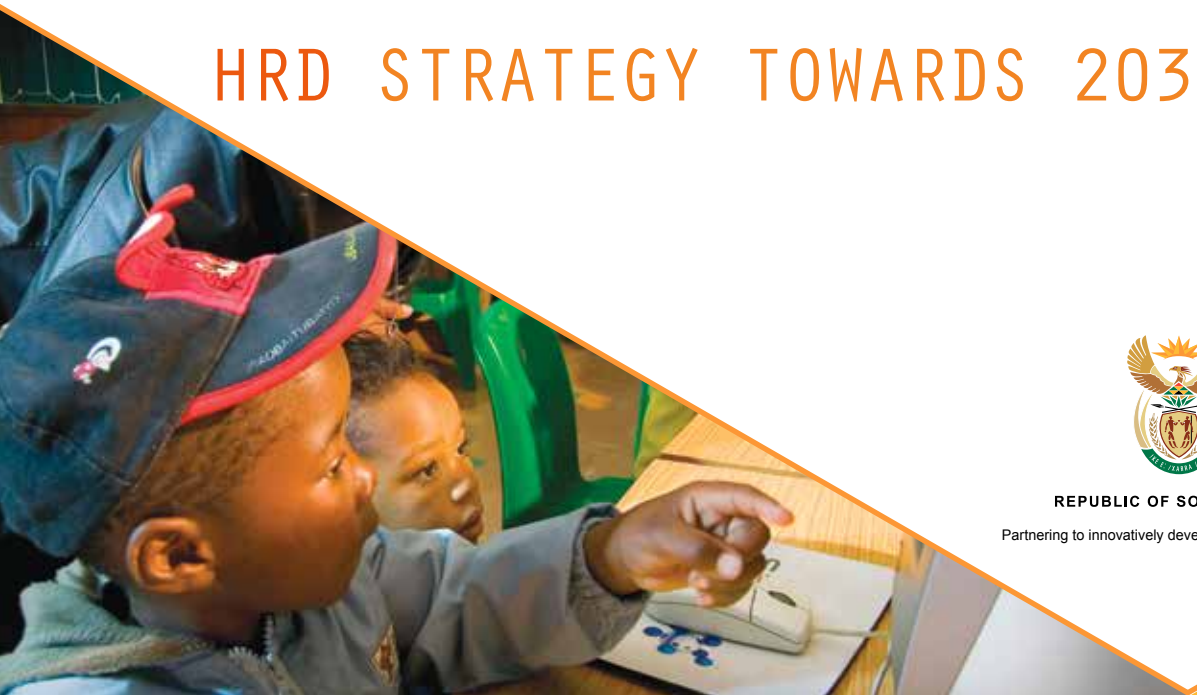
HRDC
HUMAN RESOURCE DEVELOPMENT COUNCIL
of South Africa

HRD STRATEGY TOWARDS 2030



REPUBLIC OF SOUTH AFRICA

Partnering to innovatively develop SA's human potential

THE HUMAN RESOURCE DEVELOPMENT (HRD) STRATEGY TOWARDS 2030

Approved by Cabinet on 21 June 2017

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ACRONYMS AND ABBREVIATIONS

AET	Adult Education and Training
ABET	Adult Basic Education and Training
ANA	Annual National Assessments
APP	Annual Performance Plan
ASGISA	Accelerated and Shared Growth Initiative for South Africa
BCEA	Basic Conditions of Employment Act
BLSA	Business Leadership South Africa
BUSA	Business Unity South Africa
CCMA	Commission for Conciliation, Mediation and Arbitration
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DOL	Department of Labour
DSBD	Department of Small Business Development
DPE	Department of Public Enterprises
DPSA	Department of Public Service and Administration
DST	Department of Science and Technology
DTI	Department of Trade and Industry
ECD	Early Childhood Development
EDD	Economic Development Department
EE	Enabling Entrepreneurship
EMIS	Education Management Information System
EXCO	Executive Committee
FET	Further Education and Training
FETMIS	Further Education and Training Management Information System
GDP	Gross Domestic Product
GEAR	Growth, Employment and Redistribution Strategy
HDI	Human Development Index
HE	Higher Education
HE (T)	Higher Education (and Training)
HEMIS	Higher Education Management Information System
HODs	Heads of Department

