a wide range of training and development services through collaboration within Provincial Administration.

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- The Development and Management of a Centre for Scarce and Critical Skills in the Province
- Conduct research on scarce and critical skills in the public sector and prepare reports.
- Liaise with the Department of Economic Development and Tourism to monitor scarce skills in the respective economic/industrial sectors.
- Liaise with departments to develop and manage a scarce and critical skills strategy for the province.
- Link bursaries, internships and learnership to the scarce and critical skills strategy of the province.

- The Coordination and Support of Provincial HRD and Skills Development Structures and Systems
- To develop policies, structures and processes for coordination and support of PHRDF, SETA forum, Skills Development Forum and the HRD Council Secretariat.
- Provide support in the establishment of the HRD Council and its Secretariat, and the associated district council.
- Setting and monitoring a comprehensive set of standards for HRD and management at all levels of the skills supply stream.
- The development and management of an HRD strategy for Provincial Administration.

- To Develop, Promote, Coordinate and Manage Learnerships and Internships in the Province
- To develop a provincial learnership coordination database and information system.
- To advocate, track and manage learnerships by departments in Provincial Administration, by economic/industrial sectors in the province; and by district and local municipalities.
- Provide support in building capacity in the province for executing effective learnerships and internships by ensuring an adequate number of and an effective distribution of learners, assessors, moderators, mentors and placement opportunities.

- Provide Leadership, Support and Coordination in the Promotion of the School to Work Transition of In-School and Out-of-School Youth
- To facilitate the dissemination of information on careers and career development.
- To liaise with labour exchanges and other public and private providers of placement services in order to expand opportunities for learners, interns and others on provincial databases who seek jobs or placement.

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- To provide training in career awareness, development and management to assist managers, community personnel, youth workers, and education officials in facilitating school to work transitions.

Key Activities:

The key activities of the project are explained briefly in the respective areas of focus of the project. These areas are enumerated and explained below.

Resource Development

The project will develop a funding model for PSTA and will undertake the process of seeking approval, and will develop the necessary policy, guidelines, processes and monitoring systems to implement and apply the funding model.

Organizational Development

The organizational development responsibility will develop and propose restructured organizational arrangements for PSTA, and will develop the associated terms of reference, organizational systems and operational processes for components of the new structure. These will include the bursary programme, the scarce skills centres, the learnership and internship management system and the liaison unit of the HRD Council Secretariat.

Training and Development Delivery Structures and Networks

The project will develop the policies, protocols and MOUs for the initiation of an inter-departmental training delivery and support network where each department will play an essential role. The project will also formulate a set of standards for delivery to which all participants in the network will comply.

Centre for Scarce Skills Management

The centre for scarce skills management will be comprised of a research component, a collaborative function where the PSTA will work with other agencies, a database integration component, and a bursary management and coordination function.

Coordination of Provincial Skills Development Structures and Systems

The PSTA will coordinate PHRDF, the SETA forum, the Skills Development forum, and the Provincial and District HRD Council Secretariats. The PST will develop the policies and

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protocols to do so and will use these fora for the effective coordination and management of skills development in the province.

Learnership Management and Coordination

The project will be the central point for the coordination and management of learnerships and internships. The project will have a component that coordinates the development of opportunities for placement; it will have a database on learnerships and a data management system; and, among others, it will have a training component for the effective management of learnerships and internships.

Coordination in Promotion of School to Work Transition

The project will coordinate and run career exhibitions indifferent parts of the province; it will disseminate information to stimulate awareness of careers; it will work with labour exchanges and link databases; and, among others, it will provide training to develop capacity in managing career awareness, career development and career management.

