



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

KWAZULU-NATAL PROVINCIAL HUMAN RESOURCE DEVELOPMENT STRATEGY 2018 – 2045

PURPOSE AND EXPECTED OUTCOMES

NATIONAL DEVELOPMENT PLAN 2030

**Our future -
make it work**



KwaZulu-Natal
Human Resource Development Council



‘A Prosperous Province with a Skilled Population’

PURPOSE OF CONSULTATIONS

To present an overview of the
Draft Provincial Human Resource Development Strategy
for the Province of KwaZulu-Natal to key stakeholders

AIM OF CONSULTATION

To capacitate participants on the a common understanding of the Draft Provincial HRD Strategy:

develop a “Theory of Change” for HRD in the Province;

consider its implications relating to other strategies, processes and plans; and

to deliberate on its implications for the implementation, monitoring and evaluation.

OBJECTIVES OF CONSULTATION

- To align the provincial HRD strategy to the spatial, social and economic context to be responsive to the challenges facing each district impacting on development of human resource and the productive engagement of people.
- To strengthen integration through cooperation, coordination and articulation from early childhood development, to general education, to post school education and training right through to industry on HRD issues.
- To ensure strategic goals and objectives proposed in the Draft Provincial HRD Strategy take into consideration the context and needs of each District.
- Identify relevant interventions to improve the development of people for each district.
- To solicit recommendations on the implementation of the Provincial HRD Strategy at District Level.
- To agree on the monitoring and evaluation framework for the implementation of the Provincial HRD Plan and the District HRD Plans

== EXPECTED OUTCOMES ==

REVIEW RELEVANT SECTION OF PHRDS: NARRATIVE FOR STRATEGIC OBJECTIVES

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

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

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

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

ECD &
STEM TTT

REVIEW THE
NARRATIVE

REVIEW RELEVANT SECTION OF PHRDS: INTERVENTIONS

INTERVENTIONS

Strategic Objective 1.1 Interventions:

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

WHAT NEEDS TO CHANGE?

- Still work-in-progress and relevant? **KEEP**
- All actions taken and closed out? **DELETE?**
- Gap identified and a new intervention needed? **ADD NEW?**
- New information indicating a need for new intervention? **ADD NEW?**

REVIEW RELEVANT SECTION OF PHRDS: INTERVENTIONS

Interventions: Activities

1. **Reducing infant mortality and congenital diseases**
 - (i) Comprehensive infant mortality intervention programme in areas where infant mortality is excessively high
 - (ii) Expansion of pre-natal care targeted at the poor and high risk populations
 - (iii) Educational programme for pregnant mothers, - targeting poor communities and high risk populations.

WHAT NEEDS TO CHANGE?

- Review and **update** narrative for current activities
- Provide **new narrative** for proposed new activities

REVIEW RELEVANT SECTION OF PHRDS: INDICATORS

INDICATORS

Strategic Objective 1.1 Indicators:

- a) Number of registered ECD centres with stimulative educational programmes that meet minimum standards
- b) Number of 0 – 4-year-old enrolled in structured stimulative educational centres
- c) Number of grade R practitioners with NQF level 6 according to the national norms of the new programmes and guidelines
- d) % grade R learners with access to quality readers in class

1. CONFIRM INDICATORS
2. ADD NEW INDICATOR
3. PROPOSE AMENDMENTS BASED
ON WELL MOTIVATED REASONS

REVIEW RELEVANT SECTION OF PHRDS: MONITORING TABLES

No	STRATEGIC OBJECTIVE	No	Strategic Objective Indicators	Baseline (2010)	Baseline (2015)	TARGETS						SOURCE	REPORTING
						2020	2025	2030	2035	2040	2045		
1.1	Improve early childhood development to give children a flying start	1.1.1	Number of registered ECD centres with stimulative educational programmes that meet minimum standards	Not established	2 079 (2014)	3080	3630	4300	TBD	TBD	TBD	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	TBD	TBD	TBD	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	TBD	TBD	TBD	KZN Department of Education	Annual

WHAT NEEDS TO BE REVIEWED?

- All the “TBD’s” and populate the targets especially for 2020

LETS ALL PARTICIPATE IN CREATING A SKILLS POPULATION

J.U.I.C.E.

Join Us In Creating Excitement