HESA	Higher Education South Africa
HRD	Human Resource Development
HRDSA	Human Resource Development Strategy of South Africa
HSRC	Human Sciences Research Council
HRDC	Human Resource Development Council of South Africa
ICT	Information and Communications Technology
ILO	International Labour Organisation
IPAP	Industrial Policy Action Plan
ISI	Institute for Scientific Information
JIPSA	Joint Initiative on Priority Skills Acquisition
LFS	Labour Force Survey
LMI	Labour Market Information
LMIP	Labour Market Intelligence Partnership
LRA	Labour Relations Act
MIDP	Municipal Infrastructure Development Programme
MRTEQ	Minimum Requirements of Teaching Qualifications
MST	Maths, Science & Technology
MTSF	Medium Term Expenditure Framework
M&E	Monitoring and Evaluation
NBI	National Business Initiative
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEET	Not in Employment, Education or Training
NGO	Non-Governmental Organisation
NGP	New Growth Path
NIHRD	National Integrated Human Resource Development
NRF	National Research Foundation
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme

NSG	National School of Government
NYDA	National Youth Development Agency
PhD	Doctor of Philosophy
PICC	Presidential Infrastructure Coordinating Committee
PQM	Programme Qualification Mix
PWD	People with Disability
PSET	Post-School Education and Training
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
RDP	Reconstruction and Development Programme
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SIPs	Strategic Integrated (Infrastructure) Projects
SMME	Small, Medium and Micro Enterprise
SMS	Senior Management Service
SOCs	State Owned Companies
SOEs	State Owned Enterprises
STEM	Science, Technology, Engineering and Mathematics
THRIP	Technology and Human Resources for Industry Programme
WIL	Work Integrated Learning
TLDCIP	Teaching and Learning Development Capacity Improvement Programme
TTT	Technical Task Team
TVET	Technical Vocational Education and Training
EXCO	Technical Working Group
WE	Worker Education
4IR	Fourth Industrial Revolution

1. INTRODUCTION

The Human Resource Development Strategy of South Africa (HRDSA) 2010 – 2030 was approved by Cabinet in 2010. A key recommendation of the strategy was the establishment of the Human Resource Development Council (HRDC) of South Africa which was launched in March 2010. It was agreed that the Council be established as a powerful, high-level structure which would create the space for social partners to work together to achieve the goals of the strategy in a coordinated manner.

Since the Council was established, various new government priorities and plans have been developed and launched including the National Development Plan (NDP), which sets out government's long term priorities and plans and frames government's key medium term priority areas, outlined in the Medium Term Strategic Framework (MTSF)[1]. Global trends and developments have also been taken into account, particularly the impact of the Fourth Industrial Revolution (4IR) on government, business, individuals and society at large. These changes required a review of the HRDSA. Hence, this document outlines the human resource development imperatives that are needed to meet the national development imperatives in the medium term (as outlined in the MTSF) and in the long term (as indicated in the NDP) within the context of the vision and mission set out for the HRDSA.

A key part of this review focuses on the intractable and systemic challenges, along the education, training, research and skills development pipeline, that have to be addressed. This requires a focus on the development of implementable plans and actions that will address blockages within the system. The document explains the role that the HRDC, with the support of the Secretariat, will play, in identifying blockages and coordinating interventions across different government departments, agencies (national and provinces) and with the involvement of the social partners in order to contribute towards the broader 2030 vision. In so doing, this document focuses on the importance of a coordinated response to addressing government's revised medium and long term imperatives taking into account the role that the different partners have committed to playing in this regard. This document emphasises that it is not business as usual and it is critical for all partners to collectively provide leadership and support the implementation of the human resource development imperatives.