Administration and Coordination Considerations:

The project will be administered by the PSTA in collaboration with other organizations and agencies as appropriate. Here, PSTA will collaborate with the HRD Council Secretariat on matters related to monitoring the implementation of the HRD strategy; with the Department of Economic Development and Tourism on provincial scarce and critical skills management; with the respective departments in Provincial Administration on capacity development in government; with the Department of Labour on labour exchanges and the Department of Education on school to work transition; and with the respective departments and SETAs on learnership and internship coordination and management. The activities of the project will not be completely separated from the routine work of the academy. The reason being that the academy is already involved in most of the activities to be undertaken by the project. It is envisioned, however, that the project will function as a separate project within the academy with representatives of the associated units assigned to the project. The resources allocated to the project will be used to strengthen the basic operations in the associated unit in the academy and it will be used to build the essential systems and processes which are needed to strengthen basic operations in that specific area of focus. The project is seen as a short-term support mechanism to undertake a new body of essential and developmental responsibilities which current staff of PSTA will not generally have the time to pursue. In the medium to long term, the activities of the project will be handed over or transferred to an associated unit within PSTA. The restructuring of PSTA, therefore, must be aligned with the new set of activities that each unit is envisioned to assume when the project to programme transition takes place. The PSTA, in the short to medium term, may need a deputy director for projects.

Sustainability Considerations:

The work to be undertaken by the project will eventually become the core responsibilities of PSTA in a set of slightly restructured organizational arrangements. Preparations must therefore be made to ensure that the project-to-programme transition is effectively done. Some of the recommendations in this regard are as follows:

- The project must be accommodated in the planning, budgeting and reporting protocols of the PSTA, and must collaborate with the associated units in these processes.
- It is essential to begin to build the capacity of staff in the associated units so that they can, in the long term, assume and undertake the responsibilities to be transferred.
- Although resources for each must be kept distinctly separate, it will be essential to streamline and articulate the project and programme activities so that both grow and evolve together and not veer off as separate activities.
- Project-to-programme transfer must be done on an incremental basis over a designated period.
- To the extent possible, extra staff associated with the project must be absorbed within the programme and the routine programming activities of PSTA.

Related Programmes:

PSTA currently run programmes that are related to each of the areas of its core responsibility under the project. It will be necessary to use these programmes as the platform for initiating a comprehensive project focus in the area, and, eventually as the core of an expanded programme are at the academy.

Project Title: Sector Development and Coordination Project

Project Description:

The HRD strategy proposes a sectoral approach to economic development and job creation, and it proposes that all skills development and entrepreneurial initiatives be planned and managed with both a sectoral and geographic perspective. In this regard, the purpose of the sector development and coordination project is to enhance our understanding of the circumstances and performance of the respective economic sectors in the Province. In doing so, the primary objective will be to manage initiatives in job creation, entrepreneurial development and skills development so that these could be fully responsive to the needs and priorities of the respective sectors in the respective geographic zones. The project is essentially a coordination project to enable sector development. In this regard, the Department of Economic Development and Tourism will, in collaboration with other stakeholders, facilitate focused capacity development in a network of public and private providers, to promote sectoral research and knowledge development; establish the necessary administrative structures and processes in building a cohesive sector development thrust; coordinate, facilitate and track job creation initiatives; and promote a sectoral approach to entrepreneurial development.

Rationale:

The sector development and coordination project recognizes that each industrial/economic sector is unique, and that each requires focussed attention on the circumstances and dynamics that affect that sector. While there are developmental initiatives that have transversal value to all sectors in the economy, each sector has unique features that may require focussed attention. Targeting research and development initiatives to the respective sectors will, in the long term, accelerate the development and performance of the respective sector.

Purpose:

The purpose of the project is to enhance our understanding of the respective sectors, and to develop structures and initiatives that will be responsive to the needs, circumstances and dynamics of the respective sectors.

Objectives:

The specific objectives of the project are as follows:

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- To ensure that structures and processes are in place to effectively mobilize available resources to develop skills and technical capacity in response to the development needs and priorities of the respective economic sectors.
- To conduct ongoing research and to manage available information so that our knowledge base on the respective sectors is enhanced thus enabling us to be more responsive to sectoral needs and priorities.
- To establish administrative structures and processes which will ensure effective monitoring and management of sector development initiatives.
- To establish an avenue through which job creation and employment initiatives could adopt a sectoral focus.
- To establish a foundation that will enable entrepreneurial development policy, programmes and processes to adopt a sectoral focus and contribute to the transformation of the economy as a whole.

