PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

KWAZULU-NATAL PROVINCIAL
HUMAN RESOURCE DEVELOPMENT STRATEGY
2018 – 2045

CONSULTATION VERSION

NATIONAL DEVELOPMENT PLAN 2030
Our future - make it work

KwaZulu-Natal
Human Resource Development Council

'A Prosperous Province with a Skilled Population'

Outline of the Presentation

- INTRODUCTION
- SITUATIONAL ANALYSIS: Policy framework related to HRD
- SITUATIONAL ANALYSIS: The Development of People & Supply of Skills
- SITUATIONAL ANALYSIS: Productive Engagement of People
- SITUATIONAL ANALYSIS: KZN labour market scenarios
- SITUATIONAL ANALYSIS: Key findings & Key Issues addressed by strategy
- **PHRDS**: The Provincial HRD Strategic Framework
- **PHRDS**: Goals; Strategic Objectives and Interventions
- **PHRDS**: Implementation and Monitoring Framework
- CONSULTATION PROCESS: Adoption and Approval

INTRODUCTION

Basis for the Situational Analysis Review

State of skills in SA and KZN is a recurring theme.

Three important points emerge as markers in the debate around skills development:

- **First**, that the KZN economy continues to experience a shortage of skills in key economic sectors;
- **Second**, deepening skills shortages; and
- **Third**, demand and supply of skills in KZN is seen as a fundamental pillar to improving employment and productivity:
  - (1) increase productivity in the strategic economic sectors,
  - (2) diversify the economy; and
  - (3) expand employment.

Towards an Implementation Plan for the Provincial Human Resource Development Strategy – Purpose of Review

- Set a long-term (25 year+) vision and direction for human resource development in the province;
- Serve as the overarching strategic framework for human resource development in the entire province aligned to priority economic sectors applying the 80/20 principle (it is not an inventory of all that we will do);
- Provide a social, economic, labour market analysis and spatial context with prioritisation of interventions;
- Guide the activities and resource allocation of the province, other spheres of government, business sectors, organized labour and other role players from civil society that can contribute to development in the province;
- Establish clear institutional arrangements to secure buy-in and ownership,
- Ensure that PHRDS&P recognizes the need for an institutional framework which makes it necessary to achieve alignment and integration across the range of government and civil society stakeholders.
- Ensure that the agreed set of objectives and targets provides a common platform to better leverage budget alignment and resource commitments by departments and other government entities/agencies for greater impact in the province.

Towards an Implementation Plan for the Provincial Human Resource Development Strategy – Objectives

- *Translate the Provincial Human Resource Development Strategy into detailed district HRD implementation plan;*
- *Propose specific milestones that will have to be achieved in priority sectors.*
- *Provides a detailed activity level framework with targets and responsibilities assigned to the appropriate government departments;*
- *Enabling the province to measure its progress in achieving the accepted human resource development initiatives to advance strategic goals for growth and development; and*
- *Should align and inform all local planning and implementation through Departmental HRD Plans, Economic Sector Strategies and Plans, Integrated Development Plans (IDPs) and Service Delivery Plans (SDPs).*

Approach (participation and consultation)

- The PHRDS is governed by the overall labour market and human resource context of the province.
- Affected by a wider national human resource context to which human resource development in KZN must respond.
- Constitutes the baseline of strategic considerations.
- Other considerations to be undertaken:
  - scarce and critical skills in the nation;
  - employment and unemployment patterns;
  - the geographic distribution of available skills;
  - the impact of the HIV and AIDS pandemic on labour force status and projections;
  - the overall inefficiency and inadequacy of the supply pipeline for skills; the inefficiency of skills utilization in organizations; and,
  - the effect of globalization on the availability of skills in the local labour markets, in some sectors.
  - 4th Industrial Revolution
  - Skills Mismatch

PROVINCE-WIDE KZN HRD STRATEGY (2014)

- **GOAL 1: FOUNDATIONAL LEARNING** - the first goal is 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.
- **GOAL 2: TECHNICAL VOCATIONAL AND PROFESSIONAL EDUCATION AND TRAINING** - the focus of Goal 2 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.
- **GOAL 3: SKILLS ALIGNMENT TO ECONOMIC GROWTH** – the alignment of skills to economic growth is a critical feature of the PHRDS, due to its capacity to unlock employment opportunities, and its importance in building a culture of responsibility and responsiveness in developing the appropriate array of skills.
- **GOAL 4: GOVERNANCE AND ADMINISTRATION** – the need 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 in KZN.

SITUATIONAL ANALYSIS

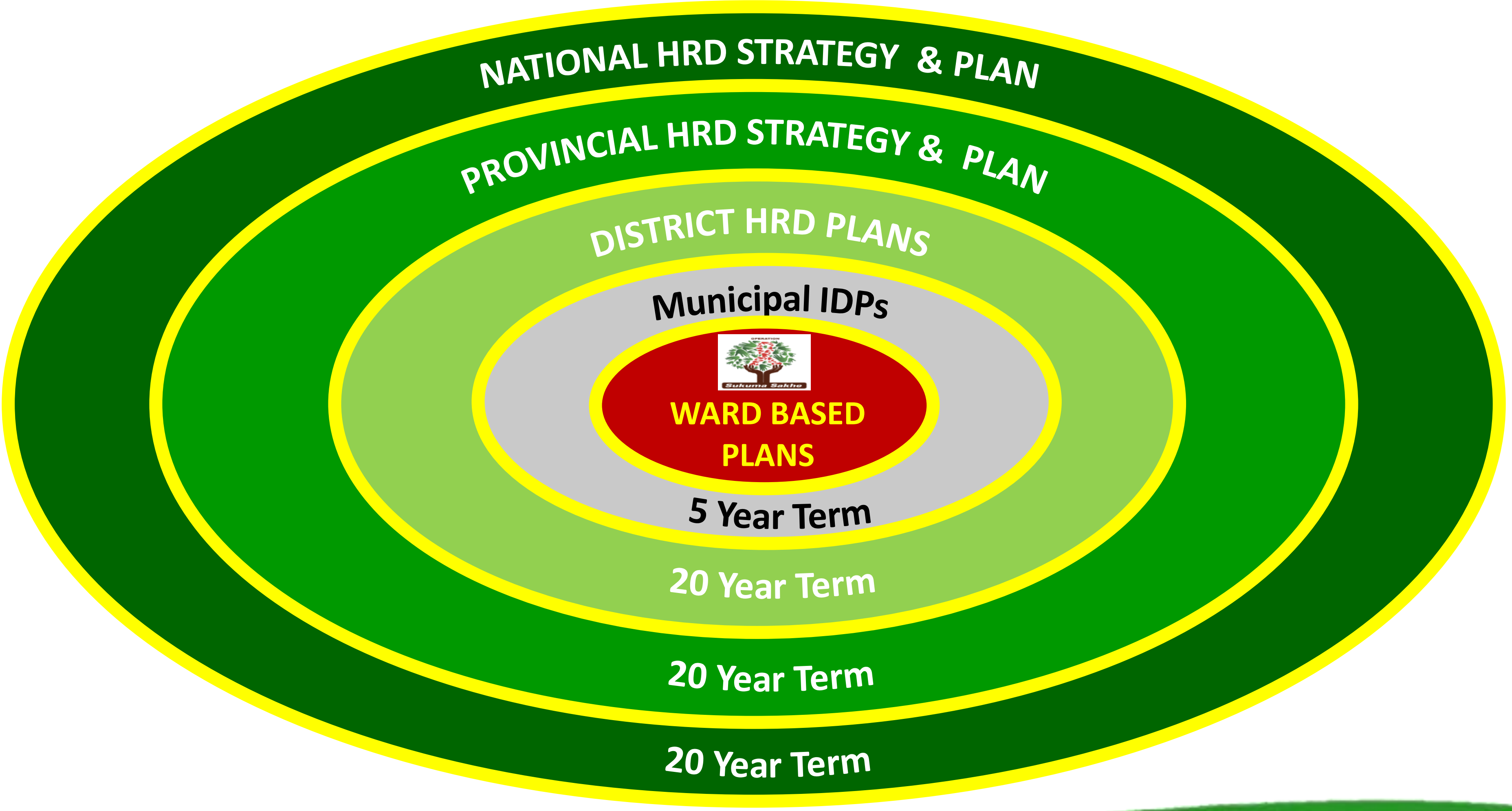
The Analysis includes:

- Section B: Policy Framework related to HRD
- Section C: The Development & Productive Engagement of People
- Section D: Critical Findings and Summary of Key Issues

SECTION B: Policy Review

- New Policy and Interventions 2012-2016.
  - National Development Plan (2012)
  - National Integrated HRD Plan (2014 – 2018)
  - White Paper on Post School Education and Training (2013)
  - KZN Provincial Growth and Development Strategy/Plan
- International and National Case Studies
- Effects of Policy on Supply Stream
- Effects of Policy on the Productive Engagement of People
- Latest developments
  - #FeesMustFall
  - 4th Industrial Revolution.

Alignment of HRD Plans



Key Priorities

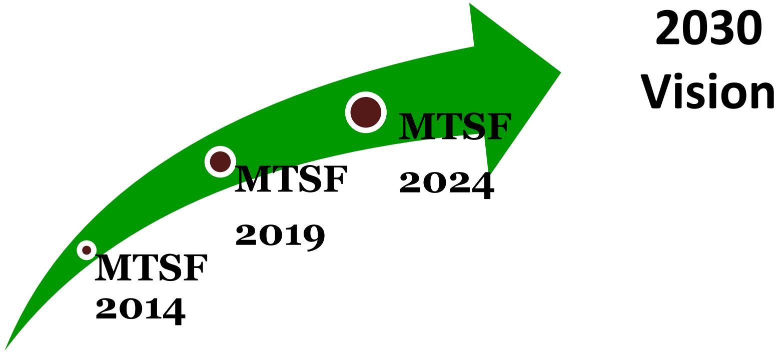
- 14 MTSF Outcomes identified from the NDP, namely:

1. Education
2. Health
3. Safety
4. Employment
5. Skilled work force
6. Economic infrastructure
7. Rural development
8. Human settlements
9. Developmental local government
10. Environmental assets and natural resources
11. Better South Africa
12. Development oriented public service
13. Social protection
14. Transforming society and uniting the country

HRDC

HRDC

HRDC



HRD System

NQF LEVEL	THE HUMAN RESOURCE DEVELOPMENT SYSTEM IN SOUTH AFRICA		
9/10	Higher Education	Research, Innovation, Knowledge Creation	Skills Development System Including Worker Education Training
8	Universities	Universities	
7	TVET & Other Colleges e.g. Agriculture, Nursing etc.	TVET & Other Colleges e.g. Agriculture, Nursing etc.	
5/6			
2-4	FET Phase Schooling Community Colleges and NGOs Employer Training & Worker Education (Grade 10-12)		
1	Senior Phase Schooling (Grade 7-9)		
Intermediate Phase (Grade 4-6)			
Foundational Phase Schooling (Grade 1-3)			
Grade R (Age 5-6)			
Early Childhood Development (Age 0-4)			

STRATEGIC GOALS

HRDC

1. ***Strengthen basic education and foundation programmes in Science, Technology, Engineering, Maths , Languages and Life Orientation/Skills***
2. ***Expanded access to quality post-schooling education and training***
3. ***Production of appropriately skilled people for the economy***
4. ***A Developmental/ capable state with effective and efficient planning and implementation capabilities***
5. ***Improved research and technological innovation outcomes.***

PRIORITIES GUIDED BY ALIGNMENT OF STRATEGIC PLANS

Priorities guiding Operational Plans and Performance Agreements

2014-2019 Medium-Term Strategic Framework

- 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.

New Policy and Interventions 2013-2016

- **National Integrated Early Childhood Development Policy (2015)**
- 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 Sciences Research Council.
- Its long-term goal is that "a full comprehensive age and developmentally stage-appropriate package of quality early childhood development services is available and accessible to all infants and young children and their caregivers" by 2030.
- In order to achieve this, an inter-ministerial committee has been established. 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.

New Policy and Interventions 2013-2016

White Paper on Post School Education and Training (2013)

- The DHET -South African Institute for Vocational and Continuing Education and Training (SAIVCET);
- From 2013, for the first time, the TVET colleges are accountable primarily to the national government rather than to the provinces;
- Furthermore, 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).

NYDA Strategic Plan 2014-2019 (2014)

- 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 evaluations.

Employment Tax Incentive for Youth (2013/14)

- Established in 2014, the tax incentive is hoped to increase demand for youth employees and assist in the school to work transition.

The National Integrated Human Resource Development Plan 2014-2018:

- The NIHRDP identified five strategic outcome-oriented goals:

1. Universal Access to Quality Foundational Learning
2. Expanded Access to the Post-Schooling Education System
3. Capable Public Sector with Effective & Efficient Planning & Implementation Capabilities
4. Production of Appropriately Skilled People for the Economy
5. Improved Technological Innovation & Outcomes

The HRD Council has been established and is functional (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.

New Policy and Interventions 2013-2016

The Action Plan to 2019 – Towards the Realisation of Schooling 2030

- 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.

National Education Collaboration Trust (NECT) (2014)

- 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.
- The NECT is currently working in eight districts, including Pinetown and Uthungulu in KwaZulu-Natal.

New Policy and Interventions 2013-2016

Provincial Growth and Development Strategy (2016)

The goals remain unchanged from the previous 2011 PGDS, however, several objective indicators have changed. 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 these interventions are performance management of educators and counselling and career guidance in all schools.

2. Support skills alignment to economic growth;

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

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

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

INTERNATIONAL AND NATIONAL CASE STUDIES IN ECD

- The HSRC team who developed the Early Childhood Development Strategy visited both Sweden and Chile as best practice examples in the developed and developing world. Their findings are included in the report.
- 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.
- The three most pressing international challenges for ECD are:
  - Addressing inequitable access to preschool;
  - Scaling-up quality ECD programmes (South Africa is used here as an example of how implementing Grade R has had no effect on low-income children and a minor impact on children from all wealth quantiles);
  - Strengthening the ECD workforce.

International and National Case Studies

- In Zanzibar, the government is using radio to reach under-resourced areas in order to implement two years of pre-primary school learning.
- A team at the Hanoi School of Public Health is engaging fathers in parenting in Vietnam, where this is not the cultural norm.
- 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. 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.

International and National Case Studies

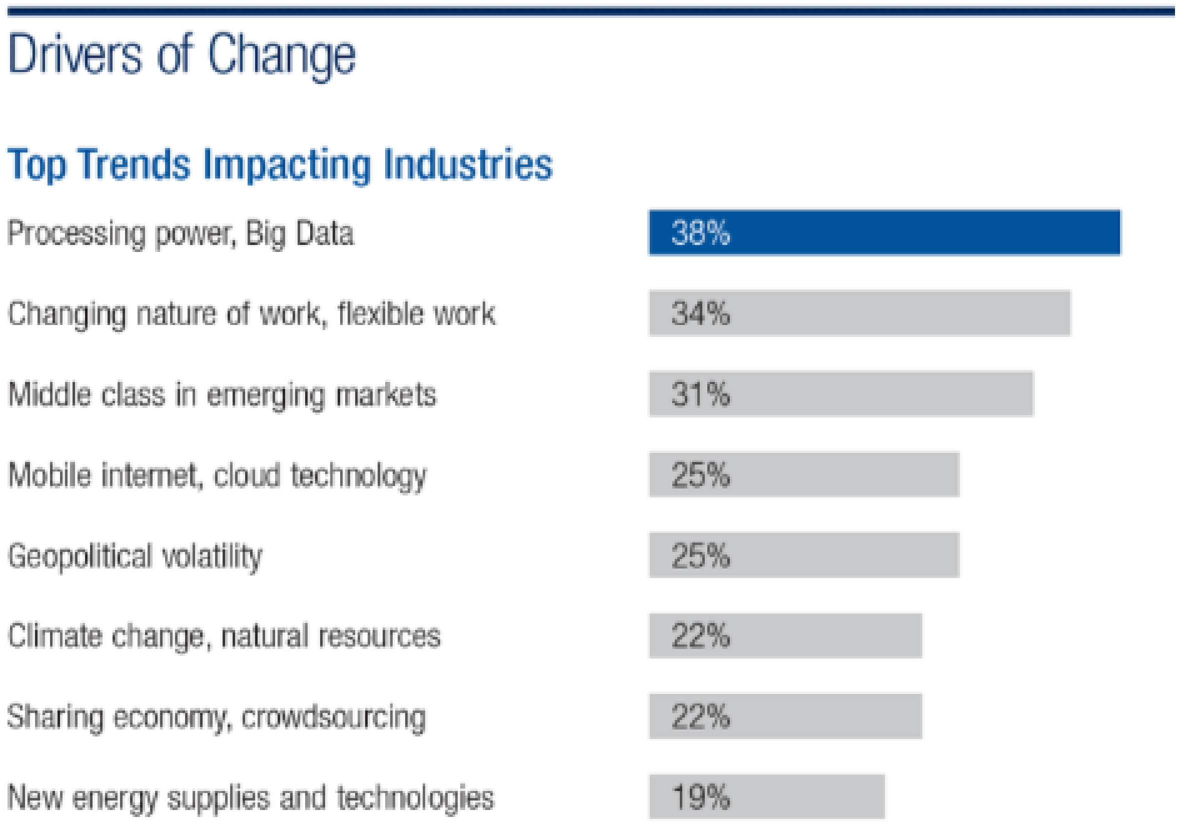
- Gauteng Department of Social Development is implementing a mobile ECD programme. The programme consists of busses which carry high quality ECD tools and curriculum from community to community ensuring the most secluded communities have access. Each bus has its own qualified ECD teacher who conducts lessons for children between the ages of 2 and 6 years old.
- The World Economic Forum, in its Global Information Technology Report 2015, ranked South Africa last in the quality of Mathematics and Science education, and 139th out of 143 countries based on the overall quality of its education system.
- 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).
- Harambee Youth Accelerator Centre in Johannesburg recruits, screens, trains and places first-time youth work-seekers who are marginalized from the existing corporate recruitment networks.

New Developments: Fees Must Fall

- The #FeesMustFall movement started in October 2015 triggered by a 10,5% fee increase at Wits University. The movement rapidly spread across all Universities and continues today. The objective of the movement is to make University access inclusive for students who cannot afford the current fees. There has not been an immediate policy shift resulting from this movement. The following statements have been made this year by government:
  - The President, in his January 8th statement to the nation, announced that government will allocate an additional R4.582 billion funding to NSFAS. In total, the budget that will be administered by NSFAS in 2016 comes to R14, 582 billion;
  - "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%".
  - Furthermore, From R42 billion in the 2015/16 financial year, the Department's budget is set to rise to R55.3 billion in 2018/19. Government has this year provided R1.9 billion of the R2.3 billion shortfall resulting from the subsidization of the 2016 university fee increase.
  - The KZN HRDC established a TTT on Creating an Enabling Environment for Engagement (CEEE) in the KZN PSET

New Developments: 4th Industrial Revolution

- Literature on the fourth industrial revolution shows that the demand for skills globally is being disrupted due to massive leaps in Information Technology, described as "fusion of technologies that is blurring the lines between the physical, digital, and biological spheres".
- Unfortunately, WEF report that in South Africa, more jobs are going to be displaced than created and this impact is already being felt.
- Several African leaders have acknowledged this revolution and the implications for government policy, yet very little literature/thought leadership and no policy exists in South Africa at this time.



Source: World Economic Forum, 2016

4TH INDUSTRIAL REVOLUTION VS THE LABOUR INTENSIVE SECTORS

The PGDP alignment with the NDP and MTSF

14 MTSF OUTCOMES

1. Education
2. Health
3. Safety
4. Employment
5. Skilled work force
6. Economic infrastructure
7. Rural development
8. Human settlements
9. Developmental local government
10. Environmental assets and natural resources
11. Better South Africa
12. Development oriented public service
13. Social protection
14. Transforming society and uniting the country

7 PGDS GOALS

1. Inclusive Growth
2. Human resource development
3. Human and community development
4. Strategic infrastructure
5. Environmental sustainability
6. Policy and governance
7. Spatial equity

30 PGDP OBJECTIVES

1. Unleashing the Agricultural Sector
2. Industrial Development through Trade Investment & Exports
3. Government-led job creation
4. SMME, Entrepreneurial and Youth Development
5. Enhance the Knowledge Economy
6. Early Childhood Development, Primary and Secondary Education
7. Skills alignment to Economic Growth
8. Youth & Adult Skills Dev & Life-Long Learning
9. Poverty Alleviation & Social Welfare
10. Health of Communities and Citizens
11. Sustainable Household Food Security
12. Promote Sustainable Human Settlement
13. Enhance Safety & Security
14. Advance Social Capital
15. Development of Harbours
16. Development of Ports
17. Development of Road & Rail Networks
18. Development of ICT Infrastructure
19. Improve Water Resource Management
20. Develop Energy Production and Supply
21. Productive Use of Land
22. Alternative Energy Generation
23. Manage pressures on Biodiversity
24. Adaptation to Climate Change
25. Policy and Strategy Co-ordination & IGR
26. Building Government Capacity
27. Eradicating Fraud & Corruption
28. Participative Governance
29. Promoting Spatial Concentration
30. Integrated Land Man & Spatial Planning

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KZN PGDS STRATEGIC FRAMEWORK

STRATEGIC GOALS

HRDC

1. JOB CREATION
2. HUMAN RESOURCE DEVELOPMENT
3. HUMAN & COMMUNITY DEVELOPMENT
4. STRATEGIC INFRASTRUCTURE
5. ENVIRONMENTAL SUSTAINABILITY
6. GOVERNANCE AND POLICY
7. SPATIAL EQUITY

KwaZulu-Natal will be a **prosperous** Province with a **healthy, secure and skilled population,** acting as a **gateway to Africa and the World**

Vision 2035

STRATEGIC OBJECTIVES

1. Unleashing the Agricultural Sector
2. Enhance Industrial Development through Trade, Investment & Exports
3. Expansion of Government-led job creation programmes
4. Promoting SMME, Entrepreneurial and Youth Development
5. Enhance the Knowledge Economy

6. Early Childhood Development, Primary and Secondary Education
7. Skills alignment to Economic Growth
8. Youth Skills Development & Life-Long Learning

9. Poverty Alleviation & Social Welfare
10. Enhancing Health of Communities and Citizens
11. Enhance Sustainable Household Food Security
12. Promote Sustainable Human Settlements
13. Enhance Safety & Security
14. Advance Social Capital

15. Development of Harbours
16. Development of Ports
17. Development of Road & Rail Networks
18. Development of ICT Infrastructure
19. Improve Water Resource Management & Supply
20. Develop Energy Production and Supply

21. Increase Productive Use of Land
22. Advance Alternative Energy Generation
23. Manage pressures on Biodiversity
24. Adaptation to Climate Change

25. Strengthen Policy and Strategy Co-ordination & IGR
26. Building Government Capacity
27. Eradicating Fraud & Corruption
28. Promote Participative, Facilitative & Accountable Governance

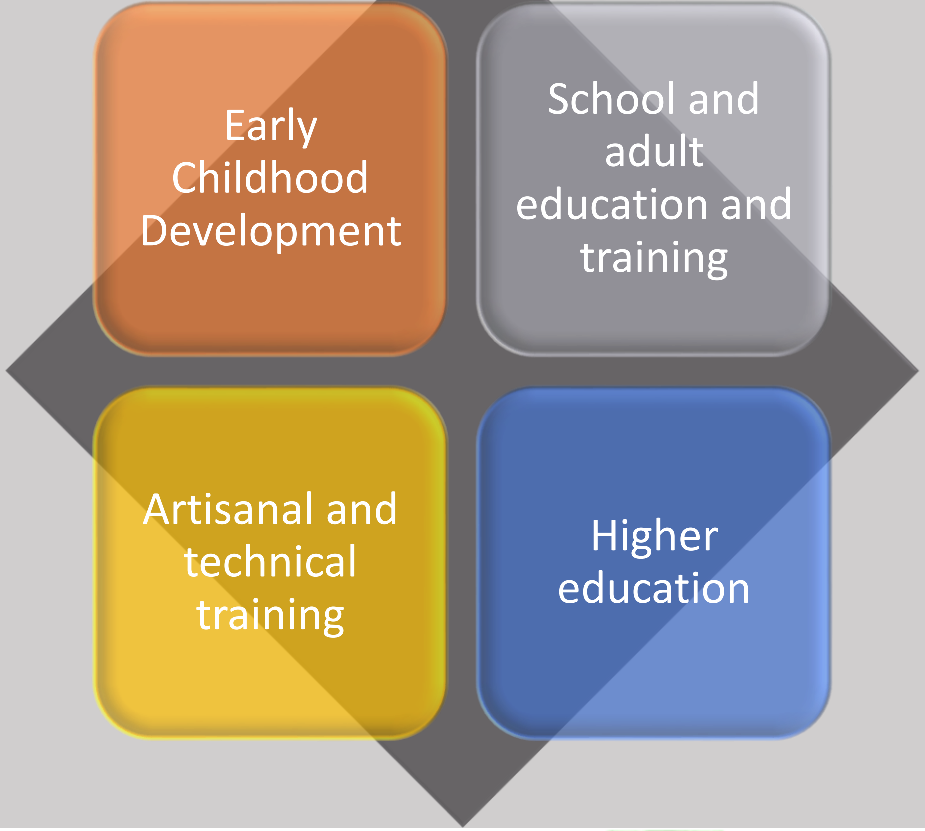
29. Actively Promoting Spatial Concentration
30. Facilitate Integrated Land Management & Spatial Planning

PGDP Strategic Goal 2: Human Resource Development

- Wide range of factors that impact on human resource development.
- For example, the issue of child nutrition, a crucial factor for educational performance, is monitored in Goal 3: indicators and interventions which deal with food security (Indicators 3.1.2., 3.3.2 and 3.3.3).
- These refer to various measures of child poverty, household hunger and child food insecurity, all of which impact on educational outcomes.