1.1 Background to this document

The HRDSA outlines the vision for the development of human resources in South Africa and the role that it will play in meeting the country's economic, development and social needs. The HRDSA identifies eight areas of commitment (or key objectives) to be addressed in the first five years (2010 – 2015) of the strategy. These included, among other things, the need to: increase the supply of priority skills so as to achieve accelerated economic growth; increase the number of appropriately skilled people to meet the country's economic and social development priorities; improve universal access to quality basic education and schooling (up to Grade 12) focusing on the achievement of a dramatic improvement in the education outcomes for the poor; equip learners with optimal capacity for good citizenship; and the pursuit of post-school vocational education and training or employment. The other commitments[2] focused on the implementation of skills programmes to

1 The 14 outcomes outlined in government's MTSF.

2 Outlined in more detail, the commitments pertaining to skills development programmes emphasise the importance of these programmes to equip recipients/citizens with the requisite skills to overcome the related scourges of poverty and unemployment; ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment; Improve the technological and innovation capability and outcomes within the public and private sectors to enhance the countries competitiveness in the global economy and meet its human development priorities; ensure the public sector has the capability to meet the strategic priorities of the South African developmental State and to establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRDSA.

ensure young people have access to education and training opportunities so as to increase their chances of employment; improve technology and innovation to increase the country's competitiveness; ensure the public sector has the capacity to meet the needs of a developmental State and establish effective planning capabilities within government to achieve the strategy's objectives.

As highlighted above, a key recommendation of the HRDSA was the establishment of the HRDC. Once the HRDC was up and running, it drew on the eight commitments outlined in the HRDSA and adopted a five-point plan for HRD at the end of 2010. These addressed the following areas: strengthening and supporting the Further Education and Training (FET) colleges to increase access; production of intermediate skills (artisans being given a special focus) and professionals; production of academics and stronger partnerships between industry and higher education institutions; worker education; and foundational learning.

Government released its long term vision for the country in the form of the NDP in 2013, which provides a comprehensive national strategy to address the challenges of inequality, poverty and unemployment and aims to set the country on a path of continuous and sustainable economic and industrial development. A further document was unveiled in 2014 aimed at ensuring, among other things, the implementation of the NDP as well as promises made in the ruling party's election manifesto to be achieved by 2019. These commitments were contained in the MTSF[3]. Taking these different imperatives into account, the HRDC, in 2013, then developed the National Integrated Human Resource Development (NIHRD) Plan (2014 – 2018). The NIHRD Plan revised the HRDC's original five-point plan (as highlighted above) and developed the following strategic outcome-oriented goals:

- Strengthening basic education and foundation programmes in Science, Technology, Engineering, Maths, languages and Life Orientation/skills.
- Expanding access to quality post-schooling education and training.
- Improving research and technological innovation outcomes.
- Production of appropriately skilled people for the economy.
- A developmental/capable State.

This HRDSA towards 2030 indicates the programmes that will be implemented to achieve these goals and outlines the achievements that have been made in these areas and also points to the challenges that still exist and therefore the priorities for the HRDSA to address. Adjustments to some of the programmes will be effected in response to the implications of the 4IR. It specifically focuses on those challenges that require solutions that have implications across government departments, agencies and other social partners. This takes into account the research *Status of HRD in South Africa* (2016) undertaken by the HRDC around the progress that has been made in these areas. The research report highlighted specific challenges that have emerged in each of these areas and these are outlined in this strategy; broadly these challenges related to: poverty and inequality; quality of education; absorptive capacity of the economy and social cohesion. This strategy then outlines the areas of focus that need to be addressed to overcome these obstacles and the commitments that partners are making to working collectively on these issues so as to ensure that South Africa has the human resource development in place to meet its social and economic development priorities.

3 The MTSF indicates the 14 outcomes that will be achieved in the medium term to contribute towards this longer term plan.

Definition of concepts

There are various meanings for the concepts used below. In order to create a common understanding, these concepts are defined in the context of human resource development in South Africa.

Knowledge economy is the use of knowledge to generate tangible and intangible values. The economy is based on creating, evaluating, and trading knowledge. In a knowledge economy, labour costs become progressively less important and traditional economic concepts, such as scarcity of resources and economies of scale, cease to apply.

The knowledge-based economy rests on four interconnected, interdependent pillars:

- Innovation.
- Economic and institutional infrastructure.
- Information infrastructure.
- Education.

South Africa, which has historically been a resource-based economy, has some distance to travel to become a knowledge-based economy.