Key Activities:

Capacity Development

Capacity development refers to sectorally-focussed and targeted skills development as a critical component of sector development. The initiative here is to ensure that TVET and HE institutions adopt programming priorities that are responsive to the circumstances, needs and priorities of the respective economic sectors. The focus here, also, is to ensure that sectorally-specific public-private partnerships are developed in order to facilitate skills development.

Sector Research and Information Management

The focus here is on knowledge development in each sector, and on the conduct of research and collection of information which will contribute to a more indepth understanding of the circumstances, opportunities and performance of each sector. A sector research and information management programme is seen as essential.

Administrative Structures and Processes

This project will also establish and manage the administrative processes in sustaining a sector focus in development. This administration will involve policy, planning, structuring institutional arrangements and facilitating collaboration and networking in the respective sectors.

Job Creation Management

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Job creation dynamics is largely sector-specific. This project will monitor job creation initiatives in the sector, and it will recommend job creation options based on more indepth understanding of the dynamics of the sector. One of the areas of focus will be the management of scarce and critical skills.

Foundations for entrepreneurial Development

The foundations for entrepreneurship must also be sector specific, as the Province seeks to expand the entrepreneurial opportunities that are available in each sector. The objective here is that of transforming the structural profile of each sector with the entry of new players into the sector. The project will seek to facilitate this sector transformation through policy and through programming initiatives.

Administration and Coordination Considerations:

This project will be anchored in the Department of Economic Development and Tourism, but will involve a variety of stakeholders in the process of sector development. In this regard, key representatives of the sector are critical participants in the project structure. It is envisaged that the project will have industry partners and advisory committees made up of industry representatives in each sector. It is also envisaged that each sector will have both public and private stakeholders in collaborative networks for delivery.

Sustainability Considerations:

In order to enhance sustainability, the Department of Economic Development and Tourism should expand its sectoral focus and should ensure that structures and resources are in place for research, networking and establishing collaborative structures for the respective sectors. In the medium term, quarterly publications could be produced on the status, performance and needs of the respective sectors. Such publications could strengthen collaborative responses.

Related Programmes:

The Department of Economic Development and Tourism already has a strong sectoral focus in its research programming, and the department already has coordinators for particular sectors. An assessment must be made of other sources of sectoral information. For instance, the Department of Trade and Industry has a sectoral focus, has sector coordinators, and conducts ongoing research on particular economic sectors. The information produced by the Department of Trade and Industry is helpful in developing an understanding of the circumstances that affect the performance of the respective sectors. Within the Province, particular departments and functions in Provincial

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Administration will be able to contribute to sectoral analyses – Department of Transport, for instance.

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Project Title: Entrepreneurial Development Project

Project Description:

The entrepreneurial development project is intended to streamline and support efforts that are intended to build a vibrant body of new entrepreneurs in the Province in an effort to transform the structure of the economy. The focus here is on building talent for business ownership and leadership at all levels, SMEs as well as large corporations and business entities. In doing so, the project will focus on: capacity development through entrepreneurial education; research and information management; planning and strategy development; public-private partnerships and delivery and support networks; and entrepreneurial support programmes in terms of the efforts that are undertaken to ensure the success of new business owners.

Rationale:

Entrepreneurial development is intended to stimulate growth in employment opportunities, expand possibilities for productive engagement in the economy for youth, and among others, to alter and transform the structure of some of the key economic sectors. This restructuring of the economic profile of the key economic sectors is intended to introduce new players in these sectors to create room for downstream economic activities and to foster geographic dispersion of economic opportunities. One approach to stimulating the economy and to creating employment opportunities is by accelerating the pace of entrepreneurial development and creating opportunities for new entrants in the economy. The project is intended to facilitate this process of transformation by streamlining efforts and by focussing activities in the development of those sectors that have the most promise for employment, restructuring and enhanced performance.