- ***The human resource capacity of KZN is relevant and responsive to the growth and development needs of the (KZN) province.***

- Whole education continuum…



POLICY AND STRATEGIC ALIGNMENT

KEY POLICY TRENDS AFFECTING HRD

EARLY CHILDHOOD DEVELOPMENT

1. Promoting the quality, equity and cost effectiveness of ECD;
2. Establishing norms and standards for ECD practice, ECD funding and ECD practitioners
3. Provision and management of ECD subsidies in order to promote equity and quality
4. Accreditation of ECD providers to maintain standards and promote quality;
5. The provision and accessibility to adequate learning materials
6. The inclusion of reception year within the public primary school system and the adoption of reception year and earlier programmes within community-based sites

POLICY AND STRATEGIC ALIGNMENT

KEY POLICY TRENDS AFFECTING HRD

ORDINARY SCHOOLING / FOUNDATIONAL LEARNING

1. Inter-departmental partnerships and collaboration
2. Regular assessment to track learner progress
3. Improved teacher capacity and practices
4. Availability of learning materials to all learners
5. Improved quality of ECD
6. Strengthening school and district management
7. Enhanced learner performance
8. Promoting equity in resourcing of schools
9. Health promotion and social welfare of learners and teachers
10. Specialist services for learners with learning difficulties

POLICY AND STRATEGIC ALIGNMENT

KEY POLICY TRENDS AFFECTING HRD

POST SCHOOL EDUCATION

1. Access and equity – increasing enrolments
2. Improving quality, quantity and diversity of provision
3. Enhancing cohesion and articulation of post school system
4. Promotion of economic linkages and responsiveness to labour market
5. More effective management of feeder system for FET education
6. Alignment and rationalization of regulatory agencies
7. Establishment of community education and training centres
8. Promotion of workplace learning
9. Flexible and diversified mix of programmes
10. Promotion of research and innovation
11. Maximizing throughput of learners
12. Networking providers in flexible and innovative modes of delivery – open and distance learning
13. Promote adult literacy and numeracy

POLICY AND STRATEGIC ALIGNMENT

KEY POLICY TRENDS AFFECTING HRD

SKILLS AND ARTISAN DEVELOPMENT

1. Massification of skills development delivery
2. Initiatives to promote enhanced performance of TVET colleges
3. Increased supply of learnerships and artisans
4. Focus on unemployed and disadvantaged
5. Spatial focus – access to occupationally-directed programmes where needed
6. Building human capital for research and innovation
7. Programmatic focus –on areas for accelerated economic growth
8. Creating foundation for learning in the early years
9. Equity impact – promoting equity in skills development
10. Emphasis on workplace-based skills development
11. Entrepreneurial development
12. Career and vocational guidance
13. Maximizing efficiency in skills supply
14. Importance of a sound foundation in general education
15. Commitment to youth development
16. Recognition of prior learning

POLICY AND STRATEGIC ALIGNMENT

KEY POLICY TRENDS AFFECTING HRD

YOUTH DEVELOPMENT

1. Integrated and coordinated package of service for youth
2. Social cohesion and youth volunteerism
3. Creating enabling environment for youth to participate in the economy
4. Consideration of youth as a very diverse and special target group
5. Professionalization of youth work
6. Multi-sectoral responses for service to youth
7. Priority of youth health and wellbeing
8. Education and skills development for youth
9. Life skills for sustainable development
10. Uniqueness of programme design approaches

POLICY AND STRATEGIC ALIGNMENT

KEY POLICY TRENDS AFFECTING HRD

ADULT EDUCATION AND TRAINING

1. Community education and training centres
2. National registry of private providers in AET
3. Employment related focus of AET
4. Community-based lifelong learning
5. Articulation of AET with the post school sector
6. Diversify AET delivery
7. Delivery networks for AET
8. Norms and standards for CLCs
9. Responsiveness to needs of learners
10. Entry point for further learning

KEY FINDINGS – POLICY TRENDS

1. Enhancing learner performance - particularly in Maths, Science and Technology
2. Increased access and equity in education and skills development
3. Enhanced efficiency and effectiveness of the education and training system
4. Employment creation to reduce unemployment and poverty
5. Promoting social and economic equity
6. Transforming spatial patterns to maximize opportunities for success for all
7. Addressing the special needs of learners - physical, social, educational etc.
8. Promoting effective school to work transition
9. Partnerships and networks in delivery

SKILLS SUPPLY

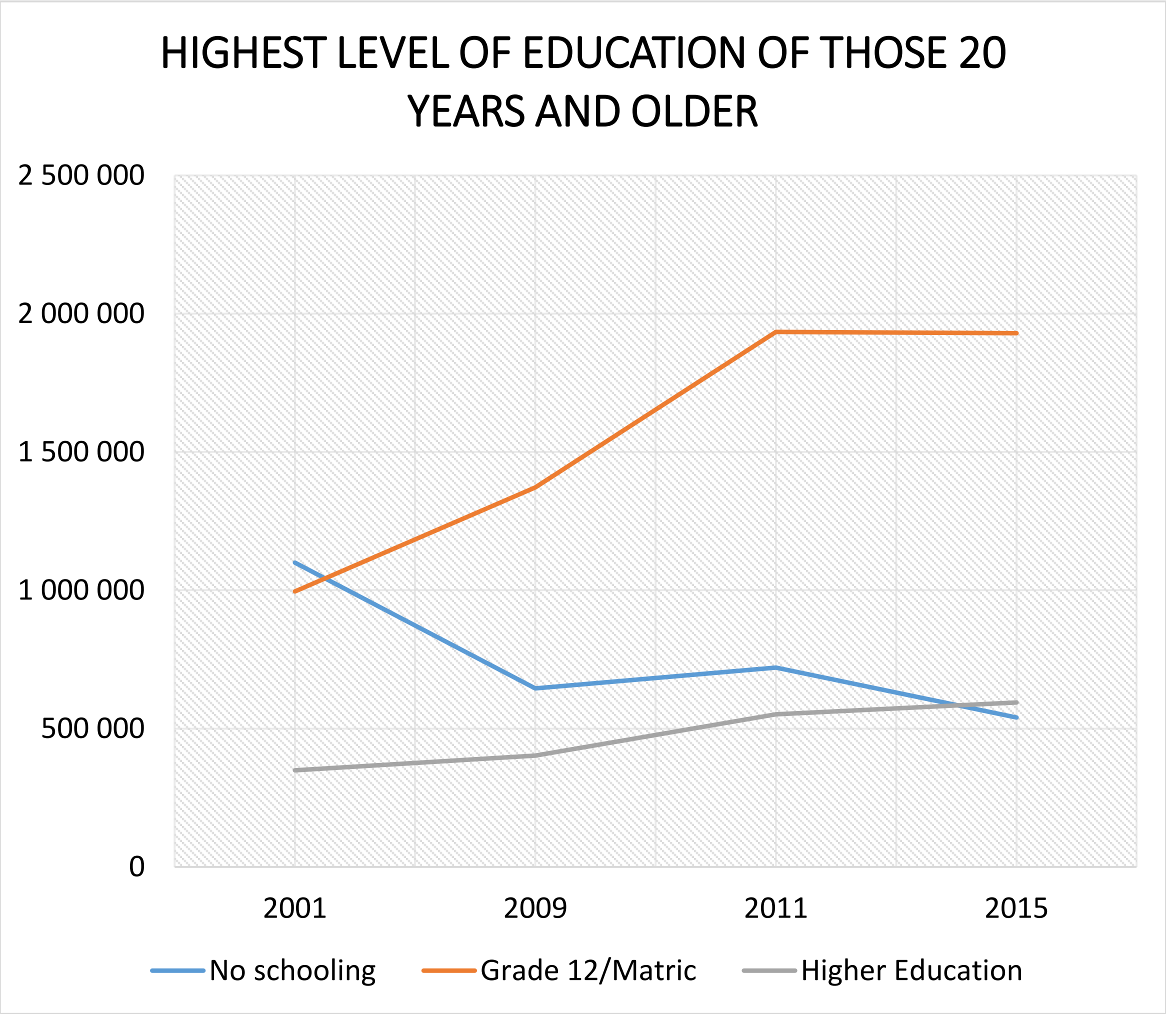
Section C: The Development of People and the Supply of Skills

- Demographics
  - Population Profile
  - Literacy Rates and Levels of Education
  - Skills Level of the Population

The Development of People and the Supply of Skills

- The population of the Province is 11.1 million
- Kwazulu-Natal's share of the national population decreased from 22% in 2001 to 20% in 2011, and remains at 20% in 2015.
- A total of 34% of the province's population resides in Ethekwini
- About 4.4 million or 41% of the population is of school age (0-19 years)
- Between 2011 and 2015, the proportion of the population in the individuals as youth category of ages 15-35 has changed from 3,932,082 representing 38% of the population in 2011, to 4,225,862 representing 39% of the population
- The HDI for South Africa in 2011 was 0,58 and for KZN it was 0,52. In 2015, it was 0,65 in South Africa and 0,61 in KZN.
- The Gini coefficient for the province is estimated at 0.63 in 2015, down from 0.64 in 2011
- The number of people living with HIV in KZN has increased by 22,972 people between 2010 and 2015 to 1,736,911.
- The number of AIDS related deaths in KZN has reduced by 84,653 people between 2010 and 2015 to 44,500.

The Development of People and the Supply of Skills



In 2001, 21.9% of the population had no schooling at all. By 2011 that number had reduced significantly to 8%. However, in 2015 this reduced 7%. The percentage of persons completing Grade 12 has increased from 16% in 1996 to 30% in 2015, up from 22% in 2011. In 2011, only 6% of the population completed some form of higher education beyond high school but this increased to 9% in 2015. Of those completing some form of higher education, about 5% have diplomas and certificates, 3% have Bachelor's Degrees and only 1% have post graduate degrees. Rural districts such as Umzinyathi, Umkhanyakude and Zululand have the highest level of adults without schooling (20% and 15% respectively). Conversely, only 3% of adults in the urban metro of eThekwini are without schooling

The Development of People and the Supply of Skills

Household Infrastructure (2015):

- 9% of households in KZN are informal dwellings, these are mostly in eThekwini.
- 18% of households in KZN are traditional dwellings, these are mostly in Sisonke and the other districts.
- 10% of households in KZN have no toilet.
- 9% of households in KZN have Communal piped water less than 200m from dwelling, 8% have Communal piped water more than 200m from dwelling and 20% have no formal piped water.
- 20% of households in KZN are not using electricity and 7% have electricity for lighting only.

Primary Schooling (2015):

- There are 3,862 primary schools in the province in 2015 (increased from 3,641 in 2011) with 1,580,726 learners (down from 1,723,809 learners in 2011) and 43,547 teachers (down from 52,273 teachers in 2011), excluding intermediate and combined schools.
- There are 58 independent primary schools in KZN with a teacher to student ratio of 18. The teacher to student ratio for public schools is 37.

Secondary Schooling (2015)

- There are 1,580 secondary schools in the province (down from 1,583 in 2011); and of these, 38 are independent schools. Secondary schools represent 26% of all schools. Of the 1,542 public secondary schools, 896 or 58% are in quintiles 1 and 2, constituting the poorest schools in the province. In Zululand, 64% of its secondary schools are in quintile 1. In effect, most of the secondary schools in rural areas are in quintiles 1 and 2.

The Development of People and the Supply of Skills

Functional Literacy Rate 2015	Percentage of people aged 15+ completed grade 7 or higher
South Africa	83.3%
KwaZulu-Natal	80.5%
Ugu DM	74.6%
uMgungundlovu DM	82.3%
Uthukela DM	76.4%
Umzinyathi DM	67.4%
Amajuba DM	81.8%
Zululand DM	73.1%
Umkhanyakude DM	69.4%
King Cetshwayo DM	76.9%
iLembe DM	75.6%
Harry Gwala DM	73.1%
Ethekwini	88.2%

KEY FINDINGS – SUPPLY SCENARIOS

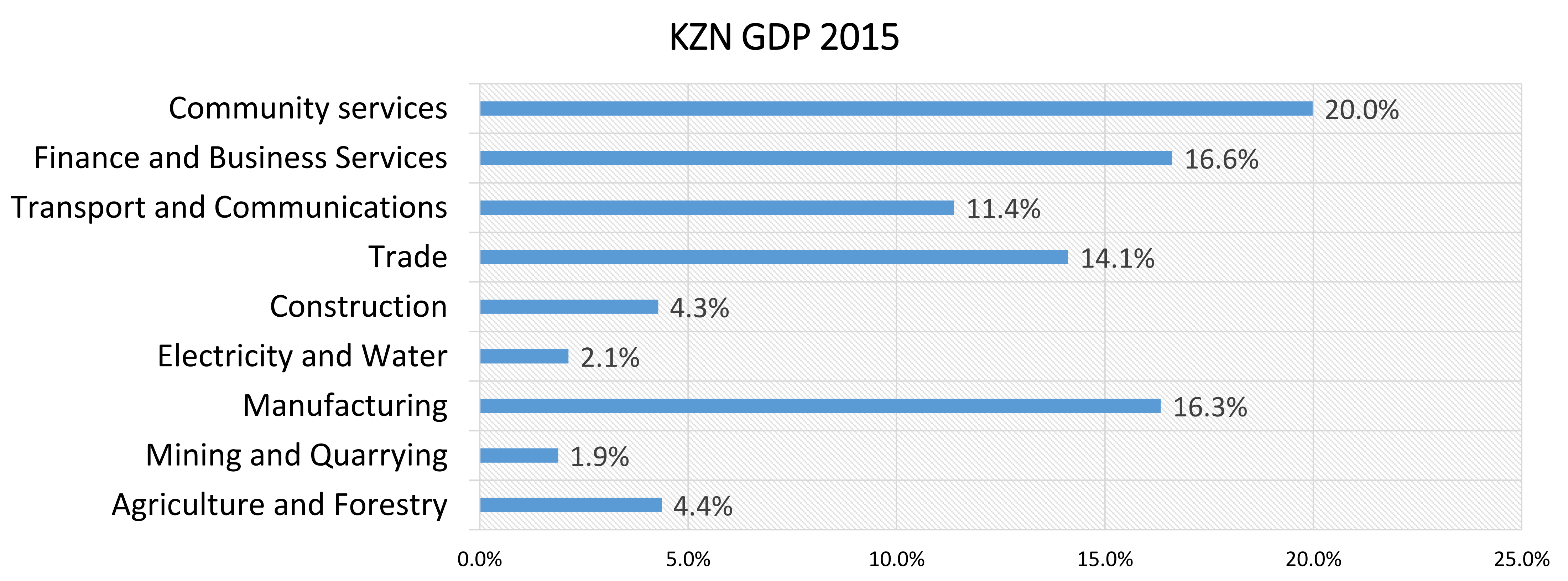
1. The devaluation of the pool of labour begins at pre school level (0-5 yrs) where conditions of poverty & deprivation affect development of children & undermine capacity to highly achieve and perform educationally in the future.
2. The quality of educational and skills level of the population, affects employability & employment
3. Limited access to tertiary education
4. Low rates of numeracy and literacy
5. Low participation & success in maths, science and technology
6. Low throughput of the education system which increases in grades 11 & 12 and becomes even worse at TVET & HEI levels
7. Limited preparation in schools for employment, careers and employability & limited assistance in making the school to work transition
8. Fragmented programming for out of school youth and the very low percentage of out of school youth receiving services
9. Limited responsiveness of TVETs and HEIs to the changing dynamics and needs of the economy, and to the skills sets needed for enhanced economic performance

SKILLS DEMAND

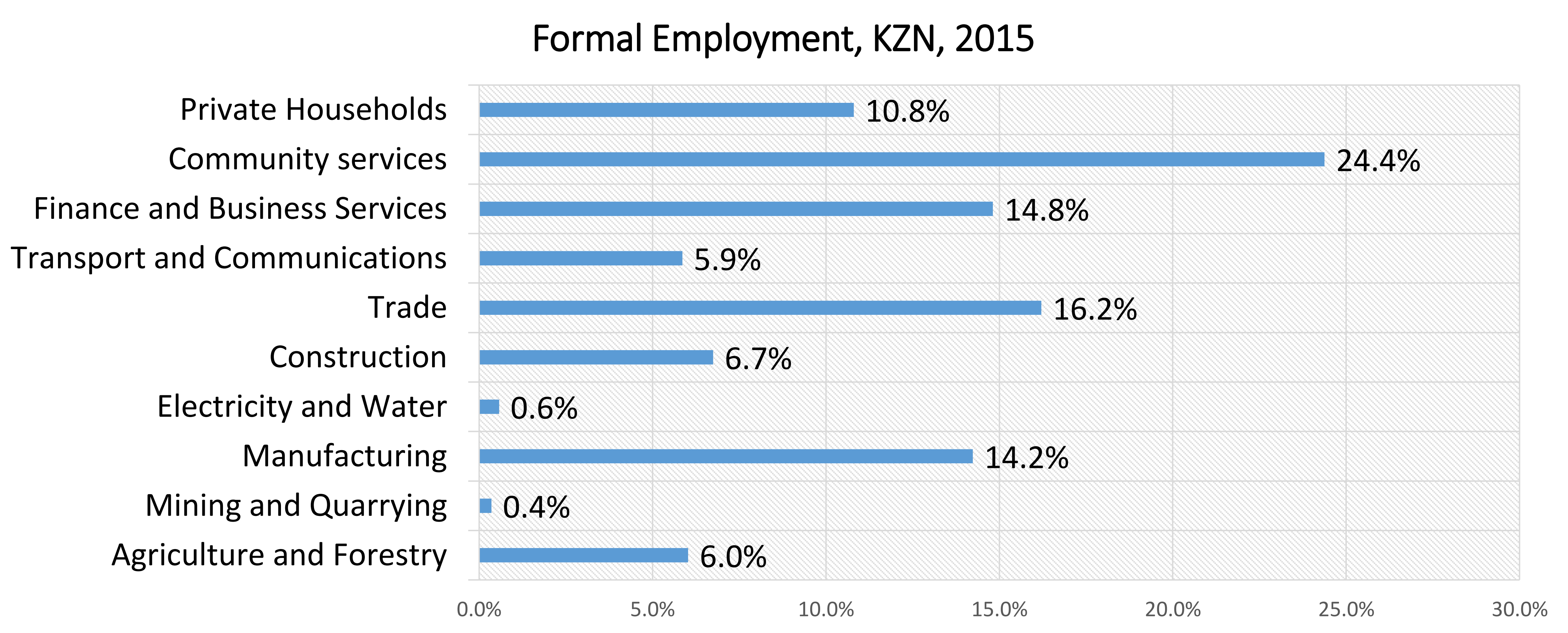
Chapter 3: The Demand for Skills

- GDP
- Employment & Labour Market Profile

The Demand for Skills



The Demand for Skills



The Demand for Skills

- Provincially, in 2015 the unemployment rate was 21.6% and the unemployment rate nationally was 25.3%.
- The number of people employed (formal and informal) in KZN was 2,650,000, with 2,169,284 being formally employed
- The highest unemployment rate of 32,8% was in uThukela and the lowest rate of 15% was in eThekwini.
- Unemployment has increased since 2010 in the districts of Umgungundlovu, Uthukela, Amajuba, Umkhanyakude, and iLembe.

KEY FINDINGS – DEMAND SCENARIOS

1. Positions which cannot be filled because of the lack of qualified people
2. Skills sets that are needed to perform more effectively in one's job - upgrading or updating
3. Skills that are needed to meet the demands of new and emerging areas or to respond to niche opportunities for development in the province
4. Skills needed for accessing entrepreneurial opportunities and promoting entrepreneurial success
5. Foundational skills for innovation and creativity and for scientific and technical excellence
6. Qualified graduates from institutions sometimes do not have the skill sets and practical knowledge needed for employment
7. Scarcity of skills results mostly from lack of adequate foundations in science and maths to pursue technical courses; lack of opportunities for workplace experience; and lack of access to programmes

KEY ISSUES

Synthesis of Issues

- Key Issues from Situational Analysis Report

- 69% of our population are under the age of 35 - this is astoundingly high - international average is 40%. (STATSSA, Mid-year population estimates 2016)
- Life expectancy is low at 48 years where the international average is 70. (STATSSA, Mid-year population estimates 2016)
- Our infant mortality rate is 85 out of 1000 infants whereas the international average is 50.
- HDI is 0.61 - amongst the lowest in the world.
- Gini coefficient is 0.63. (STATSSA, Mid-year population estimates 2016)
- 48% of people are living in poverty.
- Crude death rate is 20 in 1000 deaths per year, global average is 7. (STATSSA, Mid-year population estimates 2016)
- KwaZulu-Natal has the highest new HIV infection rate of the nine provinces, and the highest overall prevalence of infection (16.9%).
- AIDS related deaths decreasing.
- Only 30% of our adult population has matric.

- Only 9% has a post matric qualification.
- 20% of households have no access to water or electricity
- 92% of 5 year olds are enrolled in ECD programmes
- The student to teacher ratio is 1:35
- The pass rate for literacy and numeracy in KZN is 29% and 32% in Grade 6
- In 2012, 59% of the Grade 1 learners from the year 2000 entered Grade 12. Fifty-five (55%) percent of the cohort wrote the NSC, and 40% of the cohort was successful.
- 27% of all matriculants have a bachelor's pass - this has only decreased in recent years.
- TVET enrolment has grown significantly in the last 2 years as the TVET college becomes the most viable post school option for most youth. However, only 22% will complete their studies and receive a certificate.
- There are only 9 TVET colleges and 4 public universities in KZN (yet we have 4.2 million youth (age 15-35))

• There are 1105 public adult learning centres in KZN and adult functional literacy is 80%
• The unemployment rate is 22% and the youth unemployment rate is 33% (expanded definition is double this).
• 69% of our population are under the age of 35 - this is astoundingly high - international average is 40%.
• Life expectancy is low at 48 years where the international average is 70.