A **capable State** is a State capable of playing a transformative and developmental role, among other goals, to eliminate poverty and reduce inequality.

A **developmental State** tries to balance economic growth and social development. It uses State resources and State influence to attack poverty and expand economic opportunities. In all countries, the State plays some role in shaping the structure and output of the economy.

An HRD system is meant to help the organisation to increase its "enabling" capabilities. These include development of human resources, development of organisational health, improvement of problem solving capabilities, development of diagnostic ability (so that problems can be located quickly and effectively), and increased employee productivity and commitment.

Human Resource Development is an integral part of human resource function of an organisation that deals with development of the human resource through training and experiential learning.

2. LOCATING THE HRD STRATEGY FOR SOUTH AFRICA

Around the world, governments are looking for ways to raise education levels at the same time as coordinating the supply of skilled workers so that they match the needs of the economy and society.

In South Africa, this imperative was first given expression in the Constitution of South Africa (Act 102 of 1996) which is the supreme law of the country. It provides the legal foundation for the existence of the Republic, sets out the rights and duties of its citizens, and defines the structure of the government. Chapter 2 of the Constitution contains a Bill of Rights which states that: "everyone has the right to basic education and to further education which the State, through reasonable measures, must make progressively available and accessible."

In terms of the supply of skilled workers, the government post-1994 drafted the Skills Development Act (SDA, Act 57 of 1998), which sought to establish the new regulatory framework for promoting and developing skills in the economy and the Skills Development Levies Act (Act 9 of 1999) that provides for a levy of 1% of employee costs to be paid to the National Skills Fund (NSF) and Sector Education and Training Authorities (SETAs) to fund the provision of training for the unemployed, pre-employed (students) and existing employees. The Employment Equity Act (Act 55 of 1998), and the subsequent Broad-Based Black Economic Empowerment (BBBEE) legislation was also passed in order to address the legacy of discrimination in the workplace and, in particular, with respect to race, gender and disability.

The first SAHRDS was released in 2001 to support the implementation of an integrated approach to addressing the skills pipeline. It provided the framework for coordinating skills development across government for the period 2001 – 2006 with the intention of contributing to an 'improvement in the Human Development Index for South Africa' and through this 'a reduction in inequality, and a higher position on the international competitiveness table' (Departments of Labour and Education, 2001, p. 4).

An update on the 2001 strategy, the HRDSA 2010 – 2030, was published for public comment on 3 December 2008 and approved by Cabinet in 2010. This strategy (2010 – 2030) emphasises that, since the inception of democracy, various policies and strategies of the South African Government have identified the development of adequate human resources to meet the development needs of the country as a key strategic priority. It therefore outlines a set of interventions to be implemented in order to contribute to an improvement in South Africa's Human Development Index (HDI) and the country's global HDI ranking. It explained that this is grounded on broad-based and opportunity-specific HRD strategies and policies that are synchronised with South Africa's economic development needs and therefore, focuses on the elements of HRD that significantly and positively impact on the country's economic performance such as (i) educational attainment, (ii) skills development, (iii) science and innovation, and (iv) labour market/employment policies.

The intention of these interventions, which is consistent with the previous HRDSA (2001), is an improvement in: South Africa's economic competitiveness, to support a reduction in the Gini coefficient, corresponding to a reduction in inequality in the country; and the measure of social cohesion.

As highlighted at the outset, since the adoption of the HRDSA (2010 – 2030), various new medium and long term plans for growing the economy and reducing inequality and unemployment have been released, such as the NDP which is given practical expression in the MTSF. The NDP reinforces the arguments made in the HRDSA about the importance of the role of human resource development to support various interventions to create employment and also reiterates the need for the involvement of all stakeholders in this process.

