



KZN HUMAN RESOURCE DEVELOPMENT COUNCIL

INSTITUTIONAL FRAMEWORK FOR STREAMLINING HRD

CRITICAL POINTS OF COORDINATION

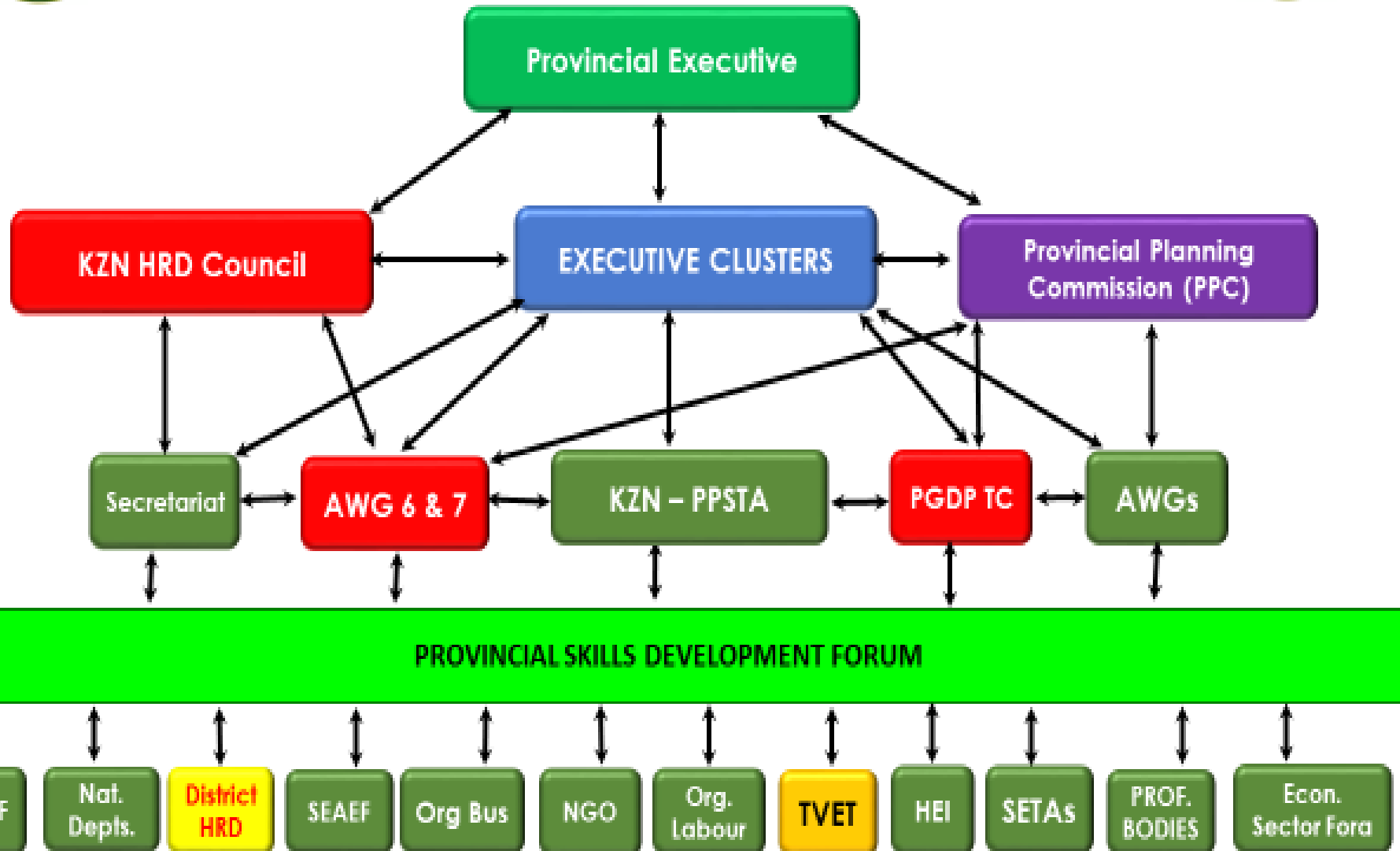
F.M.A. SAFLA
CD: KZN PPSTA

PURPOSE OF PRESENTATION

To inform stakeholders of the KwaZulu-Natal Human Resource Development Council (KZN HRDC) of the initiatives, interventions and activities to establish critical points of co-ordination and development activities