Toward a 25-Year Implementation Planning Horizon - KZN Labour Market Scenario Plan

- The Context Of KZN Labour Market Scenario Planning
- KZN Economic, Demographic and Social Trends
- Analysis Of The Factors That Impact On The KZN Labour Market

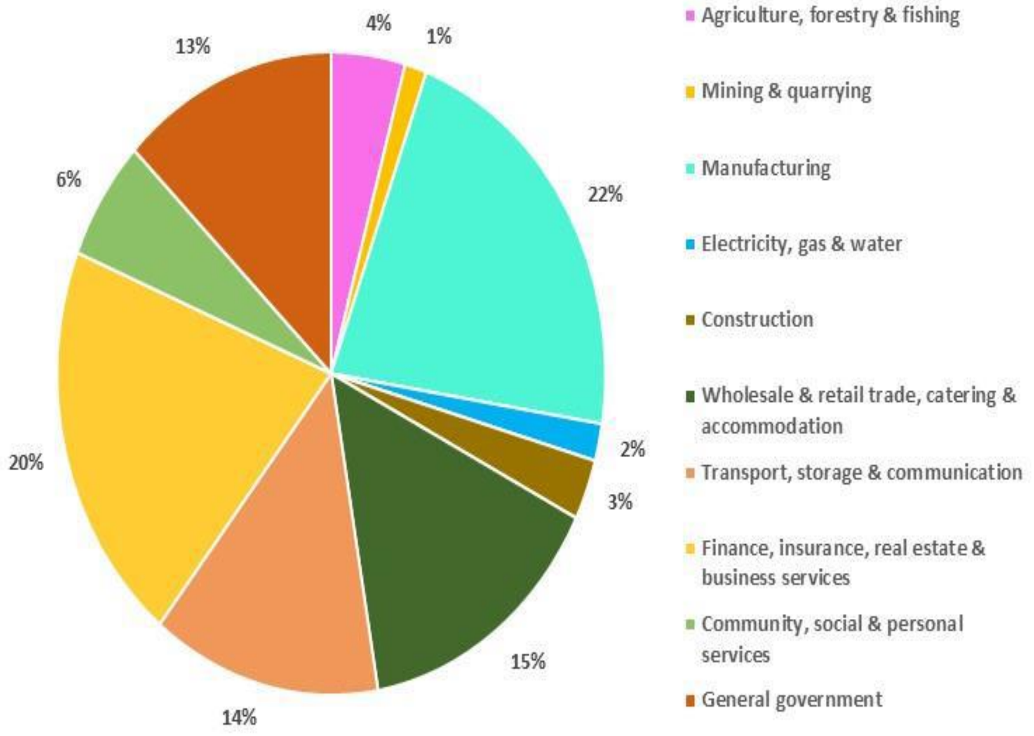
THE CONTEXT OF KZN LABOUR MARKET SCENARIO PLANNING

- Scenario planning is one of the set *of strategic planning tools used to come to grips with changes and uncertainties in the future*.
- Scenario planning is *not an exact science and relies on the identification of the key factors that play a role in defining the future of a sector or a country.*
- *It relies on storytelling to knit together a logical play-out of a sequence of events*. Although scenarios are stories and therefore fiction, *they are based on an assessment of the anticipated key factors that will make a difference in the future*.
- Scenario planning's *strength lies in the fact that it informs debate without committing anyone to any particular position*.
- It enables *planners to deal with the fact that, while it cannot predict or control the future*, it *assists in anticipating major changes and enables pro-active actions to be taken.*

NATIONAL AND INTERNATIONAL ECONOMIC TRENDS

- High levels of *fluctuation in emerging market economies*;
- *China's economic slowdown* and long term recovery;
- *Lower commodity prices* are likely to continue for some time and is likely to only turn around by 2019 / 2020;
- The *uncertainties emerging from Brexit* is likely to remain for the next 3 to 5 years; and
- The global economic growth has *been slow for the last 2 to 3 years* and was 3.1% in 2015 with a projected growth at 3.4% in 2016 and 3.6% in 2017.

KZN ECONOMIC TRENDS



- The leading economic sectors in terms of GVA contribution include:
  - *<u>Manufacturing</u>* sector with 22%,
  - Finance, insurance, real estate and business services with 20%,
  - Wholesale & retail trade, catering & accommodation with 15%,
  - Transport, storage and communication with 14%, and
  - The General government services with 13%.

KZN ECONOMIC TRENDS Cont'

- The economy of KwaZulu-Natal is the *second largest within South Africa*, contributing approximately 16.5% to national Gross Value Added (GVA).
- In terms of the composition of the Provincial labour market, the provincial *unemployment rate (official) is currently siting at 25.3%* and expanded rate is 40%.
- ***Growing unemployment means that those that are employed are also becoming more vulnerable.***

- Between Q3:2014 and Q3:2015, the number of *discouraged and unemployed* persons had *decreased* quite significantly however, this has increased significantly between Q1:2016 and Q1:2017.

- The *Community and social services, trade and manufacturing sectors* are the biggest contributors *to employment* in the province.

KZN ECONOMIC TRENDS Cont'

SUMMARY OF KEY ECONOMIC CHALLENGES:

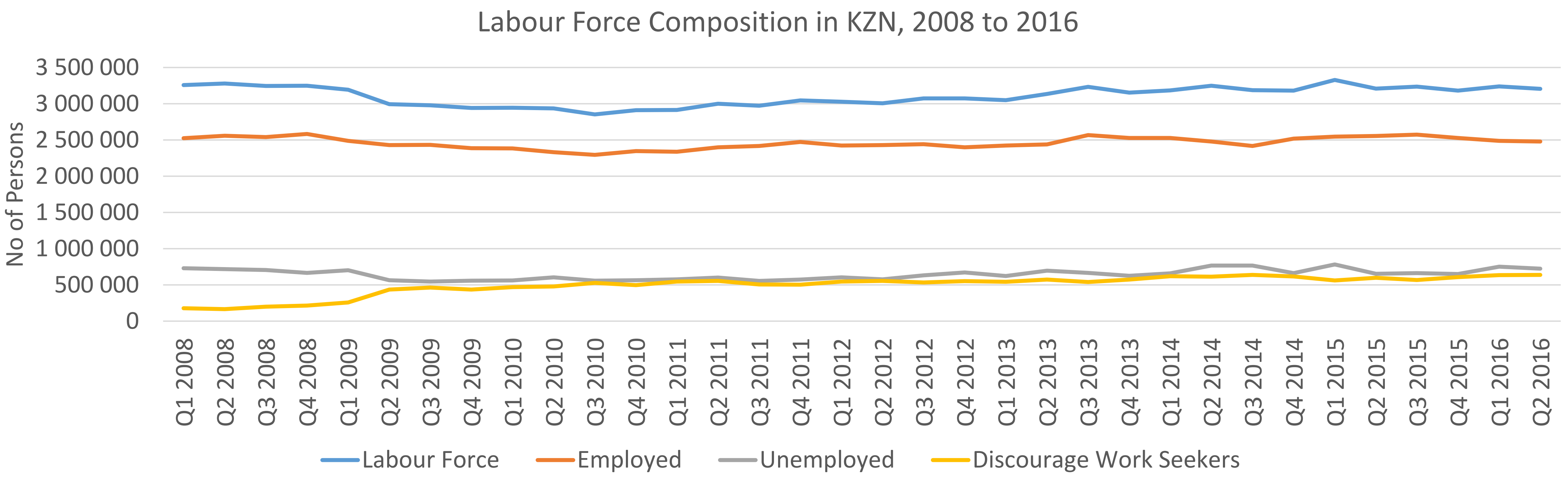
- *High "cost of doing business*" in a context of limited domestic demand;
- The *rising cost of capital and other major key input costs* (i.e. machinery, electricity and highly skilled and skilled labour);
- *Skills shortages*;
- *Weak partnerships in place with business, labour and the youth* for the purpose of further unlocking job-creation opportunities.
- *Government-led job creation efforts* do not fully incorporate the importance and number of localisation opportunities. Particular types of small businesses (e.g. Youth, female-owned and township enterprises) are still weakly and comprehensively supported.
- *Ad hoc business retention interventions* rather than fully institutionalised and operational Business Retention and Expansion programmes in place across KZN Municipalities due to lack of awareness on support available in this area.
- *Government is still to show the way in terms of green practices* and to unlock opportunities in the area of green procurement.

KZN SOCIO-DEMOGRAPHIC TRENDS

- The population of KwaZulu-Natal *grew gradually from 9.58 million in 2001 to 10.27 million in 2011*
- *eThekwini Metro* had an estimated population of 3.6 million, *or 33%* of the provincial population in 2015. *uMgungundlovu (1.1million), uThungulu (0.98 million), Zululand (0.86 million and Ugu (0.77 million). Harry Gwala* had the smallest share (*about half a million*) of the population in 2015.
- KwaZulu-Natal remains one of the three provinces in South Africa where *the rural population outnumbers the urban population, 53%* of people in the province lived in rural areas in 2011
- KwaZulu-Natal had a *26.3% share of the poor* in South Africa in 2011.
- The percent of *individuals in poverty* in KwaZulu-Natal *declined from 69.1% in 2006 to 56.6% in 2011.*
- The *poverty gap declined from 35.7 in 2006 to 25.5 in 2011*, and the severity of *individual poverty declined from 22 in 2006 to 14.1 in 2011*.

KZN SOCIO-DEMOGRAPHIC TRENDS Cont'

- The total *labour force in KZN which includes employed and unemployed* persons varied around *3,25 million persons between 2008 and 2016*.
- However, a significant large proportion of the people in the province also fall into *the informal and discouraged worker categories being in the order of 500 000* persons



KEY FACTORS THAT IMPACT ON THE KZN LABOUR MARKET

- The identification of the key factors takes place within a *sustainability framework of PESTEL* which stands for:
  - Political And Institutional Factors.
  - Economic And Related Factors.
  - Socio-demographic Factors.
  - Technology, Physical And Spatially Related Factors.
  - Environmental Factors.
  - Legal And Policy Related Factors.

KEY FACTORS THAT IMPACT ON THE KZN LABOUR MARKET Cont'

BASE DIMENSION	FACTORS OF INFLUENCE; CHANGES AND DEVELOPMENTS WITHIN THE FOLLOWING FACTORS
Economic	Enhance Industrial and Economic Development, Agriculture, Applied Sciences, Business Management, Clothing and Textiles, Tourism, Communication & Media, Creative Arts, Dev Finance, Education, Engineering, Food Sciences, Green Economy, Maritime, Medical, Public Management, Government funding, A generalized slowdown in emerging market economies;Agriculture, food production, Agro processing, Business outsourcing, Chemical and biotechnology, China's economic slowdown; China's economy collapses, Construction, Europa's decline and Brexit, Growth of other Africa markets, Growth of the global city eThekwini, ICT, Lower commodity prices, Metals & mining, National minimum wage , Revival of the USA, SA Economic growth in the future , Services , The uncertainties emerging from Brexit and EU,
Environmental	SA bio-physical environment under stress , Global climate change
Political	Capacity of the State to Deliver Services, Transformation and BEE Score card National policy changes: PPA, Local and Metro political power balance uncertainties and changes

KEY FACTORS THAT IMPACT ON THE KZN LABOUR MARKET Cont'

BASE DIMENSION	FACTORS OF INFLUENCE; CHANGES AND DEVELOPMENTS WITHIN THE FOLLOWING FACTORS
Social	Entrepreneur-ship in all Sectors, <u>Migration patterns out of the Province</u>, Development and expansion of the harbours of KZN , Early Childhood Development, FET Institutions, Higher Education Institutions, Labour relations , Labour unrest and strikes, Policy Integration, Primary School, Professional Associations, Scarce and Critical Skills, Secondary School, SETA Programming, Workplace and Worker Education, Youthful population , Level of foreign direct investment, <u>Changing demographic and its profile of SA / of the World</u> , Contribution to provincial GDP and regional economies, Emerging markets , Generation X and Y population profile, Global security and risks of international migration and travel, Growing middle-class, HR practices and issues, Impact of regulatory framework in performance and use of skills, Internal private sector skills development initiatives, Labour markets for current skills of different levels, Occupational profile with critical skills for enhanced performance, Political conflicts and terrorism, Profile of skills withdrawal by occupations (readiness impact), Relevance and contribution of related SETA, Scarce skills profile, Skills demand profile (including scarce skills), Skills supply streams (including education institutions, learnerships, etc.), Social media and new communications, Assessment criteria developed for quality in ECD provision §, Awareness of ECD standards, Early enrichment programmes, Ease / difficulties of transcending international (Rest of Africa) borders <u>, Enhanced literacy and numeracy levels for out of school youth and adults</u> , Enrolment in Maths and Science, Health and healthy lifestyle, Health and Welfare, Increased number of programmes which enhance employment and employability, Infant mortality, Literacy and numeracy levels Secondary Indicators, Parental education programmes development, Performance and achievement in general education, Poverty , Primary School Education, Professionalism and productivity of teachers, Resourcing education at all levels, Secondary Education, Security, Social cohesion, <u>Social security</u> , Special programmes for the "gifted", Urban rural migration and interactions

KEY FACTORS THAT IMPACT ON THE KZN LABOUR MARKET Cont'

BASE DIMENSION	FACTORS OF INFLUENCE; CHANGES AND DEVELOPMENTS WITHIN THE FOLLOWING FACTORS
Technical	Geographic location and economic centres, Technological innovations and applications and related impact
Technology	Successes of large scale infrastructure projects, Mobile phone application and accessibility to a broad population, Rural to urban migration, Urbanisation - internally in KZN and externally especially into Gauteng, Socio-cultural sustainability, Skills and quality of service

ANALYSIS OF THE FACTORS THAT IMPACT ON THE KZN LABOUR MARKET

NATURE OF INFLUENCE	To be distinct from the direction of the influence. This requires research and inputs from stakeholders as to the nature of the factor of influence.
DIRECTION OF INFLUENCE	To be distinct from the Extent of the impact: Positively impact on tourism market and product growth; Negatively impact on labour market and product growth and development; No or limited impact
DURATION	A measure of when and how long the factor of influence is likely to have an impact. Short (0 to 3 years); medium (4 to 5 years); Long term (5 + years)
INTENSITY	A measure of the intensity of the impact: high; medium; low
EXTENT	A measure of the area of impact i.e. region (specify), provincial, national, international
IMPORTANCE	Likely to be an Important or Unimportant influence. This value judgement is arrived at from the preceding analysis
PROBABILITY	Certainty or Uncertainty of influence. This value judgement is arrived at from the preceding analysis

CLUSTERING DRIVERS AND UNCERTAINTIES

MATRIX ANALYSIS OF KEY DRIVERS AND UNCERTAINTIES

	IMPORTANT FACTORS	UNIMPORTANT FACTORS
FACTORS OF CERTAINTIES	**DRIVES**: Factors that are certain to take place and are important are grouped together in logical forces of change	These factors are considered as peripheral
FACTORS OF UNCERTAINTY	**WILD CARDS**: Factors that are Important but that are Uncertain as to their occurrence becomes Wild Card in scenario planning	These Factors are discarded as part of the scenario plan from direct consideration

KEY DRIVERS AND WILD CARDS

ECONOMIC DRIVERS AND WILD CARDS	
DRIVERS	WILD CARDS (uncertain)
<u>ECONOMIC SECTORS IN KZN</u> Agriculture Agriculture, food production Agro processing Food Sciences Creative Arts Green Economy Maritime Tourism Chemical and biotechnology Business outsourcing ICT Services <u>DEMAND FOR SKILLS</u> Development Finance Applied Sciences Business Management Communication & Media Medical Public Management Health and Welfare	<u>ECONOMIC SECTORS</u> Clothing and Textiles Education Construction Manufacturing and Engineering <u>FINANCE AND FUNDING</u> Government funding Lower commodity prices National minimum wage <u>GENERAL NATIONAL ECONOMIC FACTORS</u> Enhance Industrial and Economic Development SA Economic growth in the future Development and expansion of the harbours of KZN A generalized slowdown in emerging market economies; <u>GLOBAL ECONOMIC FACTORS</u> China's economic slowdown; China's economy collapses Europa's decline and Brexit Revival of the USA The uncertainties emerging from Brexit and EU Level of foreign direct investment Growth of other Africa markets Emerging markets

KEY DRIVERS AND WILD CARDS

SOCIAL DRIVERS AND WILD CARDS	
DIRVERS	WILD CARDS
<u>POPULATION AND DEMOGRAPHICS</u> Youthful population Changing demographic and its profile of SA / of the World Poverty <u>POPULATION MOVEMENTS</u> Migration patterns out of the Province Urban rural migration and interactions <u>LIFESTYLE CHANGES</u> Growing middle-class Generation X and Y population profile Social media and new communications Health and healthy lifestyle Global security and risks of international migration and travel	<u>SOCIAL TRENDS</u> Social cohesion <u>EDUCATIONAL AND SKILLS TRAINING</u> Higher Education Institutions Literacy and numeracy levels Secondary Indicators <u>WORK PLACE TRENDS</u> Labour relations Labour unrest and strikes Performance and achievement in general education <u>POPULATION AND DEMOGRAPHICS / SECURITY</u> Infant mortality Political conflicts and terrorism

KEY DRIVERS AND WILD CARDS

SOCIAL DRIVERS AND WILD CARDS	
DIRVERS	WILD CARDS
EDUCATIONAL AND SKILLS TRAINING Early Childhood Development FET Institutions Primary School Secondary School SETA Programming Workplace and Worker Education Internal private sector skills development initiatives Profile of skills withdrawal by occupations (readiness impact) Relevance and contribution of related SETA Awareness of ECD standards CHANGING SOCIAL TRENDS Increased number of programmes which enhance employment and employability Security Entrepreneur-ship in all Sectors	

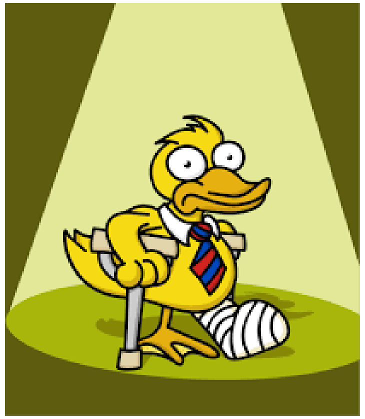
KEY DRIVERS AND WILD CARDS

POLITICAL DRIVERS AND WILD CARDS	
DIRVERS	WILD CARDS
Transformation and BEE Score card National policy changes Policy Integration Impact of regulatory framework in performance and use of skills	Capacity of the State to Deliver Services Local and Metro political power balance uncertainties and changes
TECHNOLOGY DRIVERS AND WILD CARDS	
DRIVERS	WILD CARDS
Growth of the global city eThekwini Geographic location and economic centres Technological innovations and applications and related impact Mobile phone application and accessibility to a broad population Rural to urban migration Urbanisation - internally in KZN and externally especially into Gauteng SA bio-physical environment under stress	Successes of large scale infrastructure projects Socio-cultural sustainability

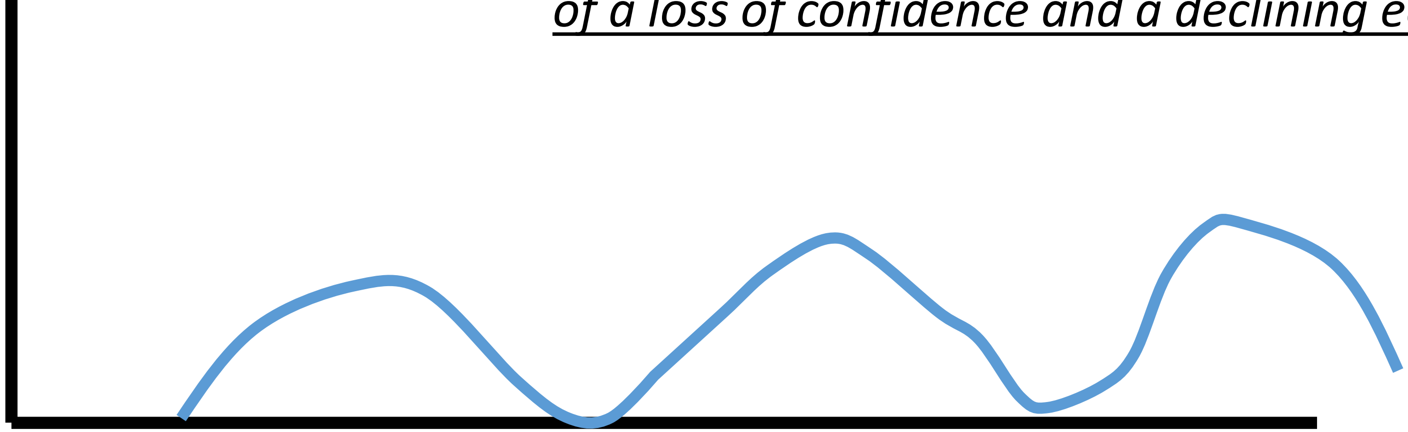
KZN LABOUR MARKET SCENARIOS

- THE LAME DUCK SCENARIO.
- THE ALBATROS SCENARIO.
- THE SOURING EAGLE SCENARIO.

THE LAME DUCK SCENARIO (low growth)



The premise that this scenario is based on is that the socio-economic and political landscape of South Africa, and consequently also of the KZN Province, does not manage to recover in the long term. *The economy moves through cycles of optimism and growth followed by periods of a loss of confidence and a declining economy*.