Purpose:

The purpose of the project is to streamline and support efforts to build a vibrant body of new entrepreneurs in the Province that will: transform the economic profile and structure of industrial sectors; create opportunities for youth; stimulate job creation and employment; and enhance the performance of the economy, overall.

Objectives:

- To enhance and expand entrepreneurial education at all levels in the Province.
- To stimulate knowledge development and the relevance and responsiveness of initiatives through research and information management.

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- To develop plans and strategies which will serve as strategic guides, and as the foundation for joint action among stakeholders.
- To encourage, develop and support collaboration and partnerships with the private sector in entrepreneurial development, and in creating entrepreneurial opportunities in the economy.
- To develop, facilitate and implement a cohesive set of support programmes to assist new entrepreneurs to enter and achieve success in the economy.

Key Activities:

Entrepreneurial Education

At the heart of this project is the coordination of a programme of entrepreneurial education. Entrepreneurial education will be undertaken from primary school, through to out-of-school education programmes and into secondary schools and post school education and training. The object is to introduce learners to the concept of entrepreneurship early in their schooling and build on that offering over time. The project will monitor and support development and will assist with making the entrepreneurial curriculum available to all schools.

Research and Information Management

Research and information management will focus on tacking and monitoring developments in entrepreneurial education in the education and training system and in terms of support from the private sector. The project will develop baseline information, and will track and report on progress in entrepreneurial education and training.

Planning and Strategy Development

The project will work with the Department of Economic Development and Tourism to develop strategies and plans for entrepreneurial education and business development support in each sector. The project will also work with the Department of Education to develop strategies and plans for the development of entrepreneurial education as part of the curriculum in ordinary schools and in post school education and training.

Public-Private Partnerships

The private sector should be involved in entrepreneurial education in order to reinforce learning with practical experiences in the specific sectors. The project will seek to develop sectoral partners who will provide experiential learning in entrepreneurship.

Entrepreneurial Support Programmes

The project will advocate for, plan and monitor support programmes of entrepreneurial education. Support programmes will include the design of practical school businesses for experiential learning; the facilitation of financial support for emerging entrepreneurs; the operation of a technical advisory service for new entrepreneurs , and, among others, the development of internship opportunities for experiential learning.

Administration and Coordination Considerations:

The project will be anchored in the Department of Economic Development and Tourism(DEDT), and DEDT will work with the private sector and with the Department of Education, the Youth Development Chief Directorate in OTP and with TVET Colleges. The object will be to articulate and streamline services in entrepreneurial education and to ensure experiential learning.

Sustainability Considerations:

Sustainable capacity for entrepreneurial development will eventually be the responsibility of the education and training sector, and programmes for out-of-school youth that are undertaken by various departments – OTP, Social Development. These programmes must, on their own authority, maintain linkages with the private sector. In this regard, it will be important to build capacity in education and training institutions so that entrepreneurial development is adopted as part of their ongoing curriculum. In the long term, the Department of Economic Development and Tourism will only take responsibility for sectoral liaison to offer experiential learning programmes.

Related Programmes:

It is difficult to catalogue the wide variety of programmes to facilitate entrepreneurship. Most TVETs and some high schools have some form of programming for entrepreneurial development; and, increasingly, an entrepreneurial component is added to programmes of training for out of school youth. These programmes, however, are fragmented, and there is no set standard that governs their content.

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Project Title: District Development and Coordination Project

Project Description:

The bedrock of HRD delivery, and the foundation for the effective preparation and utilization of human resources Provincially is at district level. Similar to the differences between economic sectors, districts are different in their resource base, their local circumstances and their development priorities. The aim of this project is to put in place the structures, facilities and processes for each district to effectively plan, manage and create opportunities for the human resources in its geographic area. What the project seeks to do, therefore, is to deepen and strengthen HRD structures and processes at the local level, and to improve education, training and employment opportunities for youth in these areas. The project is anchored in COGTA as a strategy to facilitate the institutionalization of HRD in IDP processes, and as an avenue through which information and support could be easily facilitated. This project has 4 key areas of action: planning and strategy; research and information management; the establishment of administrative structures and processes; and capacity development.