The MTSF highlights government's support for a competitive economy, creation of decent work opportunities and encouragement of investment. The MTSF provides an indication of the key interventions that will be undertaken over the next five years to support employment creation, among other objectives. The MTSF consists of 14 outcomes, which reflect government priorities and builds on other specific strategies including the New Growth Path (NGP), which is: "the framework for economic policy and the driver of the country's jobs strategy"[4], the Industrial Policy Action Plan (IPAP), and the Presidential Infrastructure Coordinating Committee (PICC), which plays a coordinating role in the Strategic Infrastructure Projects (SIPS), and, at a local government level, the Municipal Integrated Development Plan (MIDP)." More recently, government has outlined its core priorities through its nine-point plan, which was released in 2015 to stimulate growth. The nine-point plan outlines the commitment of government to: resolve the energy challenge; up the agricultural value chain; ensure beneficiation through adding value to mineral resources; ensuring a more effective implementation of higher impact industrial policy action plan; encouraging private sector investment; moderating work place conflict; unlocking the potential of SMMEs, cooperatives, townships and rural enterprises; reform of State owned companies, broadband roll out, water sanitation and transport infrastructure and Operation Phakisa, which aims to grow the ocean economy, such as through the shipping and storage of energy products.

In addition to these changes another crucial development since the adoption of the HRDSA was the publication of the White Paper for Post-School Education and Training. This has emphasised the manner in which the Department of Higher Education and Training (DHET) will be tackling the challenges that have been identified through the implementation of an integrated post-schooling system. This emphasises the importance of building community colleges, strengthening TVET and ensuring that higher education and training is more accessible. It further highlights the role of the skills levy system in contributing to the post-schooling system in a manner that ensures increased provision to meet demand. Furthermore, cognisance is given to the disruptions that are caused by digital transformation, i.e. artificial intelligence, robotics, the internet and the future world of work developments which will lead to the obsolescence of some jobs.

The various growth plans, strategies and interventions point to the fact that there are a range of players responsible for these different interventions that are understood to contribute to this planned growth. For example, the Department of Trade and Industry (DTI) plays a critical role in identifying sectors of the economy for growth and putting in place various programmes to achieve this. The Economic Development Department (EDD) also drives programmes including the Strategic Integrated (Infrastructure) Projects (SIPs). The Department of Public Enterprises (DPE) and the various State Owned Enterprises (SOEs) play an important role as a training ground for the development of the most needed technical skills in the country. The Department of Science and Technology (DST) is conducting research into potential new industries and how innovation and scientific breakthroughs can be turned into new or expanded industries and jobs. There is a major focus on small and micro enterprises and cooperatives led by the DTI and more recently, the Department of Small Business Development (DSBD). These are all, in turn, supported by the work being undertaken from early childhood development (ECD), schooling as well as post-schooling (both intermediate and higher education).

There is also the work being done to build a developmental State, which sets out the role that each sphere of government will play with respect to service delivery as well as how the work of government (from national, province to local) can stimulate the economy and drive inclusive growth in communities, townships, regions and sectors. This emphasises the importance of the role that provincial government and municipalities play in driving growth and development within nationally determined policy frameworks.

4 http://www.economic.gov.za/communications/51-publications/151-the-new-growth-path-framework

It is the combination of all of these initiatives that constitutes the growth and development strategy of the country and this strategy is aimed at enabling the success of these initiatives. The way in which the HRDSA will contribute to these imperatives is outlined below together with an overview of the instrumental role that the HRDC will play in enabling and facilitating these changes.

Labour Market Intelligence Partnerships (LMIP)

With reference to the LMIP study by the Human Sciences Research Council (HSRC), South Africa as a country requires a very strong foundational base of labour market information which includes credible datasets across the post-school system and labour markets, down to sectoral, occupational and regional levels of analysis. At the same time, the country needs strong labour market intelligence research that analyses dynamics, capabilities and constraints.

The objective of the LMIP is to support the DHET mandate to establish a credible institutional mechanism for skills planning. Its purpose is to provide a holistic understanding of the current supply and demand skills in South Africa, and represents one of the first attempts to analyse how the two interact to inform future skills policy in order to support an inclusive economic growth path.

Responsiveness to firm demand: enhancing the interactive capabilities across the post-school system

The South African labour force has been and continues to be, shaped by the aftermath of apartheid, leading to two major challenges: the challenge to grow the skills and capability levels of the workforce and the challenge to reduce one of the highest unemployment rates in the world. A central challenge for the implementation of a skills planning mechanism lies

within the capabilities of key actors at different levels of the system. Firms and skills planners need to have an enhanced understanding of the capabilities of Post-School Education and Training (PSET) organisations, to inform and influence their core education and training activities.