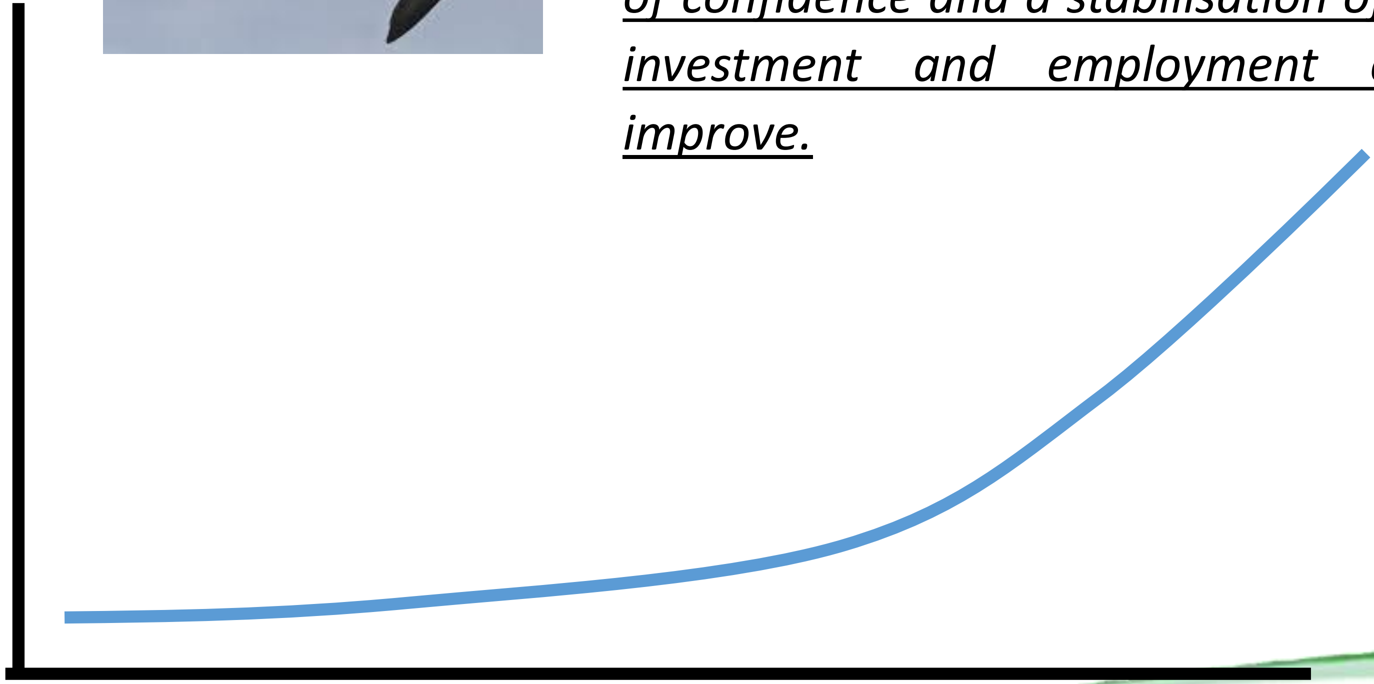


THE LAME DUCK SCENARIO

	LAME DUCK SCENARIO
Main Characteristics	➢ Cycles of low growth and decline ➢ Diverging policies and strategies ➢ Low employment growth; unemployment and informal sector expansion ➢ Society strife and uprisings and declines in social cohesion. ➢ Demands for basic services and lack of consistent service delivery
Political Systems	➢ Political strife and uncertainty
Economic Systems	➢ Bouts of low growth and decline ➢ Lack of investment ➢ Agriculture is the back bone of the KZN economy ➢ Contracting formal economy and growth of the informal sector ➢ Both exports and imports decline ➢ Low skill requirements and falling educational and skills training standards ➢ Corruption is at the order of the day ➢ Exchange rate falls ➢ International tourism improves but domestic tourism flounders
Social Systems	➢ Social strife and community failures emerge ➢ Labour relations deteriorates and student unrest becomes and common feature of KZN ➢ The population remains youthful ➢ Urbanisation increases rapidly leading to urban shanty towns and ➢ There is a somewhat return to rural areas and small scale agriculture
Technological Systems	➢ Communication and technology sectors remain robust

THE ALBATROS SCENARIO (Aligned to current growth projections)

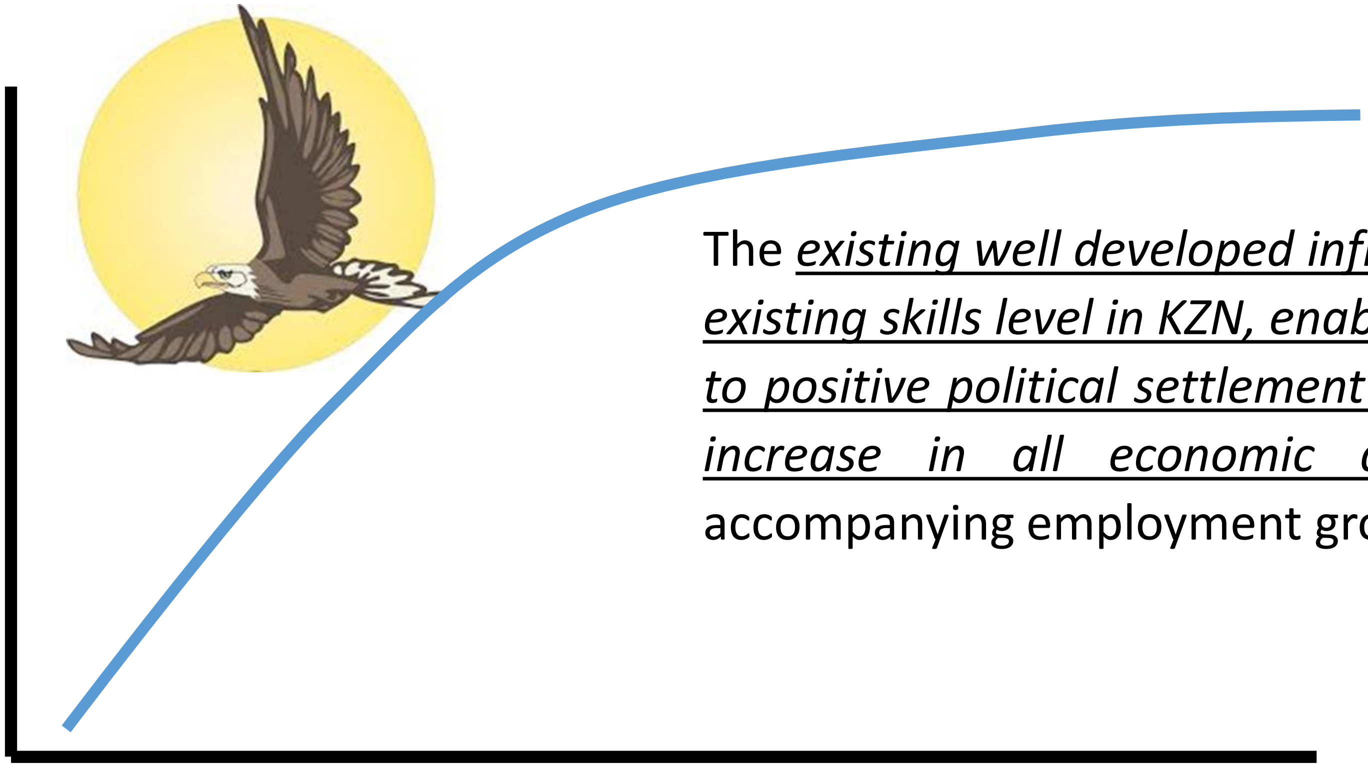
The premise that underlies this scenario is *<u>based on a long term but slow recovery of the economic starting initially with weak but steady growth</u>*. *<u>New investment in the economic is initially at low levels but due to growing levels of confidence and a stabilisation of the political landscape, investment and employment creation continues to improve.</u>*



THE ALBATROS SCENARIO

	ALBATROS SCENARIO
Main Characteristics	➢ Confidence returns slowly in the economy; ➢ Low initial growth is expanding slowly but eventually, in the longer term, grow exponentially; ➢ Sustainability permeates the economy and flows over to service delivery ➢ Low skills required initially but a demand for highly skilled personnel eventual emerges
Political Systems	➢ Slow return of confidence levels in the political landscape
Economic Systems	➢ New investments flow slowly into the country ➢ Capacity expansion of locally produced goods and services returns, initially slowly and then more rapidly ➢ Agriculture remains the back bone of the economy ➢ Manufacturing takes off in KZN very slowly ➢ Growing levels of exports and imports that triggers harbour development ➢ Transport sector develops ➢ Technology industries respond in the longer term ➢ International and domestic tourism improves over time
Social Systems	➢ Household income increases slowly and progressively ➢ Service delivery improves together with the construction and building industry ➢ Poverty is halted and then slowing declines ➢ The population remains youthful ➢ Urbanisation takes place ➢ The construction industry lags behind the other sectors by eventually takes off
Technological Systems	➢ Communication and technology sectors remain robust

THE SOARING EAGLE SCENARIO (high growth scenario)



The *existing well developed infrastructure base and relatively high existing skills level in KZN, enables the economy to respond quickly to positive political settlement and stability*. This *leads to a rapid increase in all economic activity across the board* with accompanying employment growth and demand.

THE SOARING EAGLE SCENARIO

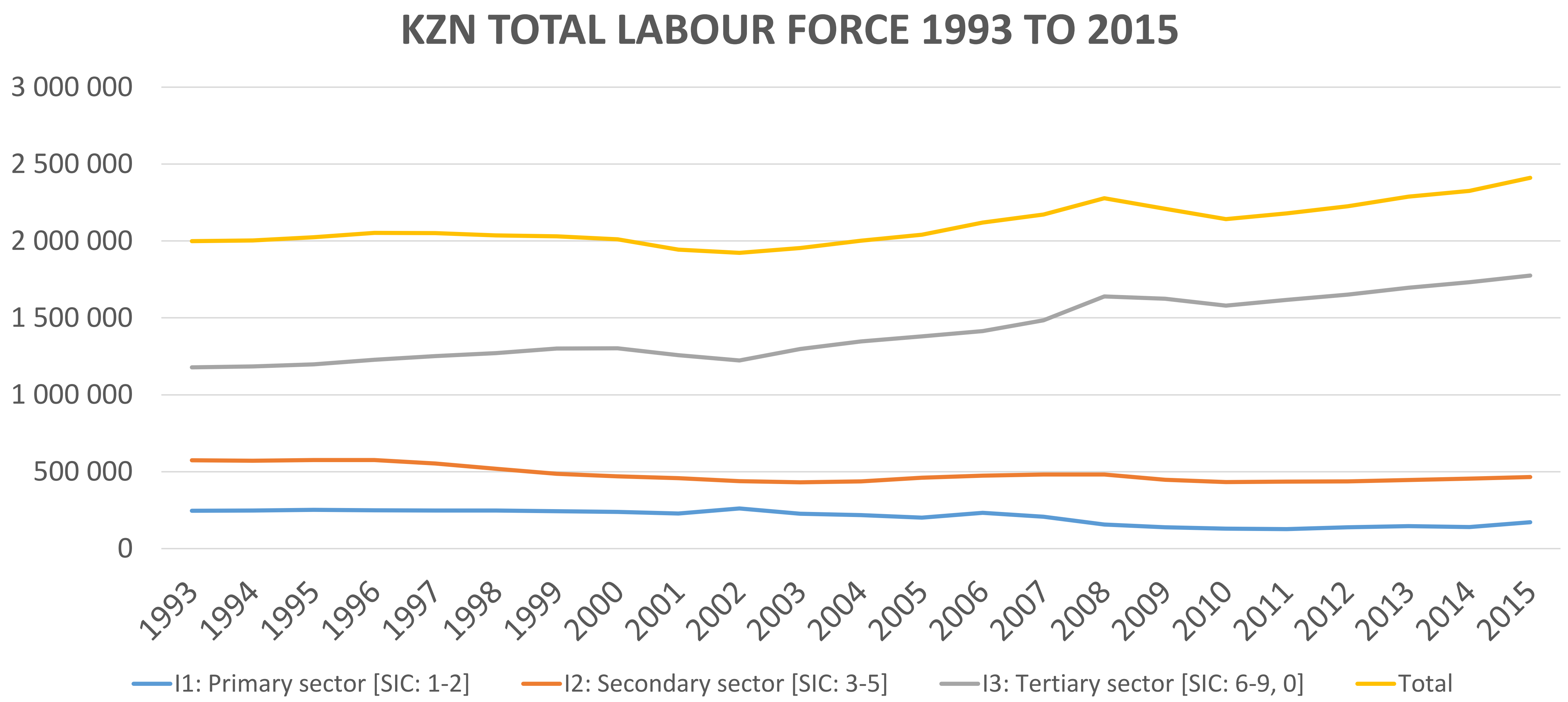
	SOARING EAGLE SCENARION
Main Characteristics	➢ Confidence returns quickly in the SA society in political systems ➢ The existing strong base of infrastructure and skills in the country enables rapid growth ➢ Foreign and domestic investment drives new production capacity expansion ➢ Poverty is addressed.
Political Systems	➢ Political confidence returns quickly and ➢ National and local political fragmentation disappears. ➢ Sound policies and strategies are implemented
Economic Systems	➢ Strong infrastructure and skills base of the country are the foundation building blocks ➢ New investment takes place with vigour ➢ Balance of payments improves and SA rids itself of its debt burden ➢ Competitive position of SA is restored ➢ Demand for highly skilled personnel is significant ➢ Exports and imports increases; SEZ programmes and other large scale project takes off ➢ Development of the KZN harbours takes place and fuels further growth especially in the transport sector. ➢ Tourism is an important growth sector
Social Systems	➢ Household income levels increases ➢ Poverty levels decreases rapidly ➢ Human settlement programmes receive new injections ➢ Education and training standards increases ➢ Rural development takes place on the back of agricultural development and agri-processing
Technological Systems	➢ Communication and technology sectors become key innovation sectors ➢ Technology innovation permeates all facets of society and the economy

HRD SCENARIO PLANNING

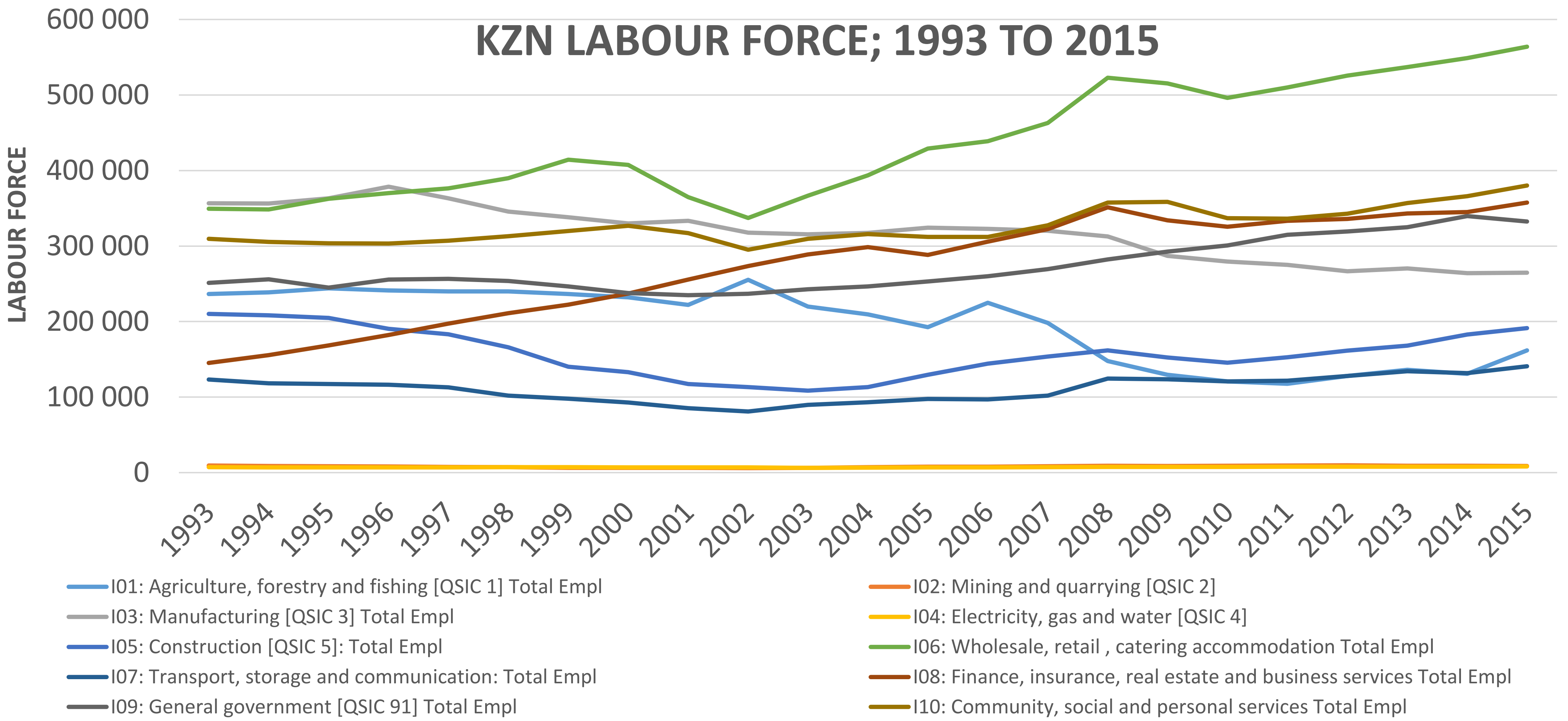
HRD RESPONSE TO KZN REALITIES AND FUTURE – TOWARD A 20-YEAR IMPLEMENTATION PLANNING HORIZON

- Historical And Future Economic Growth Projections
- Future Trends – Decision Rules And Parameters National Development Plan

Historical And Future Economic Growth Projections - Current Reality Trends



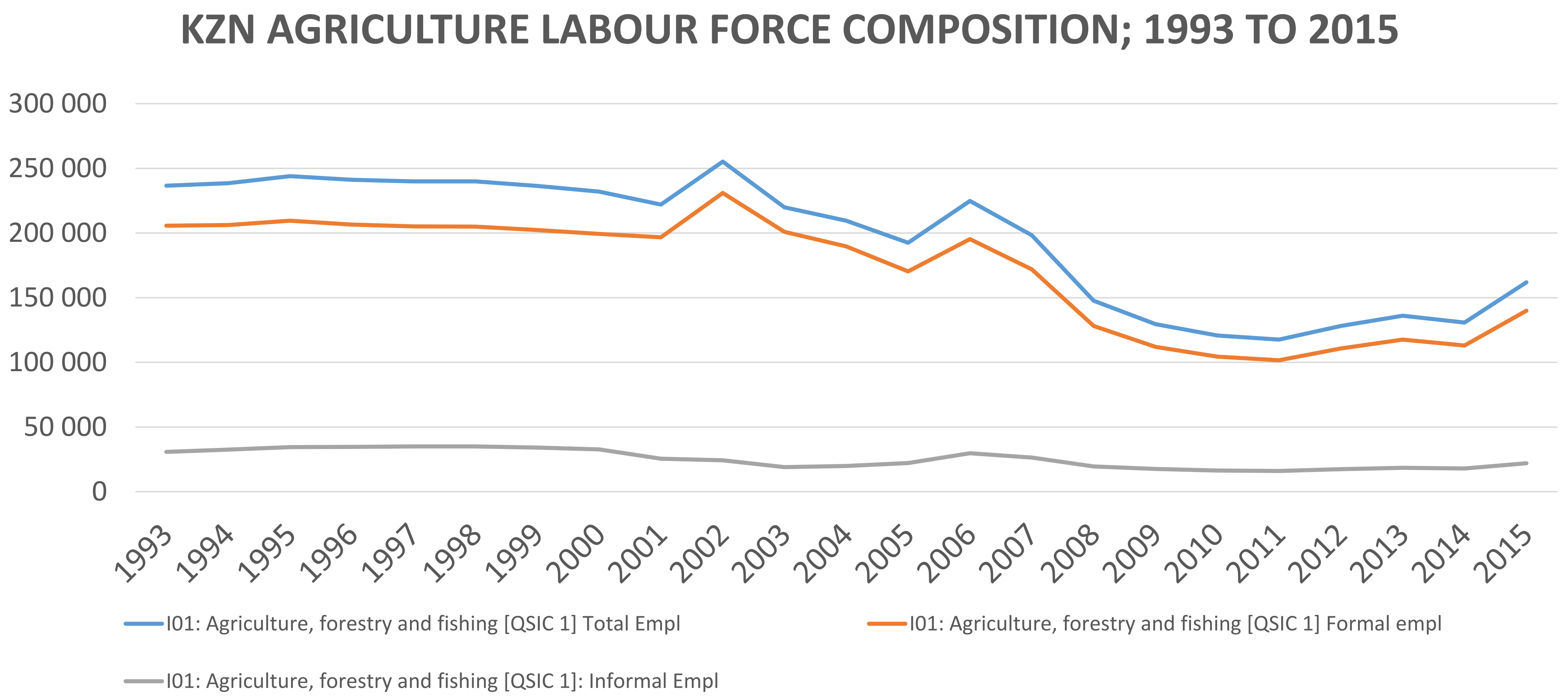
Historical And Future Economic Growth Projections - Current Reality Trends



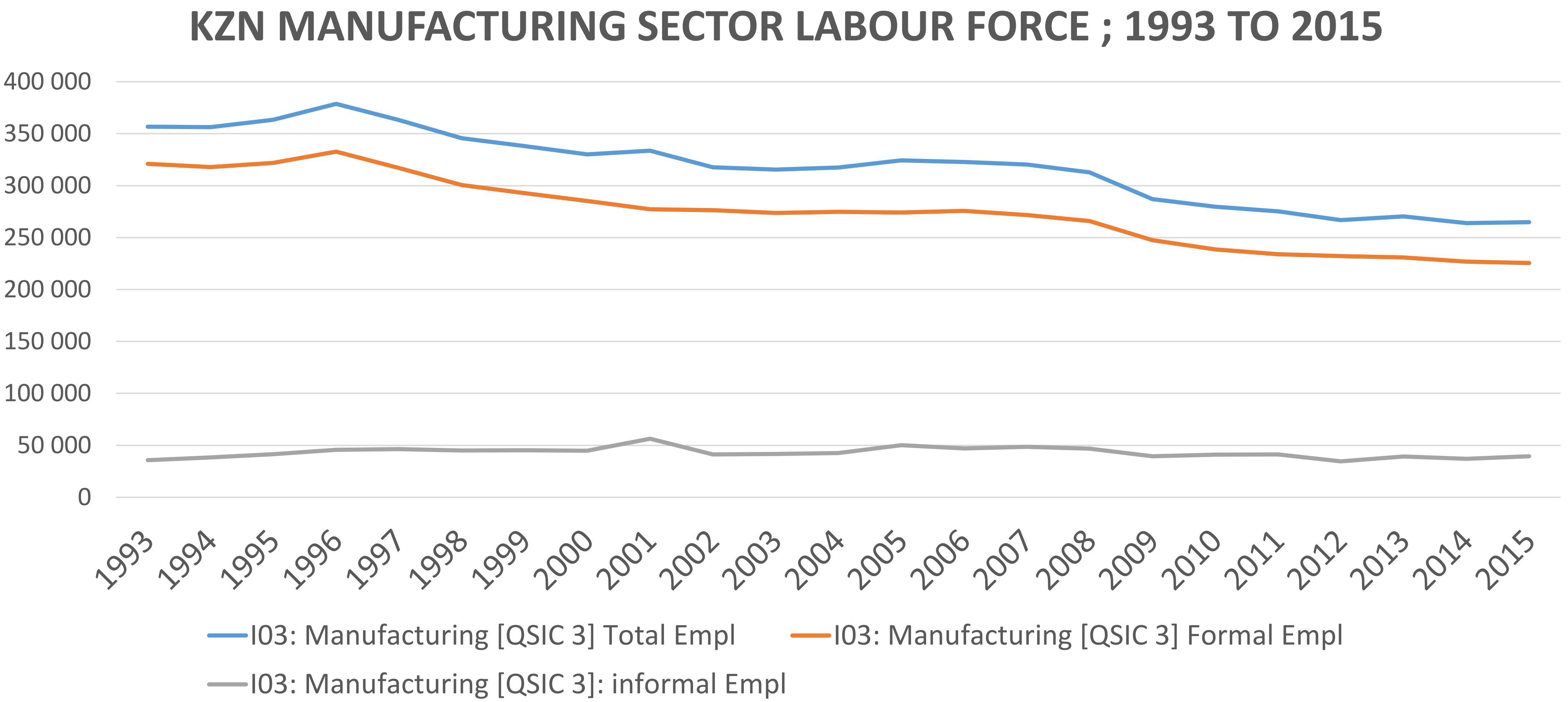
Current Reality Trends – Total Labour Force