Rationale:

If a spatial approach to HRD delivery is to be effectively implemented, then each district and local municipality becomes a focal area for planning and development. The rationale for this project is the need to coordinate and streamline district development in HRD so that there is a cohesive and articulated effort that is consistent with the provincial strategy and framework for HRD. The development of each district in line with their local resource base and development priorities will eventually contribute to the development of the Province, overall, in line with provincial developmental priorities.

Purpose:

The purpose of the project is to establish the structures, facilities and processes that will enable each district to effectively plan for and create opportunities to maximize the development and use of its human resources.

Objectives:

- To facilitate and monitor the preparation of HRD strategies and plans for strengthening and streamlining HRD at the local level.
- To establish the necessary administrative structures and processes, support the required mechanisms and initiatives that will strengthen HRD at the local level.

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- To provide a rich base of information which will support responsive planning and the delivery of relevant HRD services.
- To facilitate and promote capacity development and enhance the local capabilities and opportunities for development.

Key Activities:

Planning and Strategy

The first focus of the project is the availability of HRD plans and strategies in the respective districts as essential instruments for guiding development. The intent of such documents is to align local plans and strategies with the provisions and requirements in the Provincial HRD framework, and with local priorities reflected in the Districts IDP.

Administrative Structures and Processes

Each district will establish its own administrative structure for developing and implementing its HRD plan. However, a few basic requirements are recommended. The first is the establishment of an HRD taskforce that brings together key stakeholders. Among the key stakeholders will be the Department of Education in the district; the local TVET College and the municipal administration. In addition, the structure should accommodate HRD planning as part of the process for the development of IDPs.

Research and Information Management

If HRD planning and delivery at the local level is to be relevant and responsive, it must be based on local information about the availability and need for skills locally. Ongoing research must be conducted on the supply of skills, and the need for and utilization of local talent. At a more general level, ongoing efforts must be made to assess the extent to which people in the district are well prepared educationally and productively engaged in the society.

Capacity Development

Capacity development here refers to the availability of an array of education and training programmes locally that will meet the needs of the diverse population of youth and adults, as defined in the municipality's IDP. The intent here is ensuring the availability of education and training opportunities for all, and ensuring that such opportunities are responsive to the development needs locally.

Administration and Coordination Considerations:

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The District Development and Coordination project will be anchored in COGTA for guidance and coordination provincially, but will be executed in each district and local municipality. The HRD plan will be developed by the district and local municipalities in collaboration with local stakeholders – public and private. HRD will be a multi agency responsibility. The manner in which responsibilities will be shared will be determined locally. COGTA will assume reporting responsibilities to the HRD Council.

Sustainability Considerations:

In the long term, it is anticipated that COGTA will have a unit which coordinates the preparation of HRD plans as part of the IDP process. Each municipality will continue to develop and update their HRD plans over time. In this respect, it is essential to build local capacity for plan development and implementation. Training and mentoring of local officials in HRD is essential.

Related Programmes:

The HRD planning process is related to the IDP process. It is essential to note, however, that some districts have already made significant progress in advancing their HRD planning and management. Some have conducted sector surveys of businesses in the area, others have established a wide range of training programmes for youth, and others have initiated multi-agency collaboration in planning for HRD. It is essential that existing efforts locally be accommodated in future planning and implementation.

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Project Title: HRD Governance Project

Project Description:

The project seeks to set in place the governance structures and processes which will enable the effective coordination and management of HRD in the Province. The purpose of the project, therefore, is to determine the structural, administrative and policy requirements for the governance of HRD, and to develop the essential infrastructure for ensuring that HRD meets and reports on the strategic provisions and targets outlined in the provincial framework for HRD. The recommendation of the HRD Strategy on Governance has 3 components: the establishment of an HRD Council; the designation of anchor departments and units in Provincial Administration for rolling out particular aspects of HRD delivery; and the recommendation of structures and requirements for the delivery of HRD locally. These three areas of focus constitute the essential goals of HRD Governance in the Province.