In turn, universities, TVET colleges, and other public and private providers need an enhanced understanding of how they can respond to the changing technological capabilities and skills needs of firms, in relation particularly to professional, occupational and skills- oriented programmes, and to their role in producing the 'right' graduates for the workplace and the national economy. The supply and potential supply of skills from the formal schooling, TVET and university sectors provides the basis for identifying the types of skills that people acquire when they move through the education system and enter the labour market. Skills planning requires a sound understanding of the will, competencies and interactive capabilities of universities and colleges to respond to firm demand.

In order to address the skills supply and demand in preparing young people for the labour market there has to be more interactions with universities and colleges, firms, government agencies and professional bodies. In order to understand mismatches in the shape of the economy, in the educational skills produced, and about the labour market destinations of those with post-school qualifications, we need to examine the interaction between skills supply and demand. For example, linkages with professional bodies, industry associations, firms or government agencies may lead to funding for bursaries, chairs in new fields, or more employment opportunities for graduates. Linkages may assist universities and colleges to achieve their strategic goals, and to contribute to national economic and social development goals.

Colleges and universities also need expertise, structures and interface mechanisms that can support linkages with firms, government agencies and intermediary organisations, that is, to develop 'interactive capabilities'. The leadership of a university and college plays an important role in terms of the policy and direction they provide, as do academics and lecturers that can provide innovative and well-grounded courses.

Limitations to determining supply demand and mismatches

The primary reason for undertaking exercises to determine demand, supply and mismatches is to try and avoid skills shortages. Matching supply and demand is not a perfect science;

there are many unpredictable factors that can influence this process, making it difficult to anticipate exact future imbalances or mismatches. It is possible to gather evidence on different signals and understand occupational areas where imbalances may occur. There are also limitations to current approach for understanding skills shortages and mismatches. This makes it difficult to track trends over time and to see how demand has or has not changed, as the case may be. An ability to predict skills shortages, and the nature of these shortages, is considered critical to enabling government and employers to plan to either avoid the shortages (ideally), or to develop an alternate strategy to address these. Creating an environment which is conducive to addressing skills shortages in the long term must, therefore, be a complementary strategy for any economic growth or industrial strategy.

Skills shortages and supply should be addressed bearing in mind the issue of absorption of labour. It is critical that when fixing the problem of skills, the market should also attend to how this will balance with absorption.

With the limitations of planning for shortages, countries continue to place emphasis on the importance of trying to understand demand, and as a result different countries have developed a range of approaches to skills projections and planning. In developing countries, indicative type manpower planning was used in command economies, while more general labour market assessments have been undertaken in market economies. In most countries though, skills planning has evolved over time and has moved away from the more mechanistic approach, which involved 'indicative planning' with varying degrees of State involvement to a more flexible approach. It is clear that even with the various adaptations to and refinements of skills forecasting approaches, many countries and realising that there will always be limits to accurate skills forecasting.

However, while these limitations are highlighted, it is noted that in some specific areas, such as healthcare and education, forecasts may play a more central role. In these areas, forecasts of demand are linked to relatively stable demographic trends, and the state tends to be the dominant employer. However, even in these areas, increasingly, international migration interrupts the relation between national training and labour supply – for example the international migration of nurses and teachers.

3. CORE OF THE HRD STRATEGY: HOW THE HRDSA WILL BE IMPLEMENTED – UNDERSTANDING THE THEORY OF CHANGE

Internationally, Human Resource Development Councils are seen to:

> "... act as a unifying force and catalyst for performance excellence through people, fostering communication, coordination, integration and collaboration with and among stakeholders in human resource development and providing expert leadership in performance improvement and evaluation (Human Resources Development Council..." (2012, p. 4).

It was with this in mind that the HRDC of South Africa was created. As indicated, this was a key recommendation within the HRDSA (2010 – 2030) and was approved by Cabinet, in relation to the implementation of the overall strategy; as a key structure to link the work of different areas and spheres of government as well as to link government human resource development work with different spheres of the economy. The HRDC, chaired by the Deputy President of the country, with the Minister of Higher Education and Training having oversight responsibility for it, is intended to guide and shape the human resource development agenda; provide a platform for dialogue and consensus building; identify skills blockages and recommend solutions (Republic of South Africa, 2010, p. 10).