Industry	1993	2000	2005	2010	2015	% AVE PA
I01: Agriculture, forestry and fishing [QSIC 1] Total Empl	236 588	232 015	192 558	120 809	161 908	-3,1
I02: Mining and quarrying [QSIC 2]	9 389	6 146	7 938	8 977	8 635	-0,6
I03: Manufacturing [QSIC 3] Total Empl	356 675	330 081	324 249	279 622	264 884	-2,4
I04: Electricity, gas and water [QSIC 4]	7 215	6 943	6 761	7 561	8 245	1,1
I05: Construction [QSIC 5]: Total Empl	210 075	132 990	129 577	145 548	191 299	-0,7
I06: Wholesale, retail , catering accommodation Total Empl	349 549	407 543	429 187	496 291	564 198	4,1
I07: Transport, storage and communication: Total Empl	123 128	92 858	97 527	120 635	140 719	1,1
I08: Finance, insurance, real estate and business services Total Empl	145 191	237 277	288 145	325 558	357 541	7,8
I09: General government [QSIC 91] Total Empl	251 244	237 913	253 181	300 702	332 495	2,3
I10: Community, social and personal services Total Empl	309 699	326 959	312 083	337 036	380 280	1,7
I1: Primary sector [SIC: 1-2]	245 977	238 161	200 496	129 786	170 543	-3,0
I2: Secondary sector [SIC: 3-5]	573 965	470 014	460 587	432 731	464 428	-1,7
I3: Tertiary sector [SIC: 6-9, 0]	1 178 811	1 302 550	1 380 123	1 580 222	1 775 233	3,4
Total	1 998 753	2 010 725	2 041 206	2 142 739	2 410 204	1,5

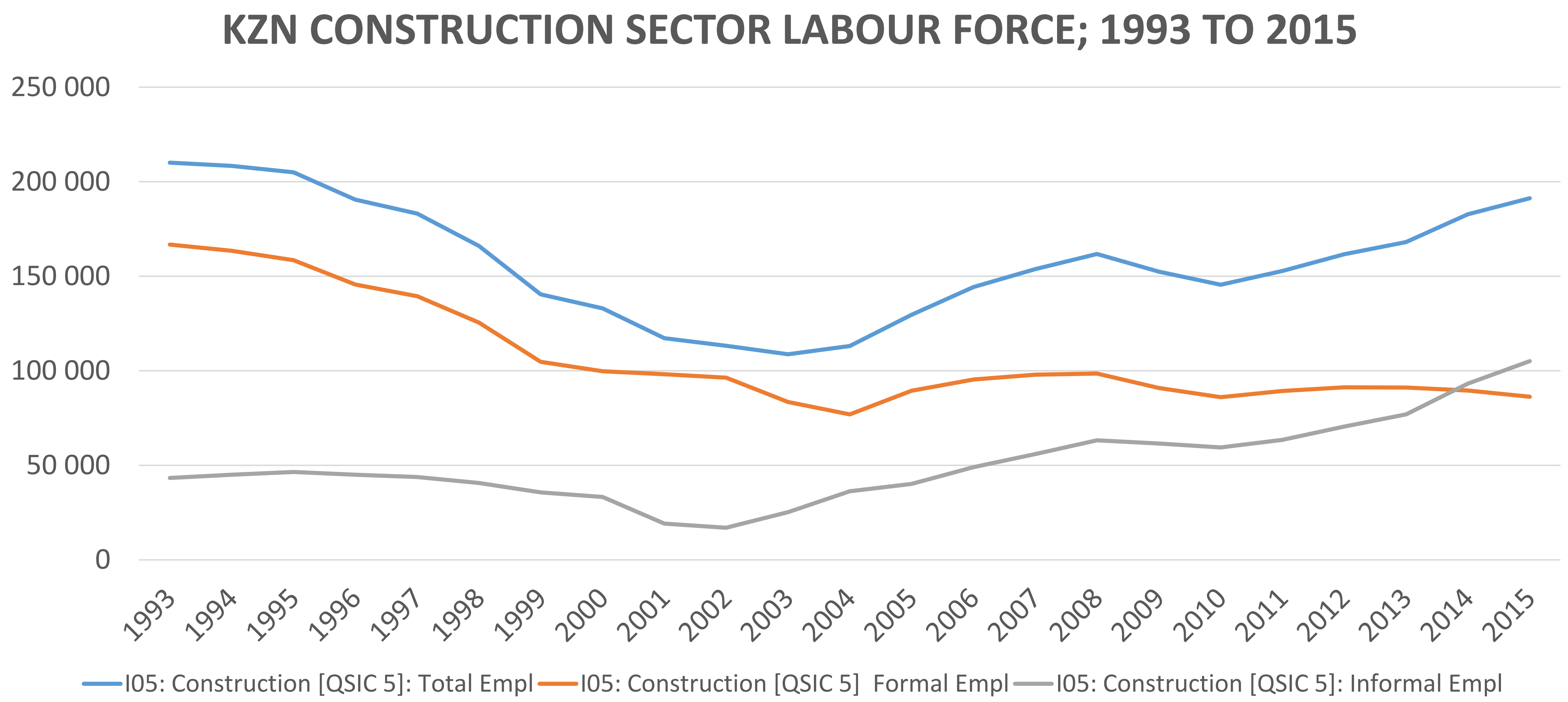
Current Reality Trends – Agriculture



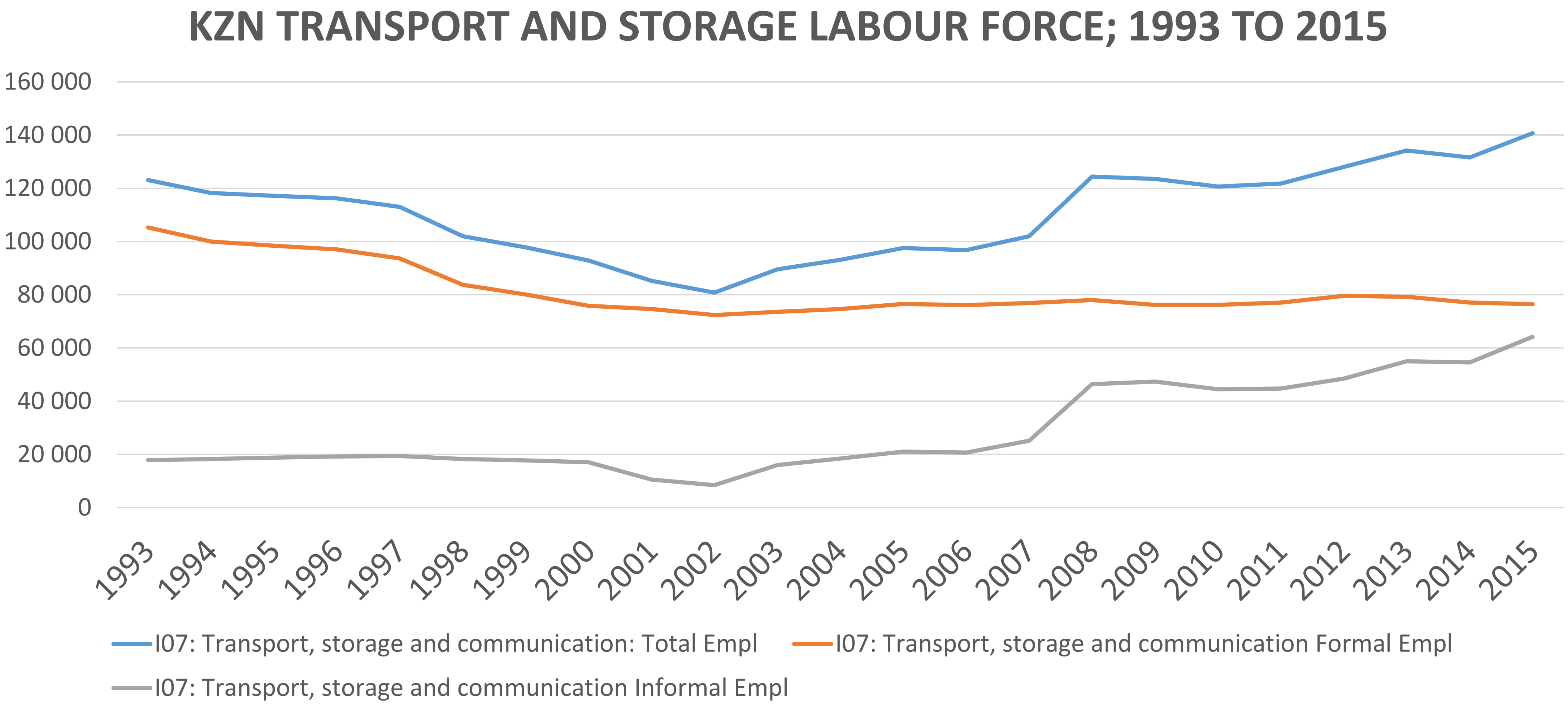
Current Reality Trends – Manufacturing



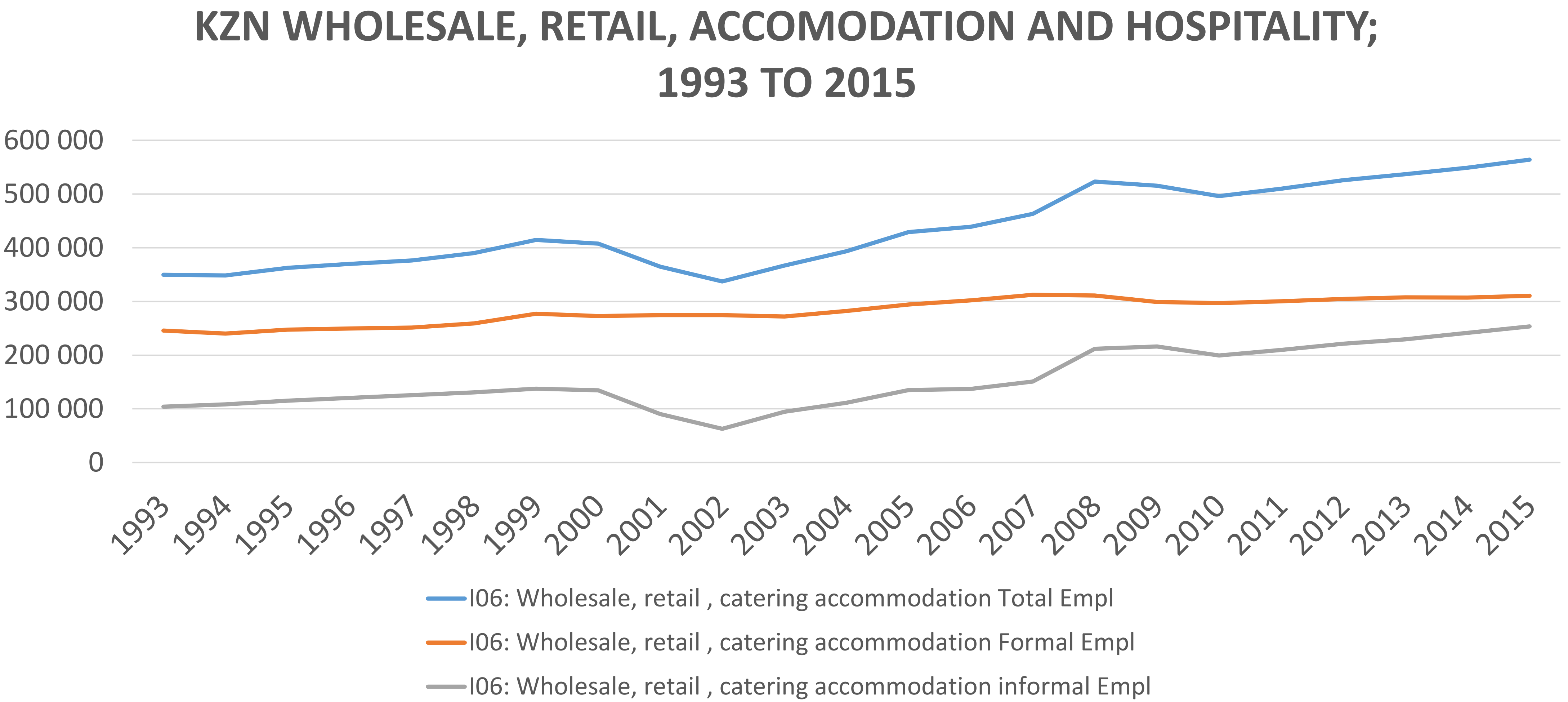
Current Reality Trends – Construction



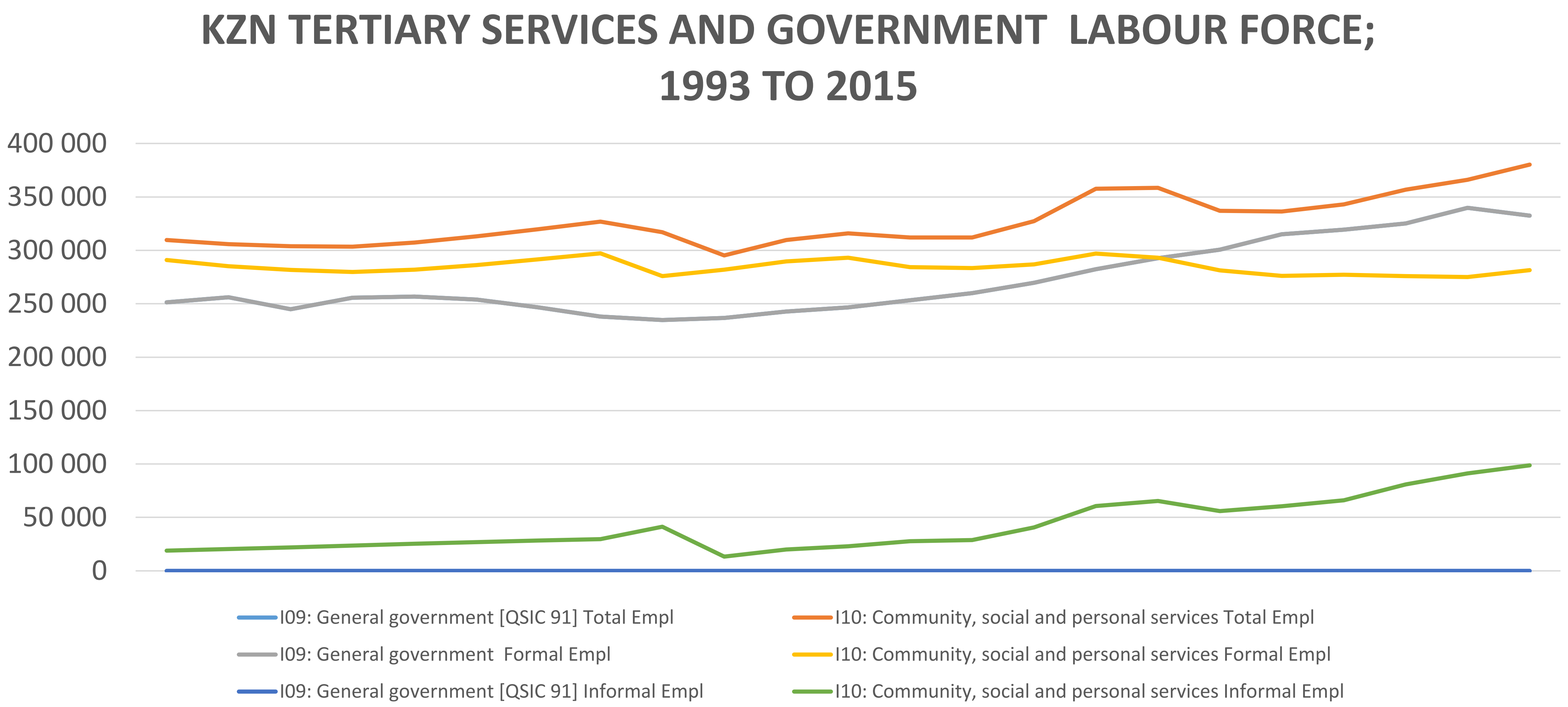
Current Reality Trends – Transport and Storage



Current Reality Trends – Wholesale, Retail and Hospitality



Current Reality Trends – Tertiary Services and Government



'A Prosperous Province with a Skilled Population'

Future Trends – Decision Rules And Parameters - National Development Plan

EMPLOYMENT TARGETS (2010-2030)

Millions	2010	2015	2020	2030
Non-working age population	18	18.2	18.8	20.6
Working-age population (15-65)	32.4	35.1	36.5	38.8
Labour force participation rate, percentage	54%	57%	60%	65%
Labour force (million)	17.5	19.8	21.9	25.3
Age dependency, ratio	1.6	1.5	1.5	1.5
Employment target				
Unemployment rate, percentage	25%	20%	14%	6%
Employment (million)	13	15.8	18.9	23.8
Net new employment needed (million)	0	2.8	3	4.9
Dependency ratio	3.9	3.4	2.9	2.5

Under these conditions:

- About 41 percent of the working-age population between 15 and 64 would be employed. The aim is to increase this to 52 percent by 2020 and to 61 percent by 2030.
- Real GDP more than doubles (implying average GDP growth of 5.4 percent between 2011 and 2030. At this rate of growth, there will still be substantially more reliance on very low-income employment, survivalist activities and public employment schemes.
- The proportion of the population with income below the poverty measure of R418 per day (in 2009 rands) falls from 39 percent in 2009 to zero in 2030. The level of inequality will fall from 0.7 in 2010 to 0.6 by 2030. The share of income going to the bottom 40 percent of income earners rises from 6 percent to 10 percent.

On average, the dependency ratio (the number of people depending on one wage earner) will fall from 4 to 2.5. For low-income households, this ratio will fall from an average of 5 to 6 down to 4 to 5. A falling dependency ratio will be a central contributor to reducing poverty and inequality.

Future Trends – Decision Rules And Parameters - Formal Empl As % Of Total Empl

- The Economic Model makes provision of an increase in the participation rate and increase in formal employment in the High and Medium Projects as per the NDP.
- The table shows the structural change built into the model between 2016 and 2013

	2016	2030
I01: Agriculture, forestry and fishing [QSIC 1] Formal empl	86,45	95,00
I02: Mining and quarrying [QSIC 2]	72,00	72,00
I03: Manufacturing [QSIC 3] Formal Empl	85,11	88,00
I04: Electricity, gas and water [QSIC 4]	92,00	92,00
I05: Construction [QSIC 5] Formal Empl	43,00	81,33
I06: Wholesale, retail , catering accommodation Formal Empl	54,35	62,53
I07: Transport, storage and communication Formal Empl	53,03	60,41
I08: Finance, insurance, real estate and business services Formal Empl	84,14	90,38
I09: General government Formal Empl	100,00	100,00
I10: Community, social and personal services Formal Empl	72,64	79,68
Total	**72,60**	**80,94**

NOTE THE SIGNIFICANT ROLE OF THE FORMAL SECTOR IN THE CONSTRUCTION, WHOLESALE AND RETAIL, AND TRANSPORT SECTORS

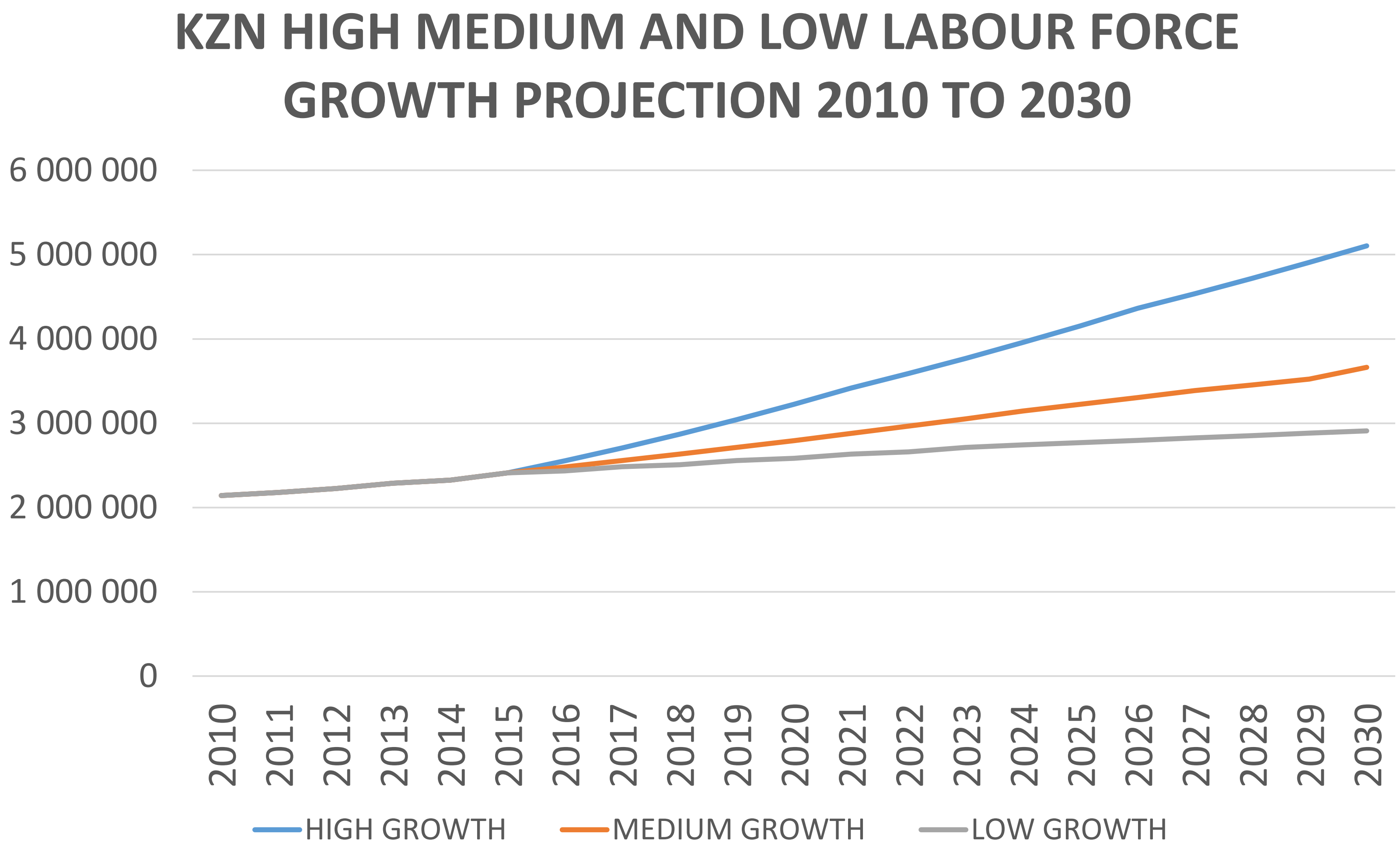
Future Trends – Decision Rules And Parameters - Informal Empl As % Of Total Empl

- The Economic Model makes provision of an increase in the participation rate and increase in formal employment in the High and Medium Projects as per the NDP.
- The table shows the structural change built into the model between 2016 and 2013

	2016	2030
I01: Agriculture, forestry and fishing [QSIC 1]: Informal Empl	86,45	95,00
I02: Mining and quarrying [QSIC 2]	72,00	72,00
I03: Manufacturing [QSIC 3]: informal Empl	85,11	88,00
I04: Electricity, gas and water [QSIC 4]	92,00	92,00
I05: Construction [QSIC 5]: Informal Empl	43,00	81,33
I06: Wholesale, retail , catering accommodation informal Empl	54,35	62,53
I07: Transport, storage and communication Informal Empl	53,03	60,41
I08: Finance, insurance, real estate and business services [QSIC 8] informal Empl	84,14	90,38
I09: General government [QSIC 91] Informal Empl	100,00	100,00
I10: Community, social and personal services Informal Empl	72,64	79,68
Total	**72,60**	**80,94**