Rationale:

HRD in the Province is institutionally fragmented. In spite of this fragmentation, the Province has significant potential in HRD because of its range of programmes, the quality of most of its educational institutions, its array of exemplary practices, the presence of provincial coordination structures and, among others, a growing tradition of information-based decisions. It is necessary, therefore, to take advantage of the potential of its divergent structures and streamline the governance and management of HRD. A streamlined and accountable structure for HRD will enhance the effectiveness and efficiency of HRD delivery.

Purpose:

The purpose of the HRD Governance project is to establish the governance infrastructure for a streamlined, accountable and responsive HRD in the Province.

Objectives:

- To consolidate the anchor of HRD responsibilities in appropriate departments of Provincial Administration
- To promote geographic responsiveness to development needs through district-based planning coordination and delivery of HRD

Key Activities:

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Anchor Responsibilities in HRD

In order to organizationally streamline HRD in the Province, it is recommended that particular aspects of HRD delivery must have an anchor department in Provincial Administration which will take responsibility for the provincial coordination of education and training programmes within its jurisdiction. In this respect, it is recommended that the PSTA coordinates public service training; the DoE coordinates primary and secondary schooling; the Chief Directorate for Youth Development in OTP coordinates youth development programmes; and provincially based joint taskforces coordinate higher education and TVET programmes. The project will seek to facilitate the development of this structure and will, in collaboration with the respective stakeholders, define responsibilities and develop a set of protocols and agreements for operation.

Geographic Management

Geographic management refers to the work to be undertaken in districts, as an extension of the provincial apparatus, to plan, develop and roll out relevant and responsive HRD programmes.

Administration and Coordination Considerations:

The HRD governance project will be anchored in PSTA, and a programme of work will be undertaken in collaboration with the respective departments and stakeholders.

Sustainability Considerations:

Eventually, the work of the project staff will be undertaken by the Secretariat of the HRD Council. In this regard, PSTA must work with the staff of the Secretariat in order to transfer skills and build capacity.

Related Programmes:

Not applicable

Project Title: Higher Education Partnership Development Project

Project Description:

The Higher Education Partnership project is a consolidated set of activities that is intended to enhance the service, support and responsiveness of Higher Education Institutions to the needs and priorities of the Province. The project is a partnership project from three perspectives: partnership with Provincial Administration; partnership with the private sector; and partnership and collaboration between universities so that they can jointly serve the development needs of the Province. The partnership with Provincial Administration seeks to maximize the contribution of the university as a knowledge centre, to the operational needs of Provincial Administration; and it seeks to maximize the contribution of Provincial Administration as a practical environment for training and internship experiences for students. Partnership with the private sector is intended to enhance creativity and innovation in the Province through a productive research agenda in partnership with the various business sectors and key industrial entities in the Province. Inter-institutional partnership between universities is intended to consolidate, streamline and expand the collective effort of universities to serve the wide array of education and training needs of the Province. In serving such needs, institutions will be responsive to: the needs, characteristics and circumstances of people in the Province; the imperatives imposed by a diverse and expansive geography; the current and emerging priorities of the various economic sectors; and the scope, capacity and effectiveness of the Province's schools. In essence, the project will be anchored at one of the institutions of higher education; it will be governed through a joint taskforce constituted of representatives of the Province's HEIs; and, it will undertake a project mandate for which all institutions will assume collective responsibility, and to which each institution will contribute according to its comparative advantage and according to the obligations it makes to the collective. In the long term, the work of the taskforce will be integrated into the established structure for collaboration between HEIs in the Province.

Rationale:

The rationale for this project is the advantage to be gained through productive inter-institutional partnerships among HEIs. Each will benefit from the advantages contributed by the other, and all will benefit from fully exploiting the potential of higher education as a knowledge centre in the province.

Purpose:

The purpose of the project is to develop, consolidate and formalize structures through which higher education institutions of the Province can collectively contribute to the

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development needs and priorities of the Province, its people, its economy, and the various departments of Provincial Administration.