HRD INSTITUTIONAL FRAMEWORK 2015 - 2045



1

KZN HRD COUNCIL

CABINECT RESOLUTION – KZN HRDC

- On 19 September 2012 Cabinet in terms of Cabinet Resolution no. 311 of 19 September 2012 approved the Establishment of the KwaZulu-Natal Human Resource Development Council

COMPOSITION OF THE KZN HRDC

- Provincial Government
- Department of Higher Education and Training
- Department of Labour
- KZN Planning Commission
- Organised Labour
- Organised business
- National Inter-SETA Forum
- Provincial Inter-SETA Forum
- Vice Chancellors of provincially located HEI's,
- Rector representing FET colleges
- Private Further and higher Education Institutions through APPED
- Civil society
- Professional Bodies

ROLE OF THE KZN HRDC

- Advise the Provincial Government (Provincial Cabinet through the HRD Council Chairperson and Chairperson of the Planning Commission) on HRD related matters.
- Endorse and coordinate the development, review and implementation of the Provincial Human Resource Development Strategy.
- Identify bottlenecks (institutional, organizational, financial, etc.) to ensure the optimal functioning of the KwaZulu-Natal HRD system.
- Provide a platform for dialogue and strategic partnerships on matters related to HRD
- Define and co-ordinate implementation of a research agenda around HRD and facilitate resourcing of identified priority interventions.

ROLE OF KZN HRDC CONTINUED

- Mobilise and leverage for technical and financial resources in support of government as well as business to implement prioritised interventions.
- Provide coordination and implementation mechanisms for Council resolutions. Oversee the development and implementation of suitable monitoring and evaluation tools to ensure sustainability of implemented priority interventions.
- Promote functional integration between Government Departments and across spheres of government with respect to a holistic and comprehensive approach to HRD.
- Recommend approval of the Provincial Skills Development Plan

KZN HRDC PRIORITIES 2015 -2019

- Early Childhood Development (ECD)
- Science, Technology, Engineering and Maths Education (STEM)
- Expanding Vocational Education and Technical Skills
- Developing Knowledge Economy and Innovation
- Focused skills development for Youth, Women and People with Disabilities
- Building the capacity of the state
- Continuing and Worker Education

2

PGDP AWG 6 & 7

RATIONALE FOR THE AWG

The success of the PGDP rests to a large extent on having an institutional framework which:

- Promotes an action-oriented approach to the objectives and interventions of the PGDP
- Promotes the involvement of all the social partners and relevant stakeholders, and not just Government
- Sets clear parameters and lines of accountability for each area of work in the plan
- Brings high levels of integration in action planning for interventions across the objective areas
- Leverages existing capacity within the public sector, private sector and civil society in both planning and implementation across all strategic objective areas
- Discourages duplication of efforts in the public and private sectors and promotes appropriate sharing of intellectual and capacity resources.
- The PGDP is not a plan only for Government

COMPOSITION OF THE AWGs

- The membership of an AWG comprises of the departments and agencies which have a role to play in the implementation of the particular strategic objective (SO) as well as representatives from organised business, labour and civil society.

ROLE OF THE AWGs

- The implementation and refinement of the PGDP has been institutionalised through the system or structure of Action Work Groups.
- These PGDP Action Work Groups (AWGs), of which there are 18, have been set up to take responsibility for the implementation and reporting of the various Strategic Objectives (SO) of the PGDP, as well as to provide input to the annual refinement of the PGDP.
- They operate across government departments and promote collaborative planning, resource allocation, implementation and reporting.
- The 30 strategic objectives (SO) of the PGDP have been assigned to the AWGs.

FUNCTION OF THE AWG 6

SO 2.1: Improve ECD, Primary and Secondary Education

INTERVENTIONS:

- (a) Ensure the delivery of professional management and relevant teacher development programmes
- (b) Efficient data collection to track learner progress and enhance retention
- (c) Improving school infrastructure
- (d) Promoting the use of new technologies
- (e) Enhance technical and vocational education

FUNCTION OF THE AWG 7

SO 2.2: Support skills alignment to economic growth

INTERVENTIONS:

- (a) Develop human resource development plans for lead economic sectors per district municipality based on skills demand and implement in partnership with post-school institutions
- (b) Massively expand the enrolment of youth in TVET College programmes and in other post-school training institutions focusing on artisan development
- (c) Ensure and appropriate “programme and qualification mix” at universities, and promote qualifications in key areas to promote the production of professionals
- (d) Data-base of graduates for employers to access
- (e) Ensure partnerships between TVETs, HEIs, SETAs and Industry
- (f) Encouraging development of women professional and technical graduates, and people with disabilities