NOTE THE SIGNIFICANT ROLE OF THE INFORMAL SECTOR IN THE CONSTRUCTION, WHOLESALE AND RETAIL, AND TRANSPORT SECTORS

Future Trends – Decision Rules And Parameters

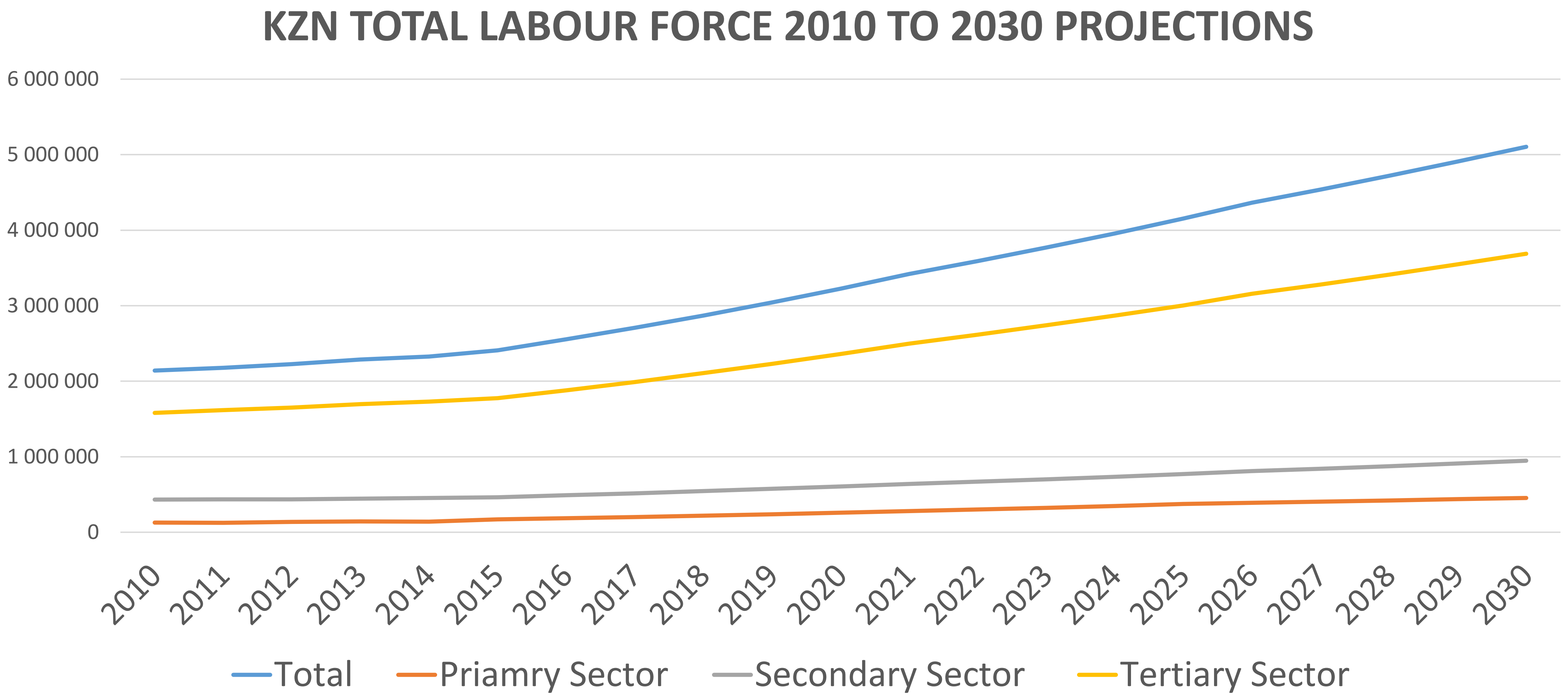


SCENARIO	AVERAGE GROWTH PA OVER 15 YEARS
HIGH	5,1
MEDIUM	2, 8
LOW	1,2

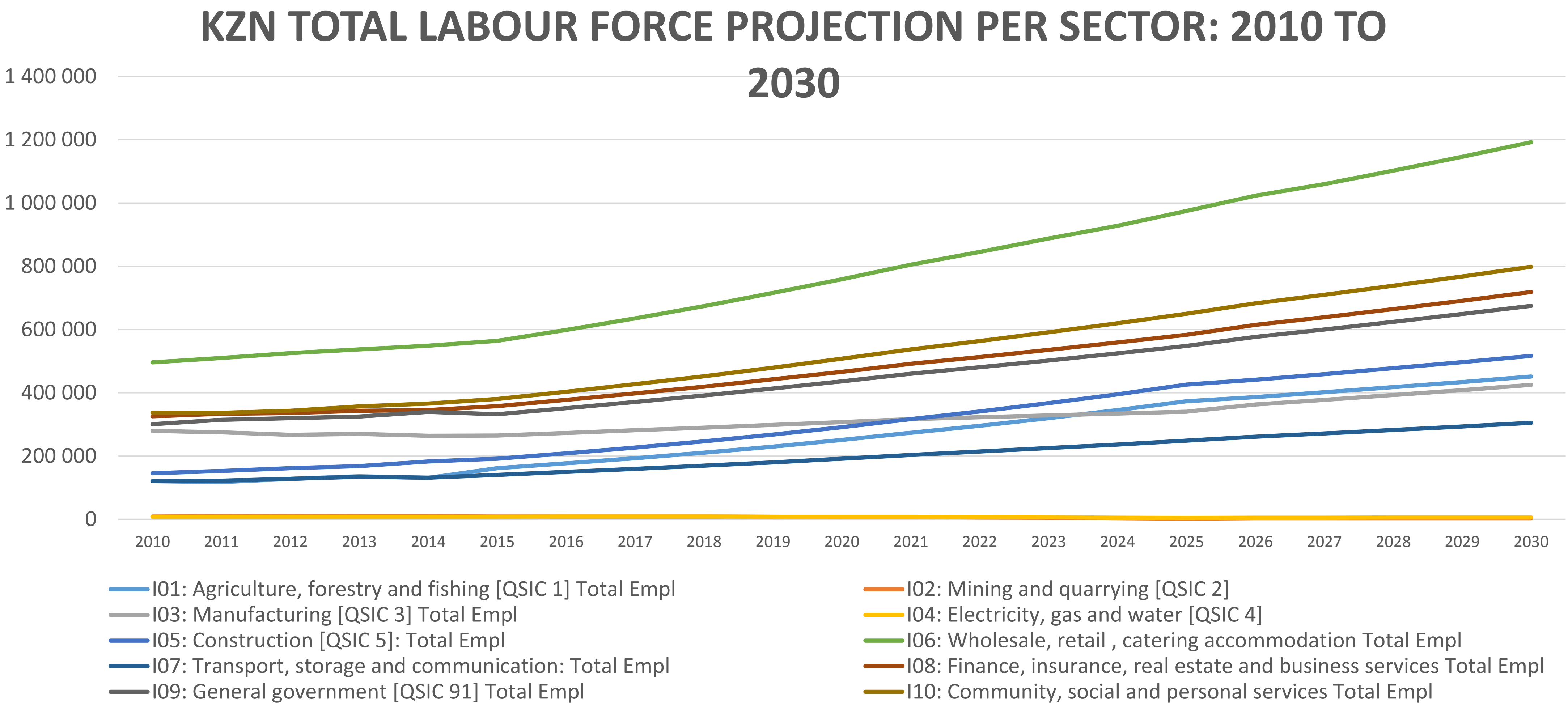
KZN Labour Force Projections – High, Medium And Low

Industry	2010	2015	2020	2025	2030
HIGH GROWTH	2 142 739	2 410 204	3 225 397	4 155 719	5 104 684
MEDIUM GROWTH	2 142 739	2 410 204	2 794 087	3 223 389	3 664 326
LOW GROWTH	2 142 739	2 410 204	2 583 558	2 769 381	2 910 647

KZN Total Labour Force Projections – High



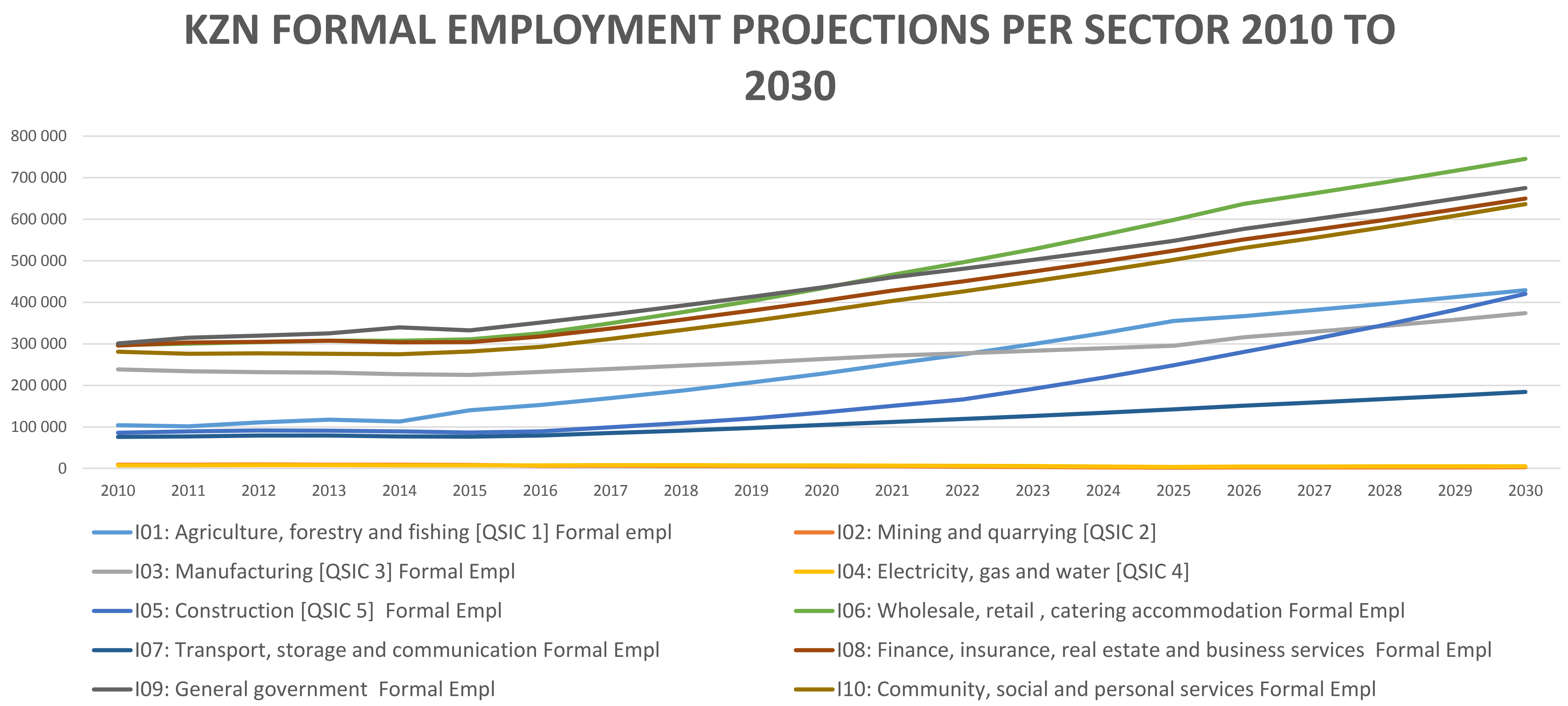
KZN Total Labour Force Projections – High per Sector



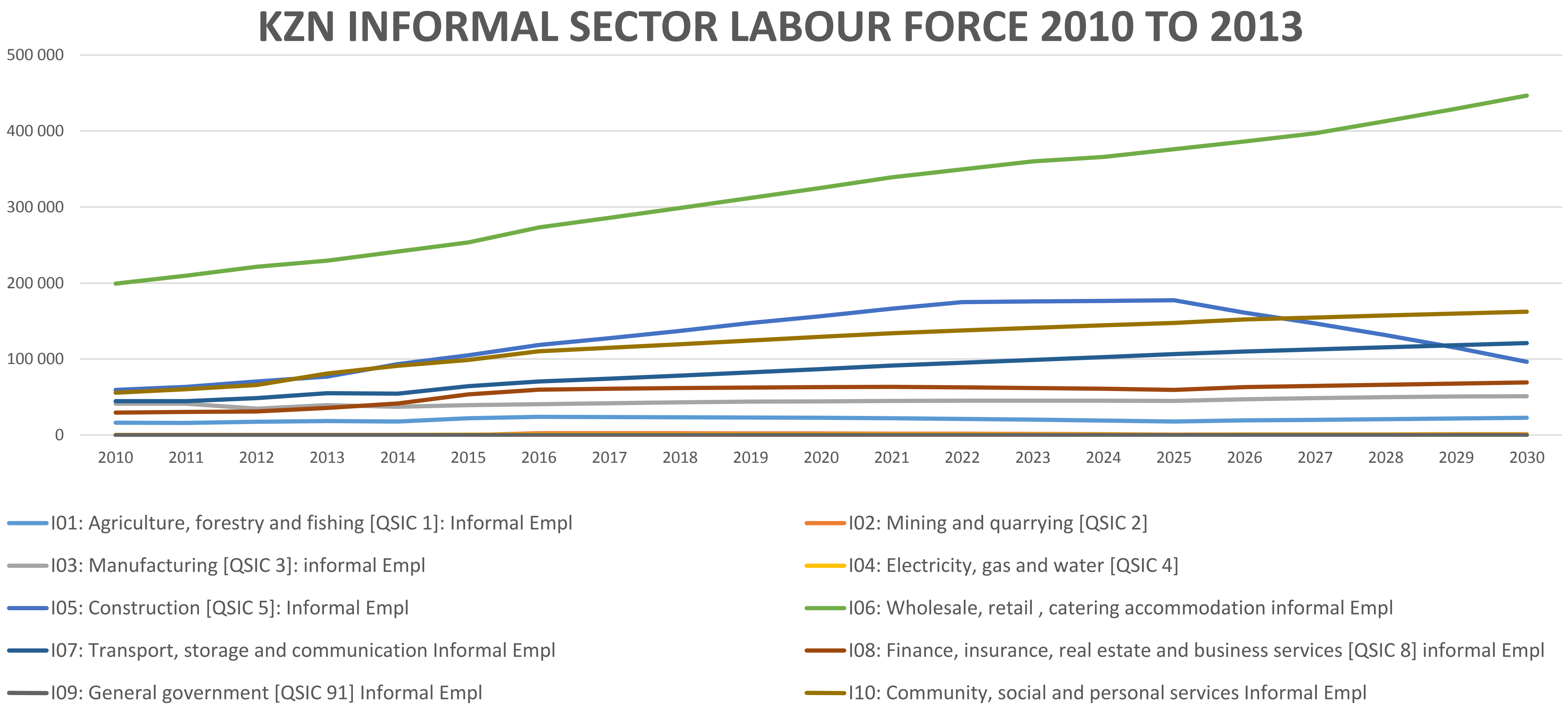
KZN Total Labour Force Projections – High / Sector

Industry	2010	2015	2020	2025	2030
I01: Agriculture, forestry and fishing [QSIC 1] Total Empl	120 809	161 908	250 784	372 815	451 526
I02: Mining and quarrying [QSIC 2]	8 977	8 635	7 491	2 277	3 813
I03: Manufacturing [QSIC 3] Total Empl	279 622	264 884	307 506	340 463	424 851
I04: Electricity, gas and water [QSIC 4]	7 561	8 245	8 020	4 125	5 948
I05: Construction [QSIC 5]: Total Empl	145 548	191 299	291 284	425 703	516 452
I06: Wholesale, retail , catering accommodation Total Empl	496 291	564 198	759 027	974 568	1 192 008
I07: Transport, storage and communication: Total Empl	120 635	140 719	191 462	248 648	305 293
I08: Finance, insurance, real estate and business services Total Empl	325 558	357 541	466 385	583 239	718 700
I09: General government [QSIC 91] Total Empl	300 702	332 495	435 958	547 895	674 818
I10: Community, social and personal services Total Empl	337 036	380 280	507 479	649 694	798 682
Total	2 142 739	2 410 204	3 225 397	4 155 719	5 104 684

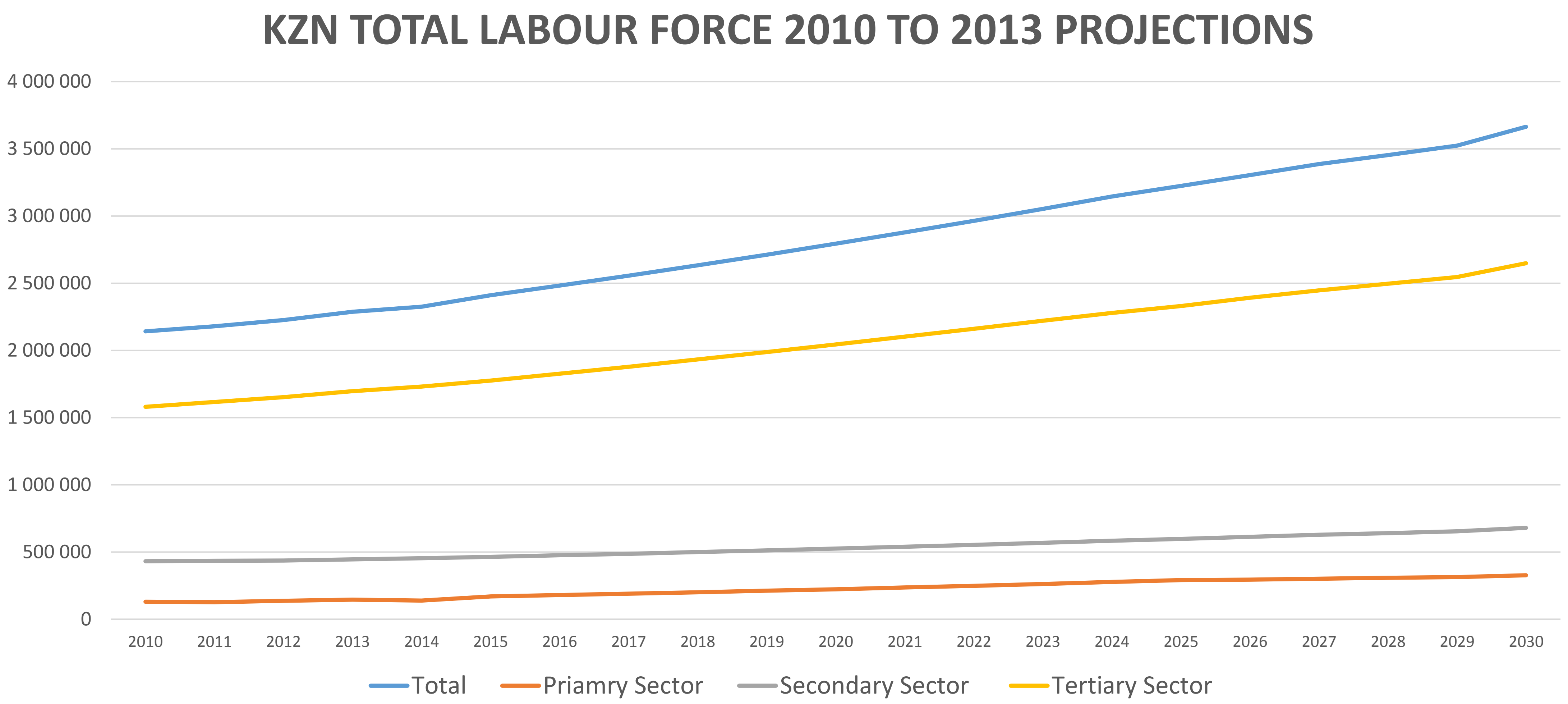
KZN Formal Labour Force Projections – High / Sector



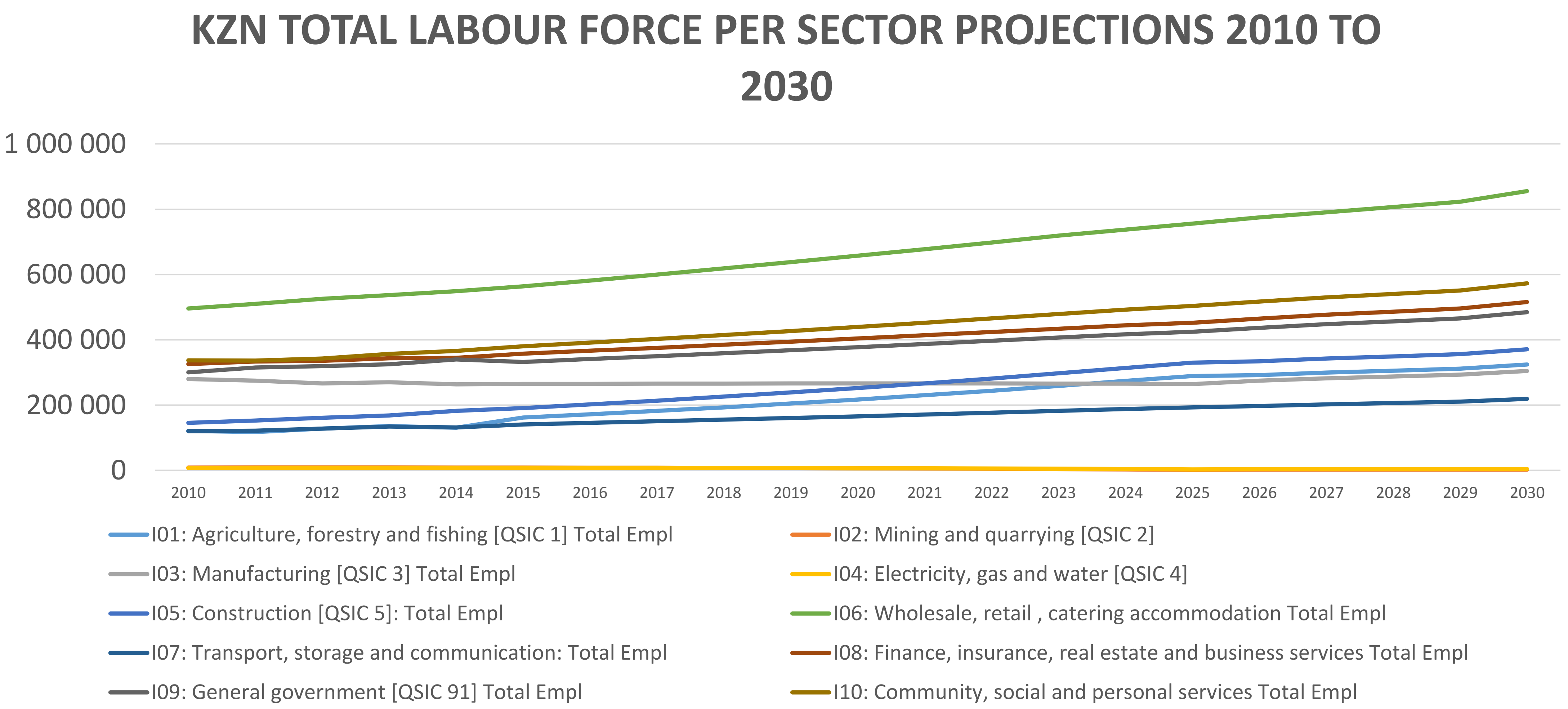
KZN Informal Labour Force Projections – High / Sector