Objectives:

To develop policy and incentive schemes for enhancing university collaboration and partnerships

To increase research funding and support to universities in the province in building centres for innovation at the respective institutions

To increase the production of senior professionals, scientists and academics

To enhance the role of the university in supporting the various economic sectors and enhancing economic performance in these sectors

To extend the reach and relevance of university programming so that people throughout the province have convenient access to and support for higher education programmes

Key Activities:

Policy and Incentives

Here it is anticipated that policy incentives will be instituted in the Province to maximize the contribution of the university to the development needs of the Province.

Research Funding

Initiatives will be made to significantly increase research funding of the university. Those may include funding from the private sector, from government, from international donors and from private benefactors. The project will assist in combining resources and expertise for the mobilization of funds.

Production of Senior Professionals, Scientists and Academics

The project will assist in increasing the throughput of talented students into PhD programmes, research associateships and lecturers. This process will begin as early as elementary and high schools by implementing special programmes at the university for gifted learners.

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Sector Support

Efforts will be made to ensure that the university, through partnerships, engage in particular economic sectors.

Expanded Reach and Relevance

Efforts must be made to that HEIs can expand their intake and extent their reach and services so that higher education programmes can be closer to the geographic areas in which learners reside. In this regard the idea of satellite campuses, distance education and joint programming with other institutions can be explored. The project will establish a framework within which this can be made possible.

Administration and Coordination Considerations:

The project will be anchored at one of the institutions of higher education and will operate as an inter-institutional programme of action.

Sustainability Considerations:

The functions and responsibilities of the project will eventually be absorbed into the provincial structure for collaboration between universities.

Related Programmes:

In each of the areas of proposed activity, some work is currently being undertaken at the HEIs in the Province.

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Project Title: TVET College Improvement Project

Project Description:

The purpose of the project is to enhance the performance and programmatic relevance of TVET colleges as the hub for skills and artisan development in the province. The project is conceived as a self-initiated and self-managed programme of action, where TVET college leaders, in partnership, tap into their internal resources and their external resource base in order to enhance their collective capacity to respond to the development needs of the Province. The project is founded upon four key assumptions as follows:

- Collectively, the talent represented in TVET colleges constitutes a significant resource that can contribute to the development of the institution.
- Each college has its own external resource base in terms of: technical experts; industry partners; inter-governmental collaborative ties; and partnerships with the community for programming outreach programmes of skills development. The collective worth of this resource is more than its worth to each individual institution.
- Colleges must collectively determine their geographic reach, and must work together to have spatial representativity and universal access to education and training. Greater efficiency will be attained if colleges, together, seek to determine how responsibilities will be shared in order to expand access to their programmes.
- TVET colleges can share resources in terms of specialist lecturers (where skills are scarce) and programmatic innovations, among others, in order to extend the value of the overall achievements in the TVET college sector.

On the basis of these assumptions, TVET colleges in the province can enhance their overall performance through structured collaboration. The goal of the project, therefore, is to build a cohesive and high performing college sector through joint and consolidated action between its diverse institutions.

Rationale:

TVET colleges in the Province represent a critical pathway to a better life for most of the province's youth. However, neither learners themselves, nor the Province as a whole, are able to fully benefit from the potential which lies in these colleges. Throughput and success rates are generally low, dropout rates are high and the success of learners in securing employment is limited. Many learners live in communities where they are not able to easily access training, and many learners are not adequately prepared to embark

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on the curriculum offered in colleges. Improving the performance of TVET colleges is a matter of urgency.

Purpose:

The purpose of this project is to enhance the service, performance and programmatic relevance of TVET colleges as the hub for skills and artisan development in the Province.

Objectives:

- To enhance learner performance and success.
- To build strong partnerships with business and industry in order to enhance the quality and relevance of programming.
- To strengthen the institutional performance of colleges individually and collectively.
- To expand and strengthen opportunities for experiential learning in college programming.
- To enhance the responsiveness of course programming in colleges with a focus on provincial priorities and the local relevance of content.
- To establish the TVET college as the hub of skills and artisan development in the respective geographic service areas.
- To expand access to skills and artisan development geographically.
- To build partnerships with social service agencies so that skills development is seen and used as a vehicle through which families can build capacity to support themselves.
- To strengthen entrepreneurial training and education and to build a rich base of new entrepreneurs in the respective geographic area.