FUNCTION OF THE AWG 7

SO 2.3: Enhance youth skills development and life-long learning

INTERVENTIONS:

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

3

KZN PROVINCIAL SKILLS DEVELOPMENT FORUM (PSDF)

MANDATE OF THE PSDF

- Established in terms of the Skills Development Act, Act 97 of 1998 as amended:
- ***as an institutional mechanism for achieving the purpose of the skills development to develop the skills of the South African workforce; to increase the levels of investment in education and training in the labour market and to improve the return on that investment; to encourage employers to use the workplace as an active learning environment; to encourage workers to participate in learning programmes; to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education; to ensure the quality of learning in and for the workplace;***
- Chapter 1, section 2 - subsection 2 (x)

COMPOSITION OF THE PSDF

- KZN Office of the Premier
- National Skills Authority
- National Skills Fund
- National Artisan Moderation Body
- Public and Private TVET College
- Provincial Administration
- Department of Labour
- Organised Labour
- Organised business
- Inter-SETA Forum
- Public and Private Higher Education Institutions
- Community Organisation involved in skills development
- Professional Bodies
- Employers Associations

ROLE OF THE PSDF

- To provide an integrated platform to develop and coordinate a Provincial Skills Development Plan;
- To directly address the provincial challenges impacting on the ability to produce skills required by economy;
- To facilitate integrated alignment and coordination of skills development initiatives in the Province of KwaZulu-Natal towards the growth and development path of the Province and country.
- To facilitate an integrated and comprehensive monitoring, reporting and evaluation of skills development;
- To advance the development of a Provincial Vocational and Artisan Development Strategy aligned to the Provincial Growth and Development Strategy;
- To provide credible information and analysis with regard to the supply and demand for skills; and
- To bring all three spheres of government, higher education, organised labour and business together to share best practices in skills development.

OBJECTIVES OF THE PSDF

- To provide an integrated platform to develop and coordinate a Provincial Skills Development Master Plan;
- To directly address the provincial challenges impacting on the ability to produce skills required by economy;
- To facilitate integrated alignment and coordination of skills development initiatives in the Province of KwaZulu-Natal towards the growth and development path of the Province and country.
- To facilitate monitoring, reporting and evaluation of skills development;
- To advance the development of a Provincial Vocational and Artisan Development Strategy aligned to the Provincial Growth and Development Strategy;
- To provide credible information and analysis with regard to the supply and demand for skills; and
- To bring all three spheres of government, higher education, organised labour and business together to share best practices in skills development.

FUNCTIONS OF THE PSDF

- Contribute to the development and implementation of the Provincial Skills Development Master Plan (PSDMP).
- Continuously analyse skills demand and develop a Provincial Priority Skills List (PPSL).
- Ensure alignment and integration of skills development interventions with other National, Provincial and Local initiatives in the public and private sector
- Facilitate cooperation and collaboration amongst stakeholders.
- Facilitate integrated and comprehensive reporting on skills development initiatives

4

KZN PROVINCIAL HUMAN RESOURCE DEVELOPMENT FORUM (PHRDF)

COMPOSITION OF THE KZN PHRDF

- Provincial Administration Departmental nominations to the PHRDF shall consist of two officials (i.e. main member and alternate member) from each of the fourteen departments.
- The nominated officials should ideally come from Human Resource Development and could include among others the following:
- Senior Manager in a Department where HRD is headed by a Senior Manager or,
- Deputy Manager in a Department where HRD is headed by a Deputy Manager or,
- Skills Development Facilitator

ROLE OF KZN PHRDF

- To foster coordination of the HRD function within the Provincial Administration.
- To improve compliance with HRD legislation, strategies and prescripts.
- To share best practice with the aim of developing even capacity across the Provincial Administration.
- To serve as a platform where members report progress on agreed HRD indicators.
- To decide on capacity building initiatives which will enhance the effectiveness of HRD personnel and the Provincial Administration at large

5

KZN ENTITIES/AGENCIES/ENTERPRISES FORUM (EAE)

RATIONALE FOR THE EAE HRD FORUM

- **State-Owned Enterprises and Agencies are the key drivers of industrial skills and technology development initiatives**
- **They provide the infrastructure that can unlock jobs in the private sector and in rural areas**
- **They provide skills to the wider economy through their mandate to produce more artisans, technical and other key skills**

COMPOSITION OF THE EAE HRD FORUM

- HRM/D MANAGERS FROM STATE OWNED ENTITIES, AGENCIES AND ENTERPRISES

ROLE OF THE EAE HRD FORUM

- Ensure that the skills and technologies that are produced need to ultimately be relevant in the workplace context.
- Set skills development objectives and coordinate skills development initiatives within their respective industries,
- Ensuring active participation by all key industry players.
- Align skills development programmes within the SOEs with the programmes and objectives of the responsible National Government departments.
- Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum.