KZN Total Labour Force Projections – Medium



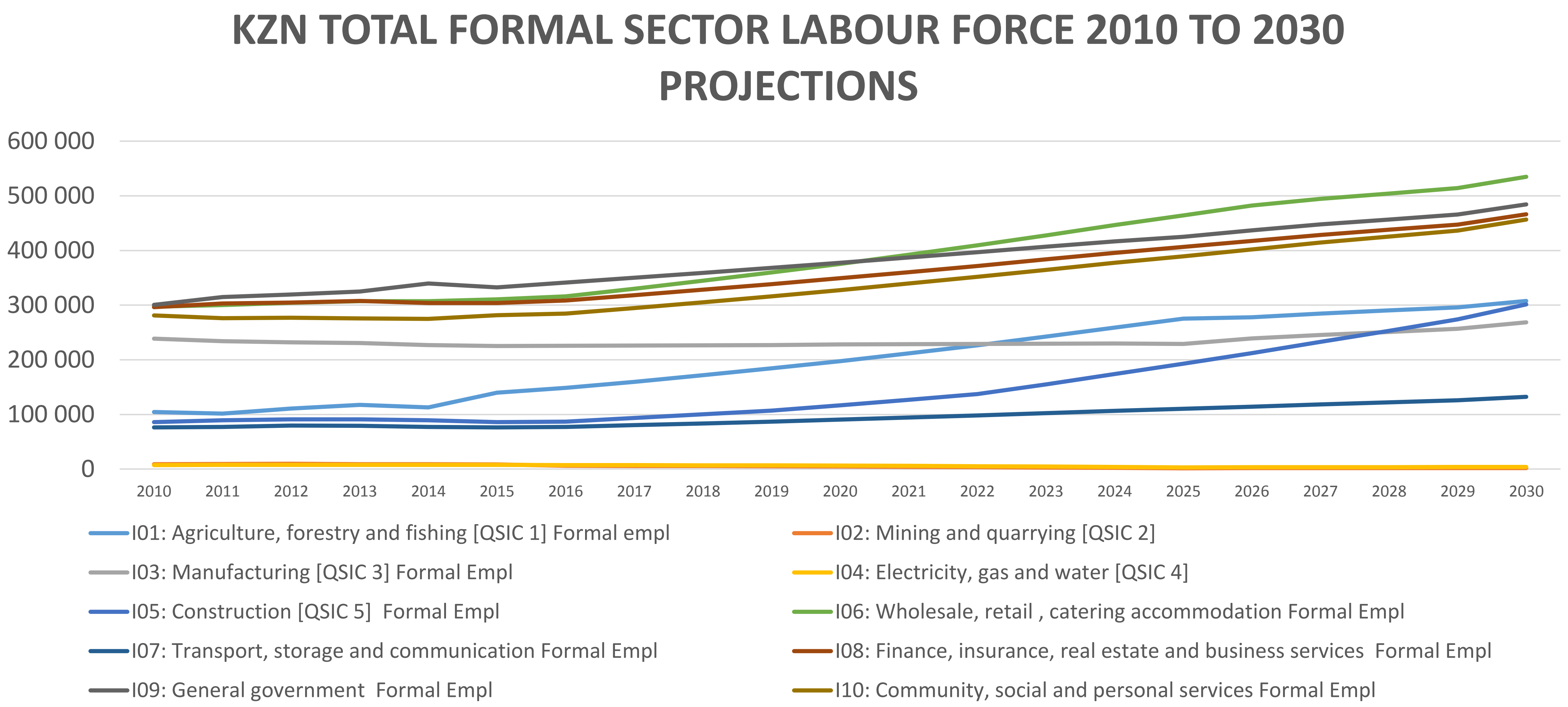
KZN Total Labour Force Projections – Medium / Sector



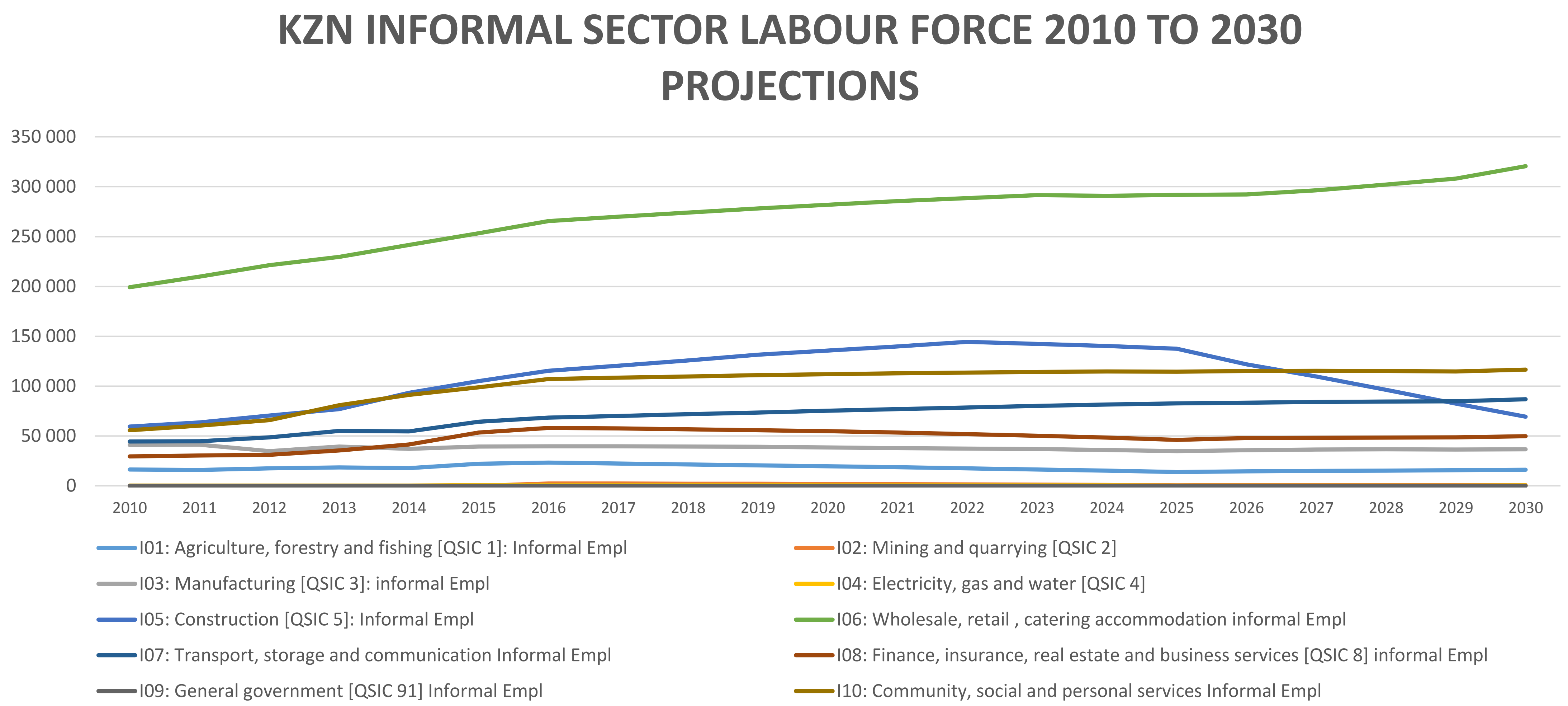
KZN Total Labour Force Projections – Medium / Sector

Industry	2010	2015	2020	2025	2030
I01: Agriculture, forestry and fishing [QSIC 1] Total Empl	120 809	161 908	217 248	289 174	324 122
I02: Mining and quarrying [QSIC 2]	8 977	8 635	6 489	1 766	2 737
I03: Manufacturing [QSIC 3] Total Empl	279 622	264 884	266 385	264 081	304 974
I04: Electricity, gas and water [QSIC 4]	7 561	8 245	6 947	3 200	4 270
I05: Construction [QSIC 5]: Total Empl	145 548	191 299	252 333	330 197	370 728
I06: Wholesale, retail , catering accommodation Total Empl	496 291	564 198	657 528	755 925	855 666
I07: Transport, storage and communication: Total Empl	120 635	140 719	165 860	192 864	219 150
I08: Finance, insurance, real estate and business services Total Empl	325 558	357 541	404 019	452 390	515 909
I09: General government [QSIC 91] Total Empl	300 702	332 495	377 661	424 976	484 408
I10: Community, social and personal services Total Empl	337 036	380 280	439 617	503 936	573 323
Total	2 142 739	2 410 204	2 794 087	3 223 389	3 664 326

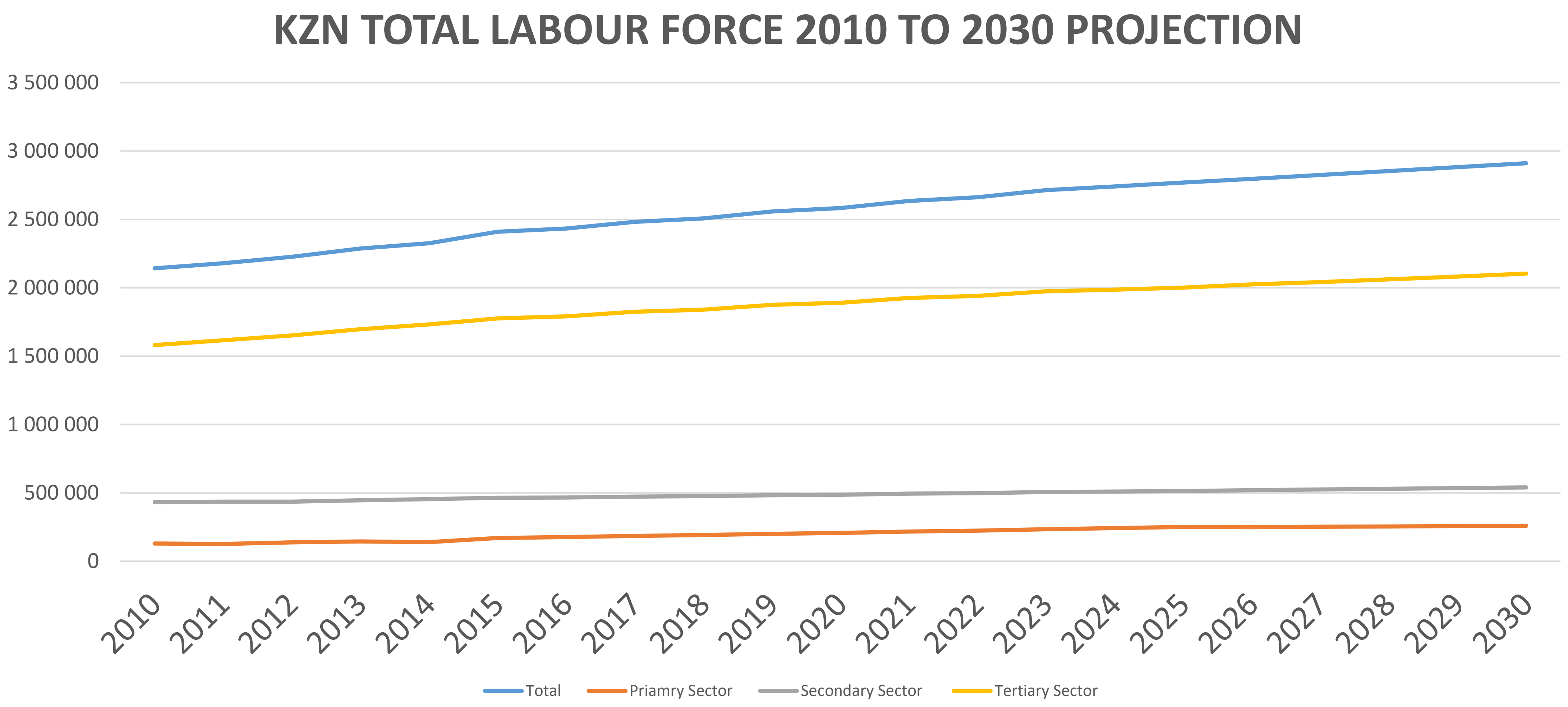
KZN Formal Labour Force Projections – Medium / Sector



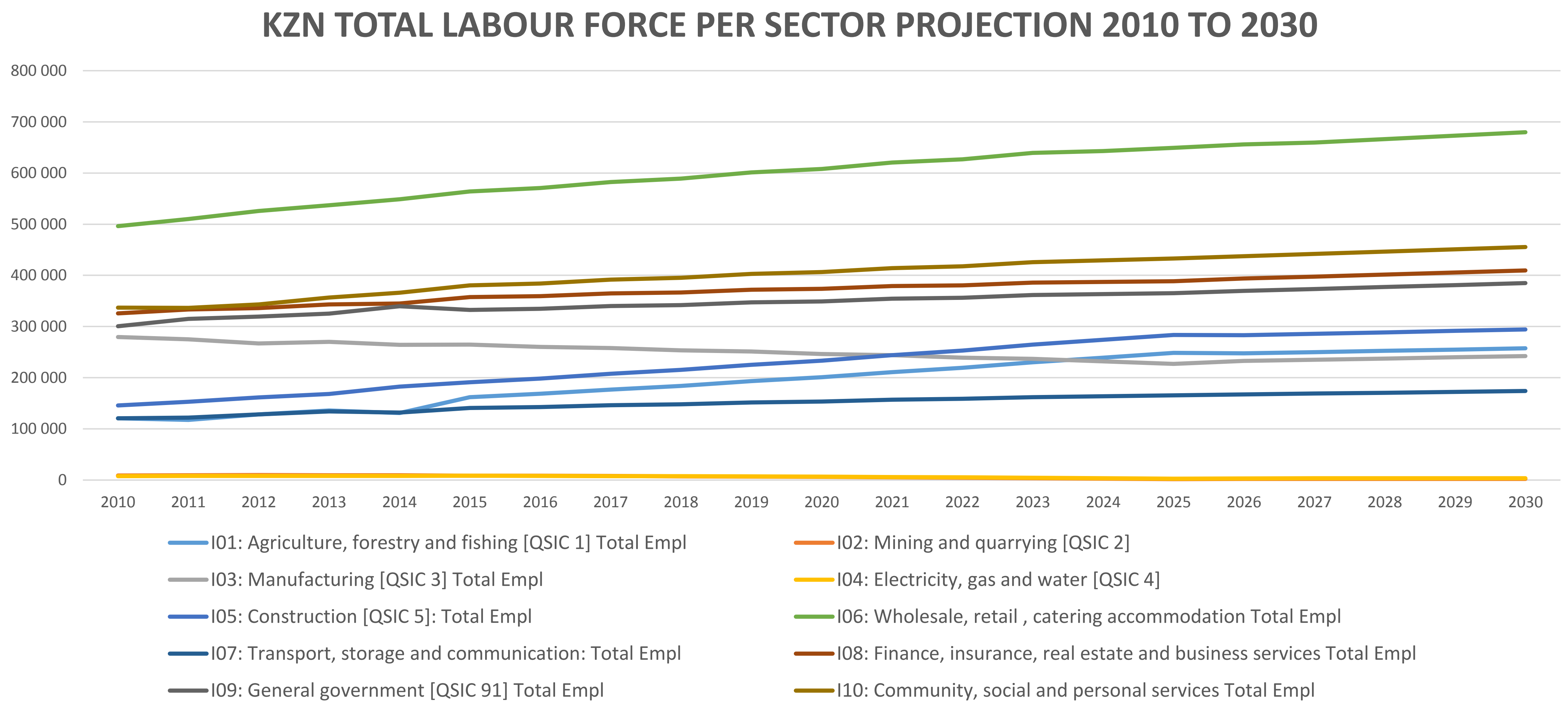
KZN Informal Labour Force Projections – Medium / Sector



KZN Labour Force Projections – Low



KZN Total Labour Force Projections – Low / Sector

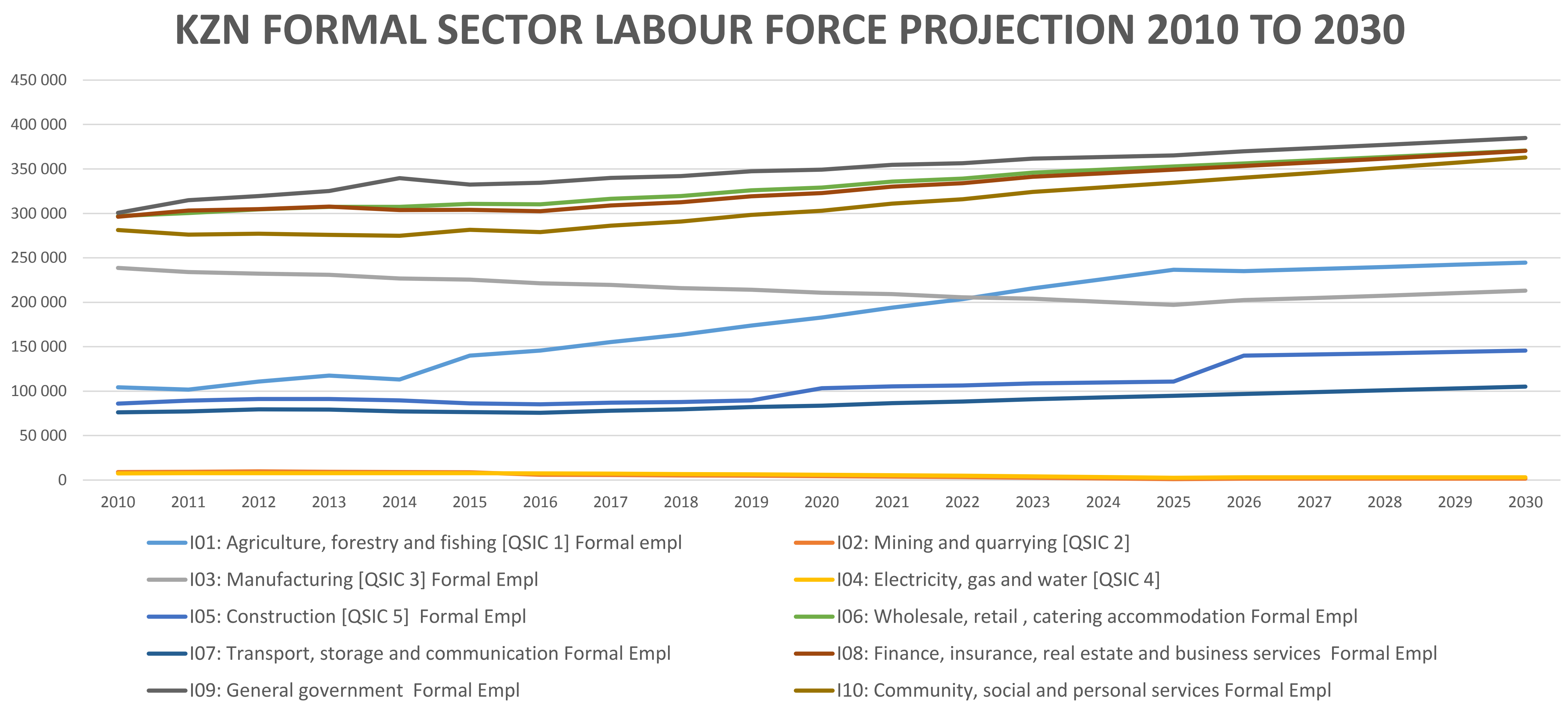


'A Prosperous Province with a Skilled Population'

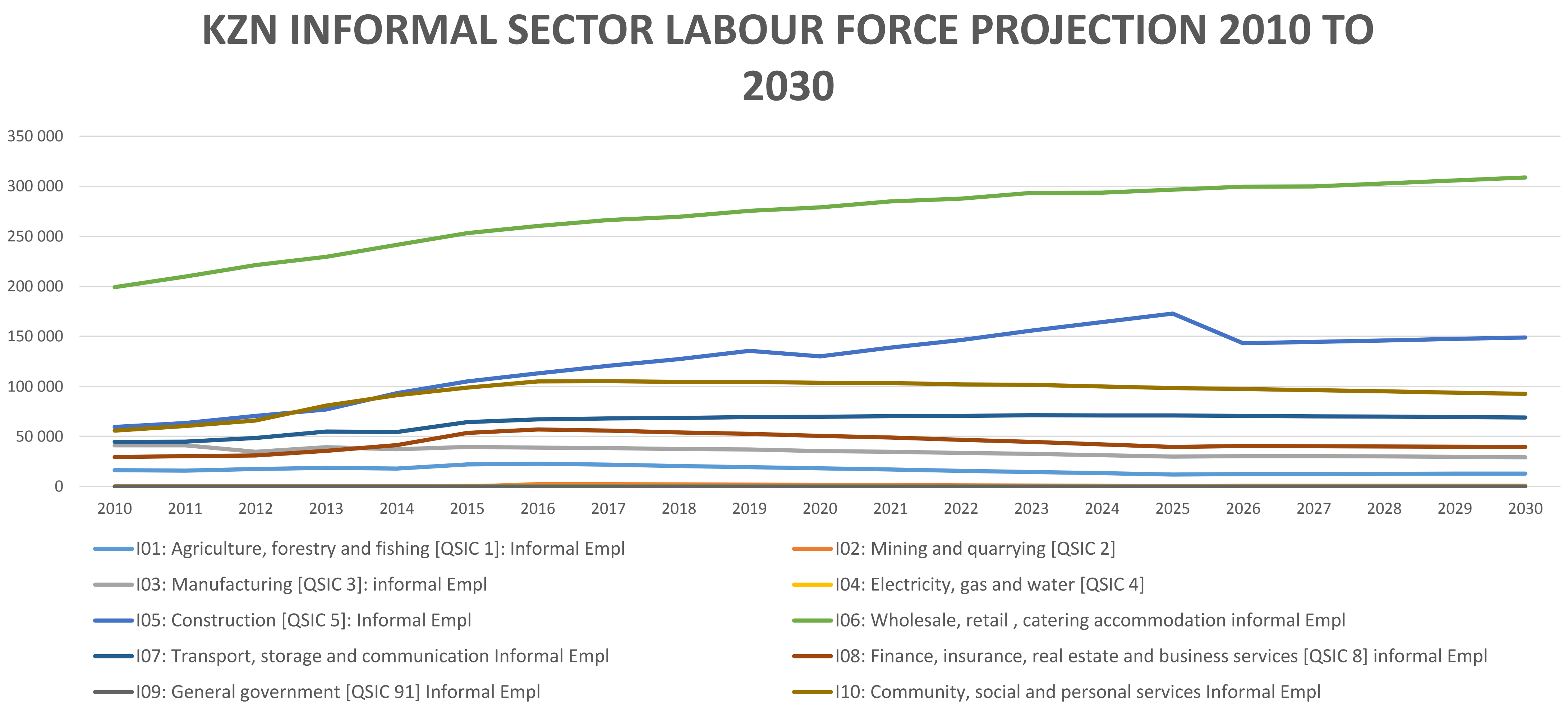
KZN Total Labour Force Projections – Low / Sector

Industry	2010	2015	2020	2025	2030
I01: Agriculture, forestry and fishing [QSIC 1] Total Empl	120 809	161 908	200 879	248 445	257 457
I02: Mining and quarrying [QSIC 2]	8 977	8 635	6 000	1 518	2 174
I03: Manufacturing [QSIC 3] Total Empl	279 622	264 884	246 313	226 885	242 247
I04: Electricity, gas and water [QSIC 4]	7 561	8 245	6 424	2 749	3 392
I05: Construction [QSIC 5]: Total Empl	145 548	191 299	233 320	283 689	294 477
I06: Wholesale, retail , catering accommodation Total Empl	496 291	564 198	607 985	649 455	679 673
I07: Transport, storage and communication: Total Empl	120 635	140 719	153 362	165 699	174 075
I08: Finance, insurance, real estate and business services Total Empl	325 558	357 541	373 577	388 672	409 797
I09: General government [QSIC 91] Total Empl	300 702	332 495	349 205	365 119	384 775
I10: Community, social and personal services Total Empl	337 036	380 280	406 493	432 958	455 402
Total	2 142 739	2 410 204	2 583 558	2 769 381	2 910 647

KZN Total Labour Force Projections – Low / Sector



KZN Informal Labour Force Projections – Low / Sector



Conclusion - Significant Economic Sectors – Medium Growth

Industry	2010	2030
I01: Agriculture, forestry and fishing [QSIC 1] Total Empl	120 809	324 122
I03: Manufacturing [QSIC 3] Total Empl	279 622	304 974
I05: Construction [QSIC 5]: Total Empl	145 548	370 728
I06: Wholesale, retail , catering accommodation Total Empl	496 291	855 666
I07: Transport, storage and communication: Total Empl	120 635	219 150
I08: Finance, insurance, real estate and business services Total Empl	325 558	515 909
I09: General government [QSIC 91] Total Empl	300 702	484 408
I10: Community, social and personal services Total Empl	337 036	573 323
TOTAL LABOUR FORCE	**2 142 739**	**3 664 326**