Key Activities:

Learner Performance

Improvement in learner performance refers to improvement on the wide range of indicators that serve as benchmarks for tracking the success of learners. Included among these are: progression rates; dropout rates; throughput rates; certification rates; placement rates into employment at the end of training; availability of opportunities for experiential learning; and, among others, the availability of academic support programmes. The project seeks to establish measures and processes which will enhance the performance of learners. Some of these measures will include exemplary practices that are adopted from one of the colleges in the collective.

Partnerships with Industry

Exemplary practice in some of the colleges in the Province has confirmed that programmatic and well-managed partnerships with the private sector and with other employment establishments significantly increases the quality of training, the relevance of programme content and the success of learners in obtaining employment after completing their programmes. The project will seek to strengthen industry partnerships in all colleges through the adoption of standard approaches and through joint training programmes for staff.

Institutional Performance

Institutional performance refers to the effectiveness with which the college is managed. DHET has developed an instrument with set performance standards which is used as part of a monitoring and evaluation system for TVET colleges. The project will seek to ensure that all colleges are able to reach and exceed the performance standards established. These performance standards include a wide range of measures that cover all the functions and activities at the college.

Experiential Opportunities

Experiential learning is a compulsory aspect of preparing learners in TVET colleges. Because of the unavailability of opportunities for placement into firms, many learners are unable to complete their programmes of training. In many cases, learners are unable to graduate and in some cases, the quality of experiential learning is inadequate. The project will adopt and roll out measures to promote experiential learning.

Responsiveness in Course Programming

Responsive course programming refers to the extent to which programmes at the college are responsive to national, provincial or local development priorities. Here, it is expected that the TVET colleges offer courses in response to the NGP and the PSEDS among others, and in response to a variety of emerging needs in the economy. The project will collaboratively and collegially assess responsiveness, and it will create a framework for sharing responsibilities so that, in sum, the TVET sector will be responsive to the needs which exist.

TVET as a Hub

Establishing the TVET sector as the hub for skills and artisan development seeks to build the TVET college in each geographic area as the hub for skills development. As the hub

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of skills development, the college will nurture a programmatic bond with a wide variety of programming options at the local level. This will enable articulation between programmes, enable the full use of local expertise, and extend options for the diverse array of youth in each local area.

Expanding Access to Skills Development

Expanding access to skills development refers to making TVET programmes more accessible. There are 3 aspects of accessibility:

- Geographic location of college campuses and programmes
- Range of programme options to meet the needs and capacity of youth
- Support facilities at the college that will increase the prospect of learner success

Partnerships with Social Service Agencies

It is possible for TVET colleges to become more socially responsible and responsive. Here the college should seek to promote skills development as an option in building the capacity of families to improve their economic and social circumstances. Here, the college will work in collaboration with social service agencies and programmes to adopt programmes that are suitable and to give preferential access to learners who play critical roles in improving the living conditions of their families.

Entrepreneurial Education and Training

In order to build a new class of business leaders and in order to transform the structure of the economy in particular economic sectors, entrepreneurial education and experiential learning are both critical in the programming of colleges and in the experience of learners. The project will seek to facilitate the development of entrepreneurial expertise locally.

Administration and Coordination Considerations:

This project will be anchored at one of the universities, and it will be governed by a taskforce constituted of representatives of each college. The project will manage its own resources; and will work in collaboration to distribute resources, share technical assistance, and transfer innovative programmes.

Sustainability Considerations:

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Eventually, the project will 'fall away' and each TVET will function on its own having acquired the necessary expertise to guide, direct and manage its own improvement.

Related Programmes:

Each TVET college in the system has some form of benefit to transfer to other colleges. In addition, each local area has a rich tradition of youth development projects that can be embodied within the structures to be set up with TVET as the local hub for skills development programming.