6

KZN HRD BUSINESS FORUM (Business)

RATIONALE FOR THE HRD BUSINESS FORUM

- **To nurture and grow the skills of its workforce in order to foster meaningful employment.**
- **To become involved in developmental objectives and sustainable development of the province to help in the fight against poverty.**
- **To open workplaces for practical training**
- **Advise on the curriculum development to ensure alignment education and training is aligned to economic needs**

COMPOSITION OF THE HRD BUSINESS FORUM

- Organised Business (12 District Chambers)
- Employers Associations
- Industry Boards

ROLE OF THE HRD BUSINESS FORUM

- **Co ordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum**
- **Consolidate a skills development quarterly report that reflects business interventions**
- **Ensures increased access to training and skills development opportunities for all employees**
- **Support training institutions by participating in academic boards and occupational teams**

7

KZN HRD LABOUR FORUM (Labour)

RATIONALE FOR THE HRD LABOUR FORUM

- **Organised Labour participates at all three levels of implementation of SDA.**
- **At a strategic level, organised labour forms part of the National Skills Authority that advises DHET on policy and strategy formulation.**
- **At sector level, organized labour participates in the SETAs that design and implement sector specific skills plans.**
- **At company level, labour participates in the formulation of workplace skills plans and reports, which address both company and sector training needs.**
- **Organized labour secures the growth and employability of their members by participating in the various structures**

COMPOSITION OF THE HRD LABOUR FORUM

- Representatives from Labour Federations
- Representatives from register independent labour unions

ROLE OF THE HRD LABOUR FORUM

- **To advise on policy and strategy formulation**
- **Facilitate participation of workers in all relevant skills development activities.**
- **Participate in the formulation of worker education programmes which support sector training needs.**
- **Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum**
- **Consolidate a skills development quarterly report that reflects the situation at provincial level.**

8

**KZN
COMMUNITY/NON-GOVERNMENT ORGANISATION
FORUM
(CBO/NGO)**

RATIONALE FOR THE CBO/NGO HRD FORUM

- **NGOs have strong group organising skills and can effectively organize groups especially the marginalised designated groups**
- **NGOs have the ability to effectively manage either their own resources or creating demand on government services**
- **The group-organizing and human resource development skills of NGOs tend to complement the technical skills and facilities available to government.**

COMPOSITION OF THE CBO/NGO FORUM

Registered community organisations and Non-Governmental Organisations directly involved in Education and Training Sector

ROLE OF THE CBO/NGO FORUM

- **Effectively organise the marginalised designated groups to participate in skills development programmes**
- **Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum**
- **Consolidate a skills development quarterly report that reflects the situation at provincial level.**

9

KZN NATIONAL DEPARTMENTS HRD FORUM (NATs)

RATIONALE FOR THE NATs HRD FORUM

- **National Departments are the key drivers of policy and strategic initiatives**
- **They provide the infrastructure that can unlock jobs in the private sector and in rural areas**
- **They provide skills to the wider economy through their mandate to produce more artisans, technical and other key skills**

COMPOSITION OF THE NATs HRD FORUM

- National Departments with footprint or business interest in the Province

ROLE OF THE NATs HRD FORUM

- **Facilitate and coordinate alignment of skills development to policy imperatives**
- **Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum**
- **Consolidate a skills development quarterly report that reflects the situation at provincial level.**

10

KZN DISTRICT HRD FORUM (DHRDF)

RATIONALE FOR THE DISTRICTS HRD FORUM

- Ensure increased participation in education and training at community level
- Ensure management of demand and supply of skills
- Local government is key in ensuring that interventions respond to the needs of the local economy and local community
- Build partnerships within local stakeholders

COMPOSITION OF THE DISTRICTS HRD FORUM

- Provincial District HRD Forum facilitate and coordinated by COGTA
- Representation by all District and local municipalities
- Sub-Forums for each district; includes training institutions, industry and social partners

ROLE OF THE DISTRICT HRD FORUM

- Facilitate district based management of demand and supply of Skills
- Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum
- Consolidate a skills development quarterly report that reflects the situation at provincial level.