IMPLICATIONS

COMMON AND DIVERGING FEATURES THAT EMERGE

- ***Levels of confidence***
- ***Investment***
- New capacity
- Competitiveness
- Expansion of existing industry and business

Infrastructure maintenance

- Agriculture
- Manufacturing
- Exports and imports
- Harbours of KZN
- Construction and building
- Housing
- ***Rural development***
- Transport
- Rand value exchange rate
- Tourism and the creative industries
- Tertiary sector businesses

- Government services – national and local
- ***Informal sector***
- Green economy
- Innovation
- Service delivery
- Technology – mobile

Social strife

- Health Medical services
- Welfare
- Student and labour demands and unrest
- ***Poverty***
- ***Food security***

- **Higher skilled brain-drain**
- Private sector educational programmes for the privileged
- Population growth
- Youth
- Urbanisation
- Safety and security

Key Findings

MOST CRITICAL FINDINGS

1. loss of potential in the early years – infant mortality, congenital diseases, social conditions which lead to underachievement
2. Consequence of history – low education and skill level of the population
3. Impact of HIV and AIDS and other communicable diseases
4. Inefficiencies in education and training system – low throughput, varying quality, fragmentation and duplication, low participation in Maths and Science
5. Lack of productive engagement of many in society – unemployment, underemployment and underutilization, lack of readiness
6. Weaknesses in institutional structures – fragmentation, duplication
7. Policy and strategic frameworks which give hope and show promise
8. Wide range of interventions in the province to address issues in each sector

CHALLENGES AND PRIORITIES TO BE ADDRESSED BY THE STRATEGY

KEY CHALLENGES TO BE ADDRESSED IN THE

HRD STATEGY

(based on diagnostic assessment of context)

General Education Challenges

1. Loss of potential to achieve educationally in the early years
2. Need to improve the quality of ECD
3. High dropout rates, particularly in Grades 10 and 11
4. Low throughput rates in high schools, TVETs, HEIs
5. Low level of participation and success in mathematics, science, technology – gateway subjects to better careers
6. Relatively low achievement in ANA
7. Need to improve the % and quality of passes in NSC
8. Lack of equity in educational opportunities – affect on small schools
9. Need to maximize teacher productivity and increase professionalism
10. Inability of education system to fully cope with social issues which spillover into schools

KEY CHALLENGES TO BE ADDRESSED

IN THE HRD STATEGY

(based on diagnostic assessment of context)

Skills and Artisan Development

---

1. Many TVET graduates do not have the level of proficiency in their trade to be of immediate value to employers
2. Not enough opportunities for workplace placement and experience
3. Inability to keep pace with changes in industry which affect the capacity and competence of graduates
4. Difficulties securing and retaining lecturers in science, technology and engineering
5. Growing number of learners who are not adequately prepared educationally
6. Misalignment of qualifications with industry requirements not responding to new growth path

KEY CHALLENGES TO BE ADDRESSED IN THE HRD STATEGY

(based on diagnostic assessment of context)

Facilitating the Productive Engagement of People

1. Insufficient number of highly skilled people (professionals and academics)
2. Need to up skill/reskill unskilled workers and semi-skilled workers
3. Lack of enough career guidance
4. Growth in capital intensity of production
5. Insufficient opportunities for workplace learning
6. Growing number of dropouts and under-prepared youth
7. Growing need to facilitate the emergence of social cohesion initiatives and social engagement of youth
8. 4^{TH} Industrial Revolution – realignment of skilling the population

KEY CHALLENGES TO BE ADDRESSED

IN THE HRD STATEGY

(based on diagnostic assessment of context)

Economic Challenges

1. Impact of HIV/AIDS
2. Slow job creation
3. Spatial inequity in the availability of opportunities
4. Need to manage the contribution and impact of strategic and catalytic projects
5. Unemployment / under-employment
6. Structure of the labour force
7. Mobility of labour and concentration of economic activities
8. Need to restructure sectors and create opportunities for new entrants
9. Improve entrepreneurship development

KEY CHALLENGES TO BE ADDRESSED
IN THE HRD STATEGY

(based on diagnostic assessment of context)

Structural Challenges

1. Fragmentation in governance
2. Gaps in policy and strategic alignment
3. Significant differences between districts and municipalities on all key indicators
4. Spatial inequalities
5. Unavailability and fragmented data on HRD

PROVINCIAL HRD STRATEGIC FRAMEWORK

The framework sets out a

comprehensive set of interventions that are sensitive to social and economic issues that affect and constrain development and limit the Province’s ability to fully benefit from the potential which resides in its People.

VISION

The human resource capacity in KZN is relevant and responsive to the growth and development needs of the province

OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4
All people have a proper education foundation for success in life	All people have workplace literacy and opportunities to develop and upgrade skills	Maximise opportunities for people to participate in the economy	Governance structures for the effective development and use of human resources
Giving children a flying start	Improve Career Education and Career Guidance Services	Economic Sector focus	HRD Council with permanent secretariat
Enhanced achievement and success in general education	Formal education for employment, entrepreneurship and innovation	Management of Scarce Skills and Critical Skills	Streamlining HRD through critical points of coordination
Education and up-skilling of out of school youth	•Enhanced workplace training, employee development and worker education	Coordination of job creation	Geographic management of supply streams
	Continuing Education and Training	Sector based entrepreneurial opportunities and development	
GOAL 1 Foundational Learning	GOAL 2 Technical Vocational and Professional Education and Training	GOAL 3 Skills Alignment to Economic Growth	GOAL 4 Governance and Administration of HRD

- Equity & Economic & Social Justice
- Relevance & Responsiveness
- Retention of skills & talent
- Promoting a Sector specific Focus
- Promoting geographic relevance
- Integrated Development
- Maximizing Productive Potential of each Individual
- Integrated Management
- Integrated Youth Development
- Sustainable Livelihoods
- Accountable Delivery Mechanisms
- Lifelong environmental learning

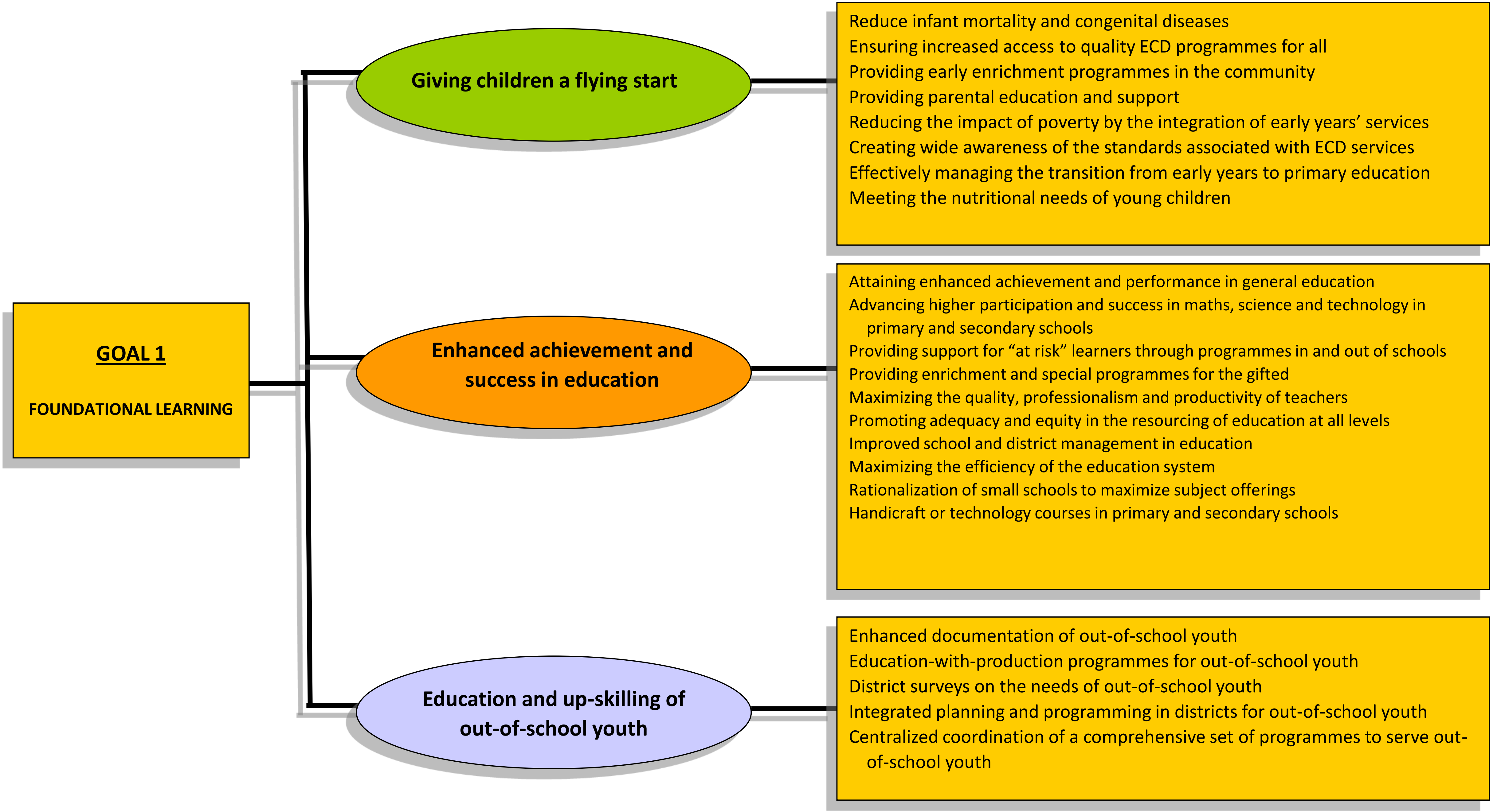
CORE PRINCIPLES INFORMING IMPLEMENTATION

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

SOUND POLICY AND STRATEGIC FOUNDATIONS FOR HRD

Goal 1

Foundational Learning


GOAL 1
FOUNDATIONAL LEARNING
Giving 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
Enhanced 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
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

GOAL 1: FOUNDATIONAL LEARNING

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

Strategic Objective 1.1: Giving children a flying start

1. Reducing infant mortality and congenital diseases
2. Provision of basic nutritional needs of young children
3. Providing parental education and support
4. Providing early enrichment programmes in the community
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. Meeting the nutritional needs of young children

1. Creating awareness on ECD service standards
2. Infrastructure for ECD
3. ECD Practitioner Development
4. Early Childhood Development Educator Development
5. Develop and provide digital equipment for ECD
6. Curriculum and LTSM for Early Childhood Development
7. Ensuring increased access to quality ECD programmes for all
8. Effectively managing the transition from early years to primary education

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 1: FOUNDATIONAL LEARNING

Strategic Objective 1.2: Enhanced achievement and success in general education

1. Foundation Phase, STEM & Career Guidance Educator Development Programme
2. Vocational and Technical Education Development Programme
3. Second Chance Matric Programme
4. Provide support for at risk learners through programmes in and out of schools
5. Provide enrichment programme for gifted learners
6. Maximizing the efficiency of the education system by strengthening district support to improve school management and attaining enhanced achievement and performance in general education
7. Advancing higher participation and success in STEM in primary and secondary schools
8. Maximizing the quality, professionalism and productivity of teachers
9. Promoting adequacy and equity in the resourcing of education at all levels
10. Rationalization of small schools to maximize subject offerings

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 1: FOUNDATIONAL LEARNING

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

1. Enhanced documentation of out-of-school youth
2. District surveys on the needs of out-of-school youth
3. Integrated planning and programming in districts for out-of-school youth
4. Centralized coordination of a comprehensive set of programmes to serve out-of-school youth
5. Second Chance Education Programmes
6. Youth Development Practitioner Training
7. Arts and Culture Entrepreneurship Development Programme
8. Sports Entrepreneurship Development Programme
9. Recreational Entrepreneurship Development Programme
10. Education-with-production programmes for out-of-school youth

Goal 2

Vocational, Technical and Professional Education and Training

GOAL 2

Vocational, Technical and Professional Education and Training

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

Formal education for entrepreneurship and innovation – 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 inventiveness 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 & 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

Enhanced workplace training, employee development and worker education

Coordination and delivery of public sector training through the PPSTA

Sectoral monitoring of employee development and sectoral training needs

Sector specific skills development and upgrading programmes in partnerships with educational institutions

Availability of developmental information for employees at the workplace

Work Based Learning to build pool of competent potential candidates

Provision of worker empowerment and trade union education programmes

Continuing Education and Training

Coordinated programme development, management and delivery of CET

Centralized registry for service and centralized coordination of CET

Establishment of community education and training centres throughout the province

Skills based adult education and training

Develop norms and standards for community education and training

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 2: Vocational, Technical and Professional Education and Training

Strategic Objective 2.1: Improve Career Education and Career Guidance Services

Employability Readiness

1. Life skills for employment
2. Employability readiness programme
3. Careers education and guidance programme

In-school entrepreneurial education and awareness

1. General course in business management
2. Exposure to business opportunities
3. Entrepreneurial projects and experiences for learners

In-school programming for post school options

1. In-school entrepreneurial education and awareness
2. Entrepreneurial projects and experiences for leaners
3. Economic education
4. Life skills for employment
5. Introduction to careers
6. Career guidance
7. Workplace or work-integrated learning
8. Finishing courses for post school options

GOAL 2: Vocational, Technical and Professional Education and Training

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

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

TVET as an employer-supported enterprise for artisan development

1. Enhanced learner's performance and success
2. Establishing institutional performance standards for M&E
3. Expanding base of experiential opportunities for learners
4. Responsiveness in course programming
5. TVET as a hub for artisan development
6. Expanding access to skills Partnerships with social service agencies to offer targeted programmes
7. Promoting TVET partnerships with industry
8. Expanding access to technical skills development

GOAL 2: Vocational, Technical and Professional Education and Training

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

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

Enhancing the relevance and innovativeness of higher education

1. Promoting HEI partnerships with industry through sector-based partnerships with HEIs & funding for research and development
2. Comprehensive policy and incentives on public and private sector partnerships with HEIs
3. Expanding access to skills Partnerships with social service agencies to offer targeted programmes
4. Scholarships, bursaries, research funding or other support to develop research, academic and creative talent at the universities
5. Targeted courses and certificates in highly specialized areas as endorsements to diplomas and degrees already granted by HEIs
6. Expanding access to technical skills development and kills development for emerging sectors
7. Responsiveness in course programming
8. Integrated management of internship opportunities

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 2: Vocational, Technical and Professional Education and Training

Strategic Objective 2.3:Enhanced workplace learning, employee development and worker education

1. Coordination of public sector training through the PPSTA
2. Integrated management of internship opportunities
3. Expand workplace based learning opportunities to build pool of competent potential candidates
4. Provide structured workplace career development programme
5. Sector monitoring of employee training and development
6. Sector specific skills development and upgrading programmes in partnerships with educational institutions
7. Availability of developmental information for employees at the workplace
8. Provision of worker empowerment and trade union education programmes

GOAL 2: Vocational, Technical and Professional Education and Training

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

Strategic Objective 2.4: Continuing Education and Training

1. Centralised coordination of training for out-of-school youth
2. Diverse array of programmes for service to youth throughout province
3. Compilation of research and information on out-of-school youth
4. Coordinated programme development, management and delivery
5. Centralized registry for service and centralized coordination of adult education training programmes
6. Establishment of community education and training centres throughout the province
7. Accessible and mass recognition of priority learning programmes and gap closure training programmes
8. Provision of vocational and technical training programme

Goal 3

Skills alignment to economic growth


Goal 3
Skills alignment to economic growth
Economic sector focus through sector studies and sector education coordination
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 sector
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
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
Undertaking learnerships and internship development and coordination, provincially and at district based
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

PROVINCE OF KWAZULU-NATAL
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GOAL 3: Skills alignment to economic growth

Strategic Objective 3.1: Profiling and management of scarce and critical skills

1. Establishment of a centre for scarce skills management and coordination
2. Research on scarce and critical skills
3. Studies and models for skills demand projections
4. Skills retention policy and programme
5. Enhanced bursary programmes on scarce skills

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 3: Skills alignment to economic growth

Strategic Objective 3.2: sector studies and sector education

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

PROVINCE OF KWAZULU-NATAL
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GOAL 3: Skills alignment to economic growth

Strategic Objective 3.3: Coordinating job creation and employment promotion interventions

1. Compilation and monitoring of policies and strategies for coordination of initiatives on job creation
2. Promoting, documenting and managing job creation implications of public infrastructure projects
3. Promoting economic activity and entrepreneurship in emerging sectors
4. Undertaking learnerships and internship development and coordination, provincially and at district based

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 3: Skills alignment to economic growth

Strategic Objective 3.4: Managing sector-based entrepreneurial opportunities

1. Sector-based research on unexplored entrepreneurial opportunities
2. Comprehensive entrepreneurship development plan noting initiatives by sector
3. Management of entrepreneurship development with a focus on youth
4. Increased number of programmes in a coordinated framework for entrepreneurial development and support
5. Linking skill development and learnership programmes to entrepreneurial opportunities
6. Policy incentives by sector to promote sector support of entrepreneurship

Goal 4

IMPROVE GOVERNANCE AND MANAGEMENT OF HRD

GOAL 4

IMPROVED GOVERNANCE AND MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT

HRD Council with a permanent secretariat

- 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

Adoption of critical points of coordination in an organizational framework for streamlining HRD

- Public Service Academy to coordinate provincial HRD and skill development fora
- Higher education to coordinate higher technical and professional education and training
- Department of Education to coordinate general education
- Department of Social Development to coordinate ECD young children
- Industry-led TVET as the focal point for all skills development and artisan development
- OTP Chief Directorate Youth Development to coordinate programming for out-of-school youth
- Public service academy to coordinate public sector training
- CETC to coordinate continuing adult education and training

The geographic management of supply streams and demand potential

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

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

GOAL 4: IMPROVED GOVERNANCE AND MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT

Strategic Objective 4.1: HRD Council with a permanent secretariat

1. Facilitate the implementation, management and monitoring of HRD strategy
2. Promoting and facilitating partnerships with industry and promoting the management of skills development by economic sector
3. Setting and monitoring comprehensive standards for HRD delivery and management at all levels
4. Resolving bottlenecks and leakages in the HRD continuum
5. Conducting evaluation and impact assessment of the HRD initiatives in KZN

PROVINCE OF KWAZULU-NATAL
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KZN HRD COUNCIL

KZN HRDC

HRDC: Plenary

Chaired by the Premier. Representatives include: Relevant Members of Executive Council; senior leaders from organised business, organised labour, community, and research institutions; Professional Bodies; Industry Associations

TWG

Consists of 10 Council Members

Technical Task Teams

Representatives include: ORGANISED – Business, Labour & Civil Society; Professional Bodies; Implementing departments; SOE/A; and research institutions

HRDC Secretariat Managed by OTP

PROVINCE OF KWAZULU-NATAL
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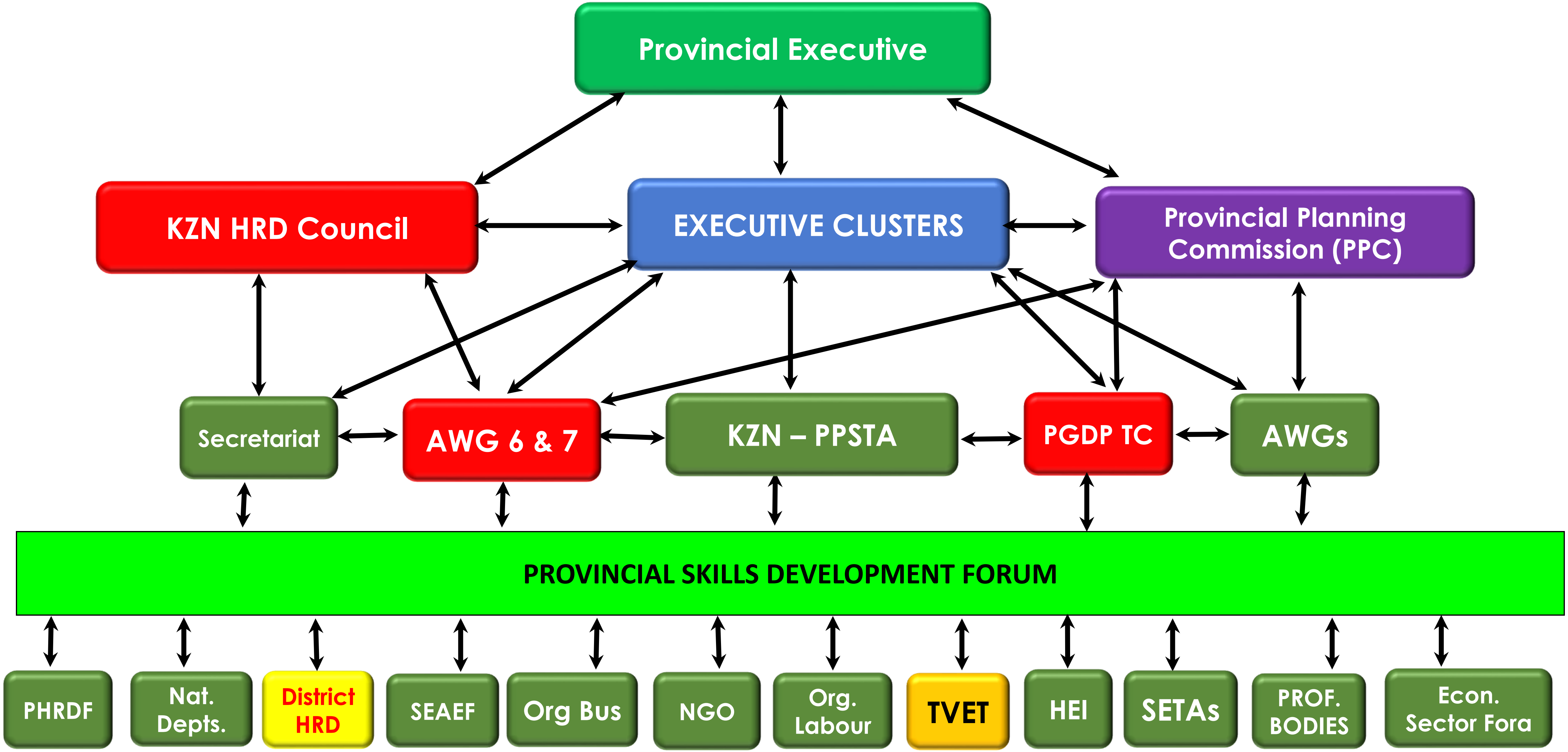
GOAL 4: IMPROVED GOVERNANCE AND MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT

Strategic Objective 4.2: organizational framework for streamlining HRD

1. Public Service Academy to coordinate provincial HRD and skill development fora
2. Higher education to coordinate higher technical and professional education and training
3. Department of Education to coordinate general education
4. Department of Social Development to coordinate ECD young children
5. Industry-led TVET as the focal point for all skills development and artisan development
6. OTP Chief Directorate Youth Development to coordinate programming for out-of-school youth
7. Public service academy to coordinate public sector training
8. CETC to coordinate continuing adult education and training

HRD INSTITUTIONAL FRAMEWORK 2015 - 2045



GOAL 4: IMPROVED GOVERNANCE AND MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

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

1. Preparation of District HRD Plans linked to DGDPs and IDPs
2. Coordination of HRD at District Level through District HRD Forum
3. Assessment and development of district based supply pipelines that are responsive to the needs of the geographic area
4. Adopting mechanisms to ensure that education and training institutions are able to respond the current and emerging needs in the economy

Q&A

THANK YOU

BUILDING A SKILLED POPULATION FOR A PROSPEROUS PROVINCE