11

**KZN
TECHNICAL VOCATIONAL EDUCATION & TRAINING FORUM
(TVETs)**

RATIONALE FOR THE TVETs FORUM

- **TVETs serves as an interface of national skills development provision**
- **Have a vital role to play to redress opportunity for those denied skills provision in the past**
- **High-level engineering and planning skills for infrastructure development**

COMPOSITION OF THE TVETs FORUMC

- All 9 public TVET Colleges in the Province
- PADSC as a sub-Forum of the TVET College forum
- Private TVET Colleges to participate in the APTP KZN Forum

ROLE OF THE TVETs FORUM

- **Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum**
- **Consolidate a skills development quarterly report that reflects the situation at provincial level.**

12

KZN HIGHER EDUCATION INSTITUTIONS FORUM (HEI)

RATIONALE FOR THE HEI FORUM

Facilitate development and advancement of the knowledge economy and innovation

Strengthen research capabilities of the province

COMPOSITION OF THE HEI FORUM

- All 6 public Higher Education Institutions
- Private HEI to participate in the APTP KZN Forum

ROLE OF THE HEI FORUM

- Ensure research outputs are aligned to the needs of the economy
- Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum
- Consolidate a skills development quarterly report that reflects the situation at provincial level.

13

KZN SETA FORUM

ROLE OF THE SETA FORUM

- Facilitate partnerships between industry, education and training sector
- Coordinate skills demand analysis within sectors
- Coordinate skills development processes by collecting information, supporting, monitoring and reporting to the forum
- Consolidate a skills development quarterly report that reflects the situation at provincial level.

14

KZN ECONOMIC SECTOR FORA (Technical Forum)

PRIORITY ECONOMIC SECTORS FORA

- **Infrastructure – SIPs Skills Committee (SSC)**
- **Agriculture Cluster**
- **Information Technology Forum**
- **Manufacturing and engineering**
- **Aerotropolis Steering Committee**
- **Provincial Maritime Cluster**

ROLE OF THE ECONOMIC SECTOR FORA/CLUSTER

- **Advise Forum on the skills demand for priority sectors**
- **Facilitate skills demand analysis in priority sectors**
- **Ensure alignment of skills development to demand of the priority sectors**

15

CRITICAL POINTS OF COORDINATION

OTP THROUGH PPSTA TO CO-ORDINATE PROVINCIAL HRD AND SKILLS DEVELOPMENT FORA

- Coordination of provincial HRD Council
- Coordination of skills development forum
- Coordinate forums as in the institutional framework
- Facilitate provincial skills planning, monitoring and HRD compliance

DEPT. OF EDUCATION TO COORDINATE GENERAL EDUCATION

- 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 learners
- Expand vocational and technical education and training in ordinary schools
- **Overall policy and quality management of general education**

DEPARTMENT OF HIGHER EDUCATION

- Industry–led TVET as the focal point for all skills development and artisan development;
- All artisan development programmes linked to TVET in the geographic area;
- All SETAs work through TVET in respect to learnerships, apprenticeships and skills programmes;
- All programmes in TVET must have demonstrated industry partnerships;
- Movement toward sector-designated and supported TVET programming

DEPARTMENT OF HIGHER EDUCATION

**TVET sector is a national competence of DHET.
Role of Province must be negotiated.**

- Coordinate higher technical and professional education and training;
- Collaboration with research institutes and industrial research centers;
- Collaboration with professional bodies;
- Collaboration with the network of researchers and innovators in the Province

YOUTH DEVELOPMENT CHIEF DIRECTORATE

- Ensure the provincial unit in OTP strengthen overall coordination of all youth development programmes;
- OTP Youth Development unit to develop programmes and deliver through a network of delivery agents and agencies;
- Coordination of bursaries for the Public Service coordinated through the PPSTA;
- Programming based on established principals;
- Registry and data base of out-of school youth;
- Ongoing research on the status of youth

PUBLIC SERVICE ACADEMY TO COORDINATE PUBLIC SECTOR TRAINING

- HRD strategy for the public service developed and implemented;
- Funding model for PPSTA developed;
- Scarce and critical skills management in the public service coordinated through PPSTA;
- Coordinate and delivery provision of generic, transversal, leadership and management development training;
- Facilitate and coordinate the development of professional and technical skills for the public service;
- Ensure provision of continuing and lifelong learning programmes;
- Coordination of public service internships and learnerships.



THANK YOU
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