The HRDC is well-placed to play this role of guiding and shaping HRD, enabling dialogue and consensus building, identifying skills blockages and finding solutions, as it brings together those responsible for different aspects of the continuum from ECD through to higher education and training, research, innovation and knowledge creation such that the imperatives of social and economic development can be addressed. The continuum moves from the school readiness of children in the 0 to 5 year age group, which is determined by access to ECD services that support children's nutritional needs and their cognitive development. This phase is critical to ensuring that children are cognitively ready for school as this is key to improving outcomes in the schooling band (Grade R – 12), which will in turn improve graduate throughput rates. The plan to increase academic staff and improve their quality, as well as production of skills for the economy is in turn dependent on graduate throughput and progression to postgraduate level.

The theory of change and building a capable d**evelopmental State**

The **theory of change** that underpins this HRDSA towards 2030 recognises the contribution that human resource development can make to achieve economic and social development priorities through the construction of a capable developmental State. Developmental States are committed to deploying administrative and political resources for socio-economic development. The concepts of autonomy and embeddedness best capture the nature and character of developmental State institutions. ***Autonomy*** is the ability of a developmental State to formulate and consistently implement collective goals as opposed to public employees pursuing individual or sectional interests. ***Embeddedness*** is the ability of the State's organisational structures to engage with the networks that bind the State and society together; to interact with non-State actors and to elicit participation in the achievement of its development goals. Visions of capable developmental States combine a human capability approach to development with modern reconstructions of traditional economic models of growth, whereby "well-being" involves increasing contentment through socio-economic development and growth as well as building the capacity of human beings to achieve what they want to. This approach emphasises that human capabilities are both ends in themselves as well as the

key means to socio-economic development and the construction of democratic institutions that help us to enhance the quality of life of our people.

The theory of change outlines the key obstacles to realising the human resource development outcomes that will contribute to wider economic and social development. It then sets out the interventions that will be undertaken to address these obstacles.

The HRDC is seen, within the theory of change, as the key institutional mechanism to implement these interventions, address the challenges and in so doing to realise the goal of the HRDSA 2030. The council is in a unique position to identify which stakeholders or role-players need to be involved to sort out identified blockages, to monitor the extent to which progress is being made to resolve these blockages and to understand the impact these changes are having on the overall system. In doing so, the HRDC will play the role of a disrupter insofar as it will remove implementation in silos and supported integrated planning and implementation.

The theory of change for the HRDSA is premised on the following **assumptions:**

1. HRD activities take place in a range of spaces and spheres of government (and its related institutions). However, there is an absence of coordination of activities across government and social partners resulting in a range of system challenges.
2. Many departments have the responsibility for delivering against specific aspects of the HRD continuum within the context of the 14 outcomes. However, these outcomes have a myriad of outputs and HRD elements are not consistently foregrounded on the agendas of each of these forums.
3. HRD activities are influenced by the wave of digital transformation as it spreads across the globe.
4. In addition, many of the HRD issues cut across the implementation forums though the issues require the collective engagement of departments that are involved in the different implementation forums. This requires an alternative space where these HRD issues can form the focus of the agenda and be addressed across departments, who in turn, can feed these discussions back into their implementation forums.

   For example: the effective provision of quality ECD requires the participation of the DBE (the curriculum), the DHET (the ECD practitioners), the DOH (for the nutritional requirements) and other departments of social development and local government (with respect to the regulations of ECD centres).

5. In addition, it is understood that some of these challenges cannot be addressed within government, and require the support and involvement of other social partners. It is therefore, assumed that other social partners will be willing to work with government and related institutions to collectively determine and implement solutions where bottle-necks have been identified and that the political environment will create a space that supports collaboration and that there is the political will to support improved coordination.

For example: access to workplace experience requires employers (government, private and non-government) to provide opportunities for this to unemployed individuals as well as new entrants (students). Unions are important in this regard, as their members need to support and mentor these individuals who are undertaking workplace experience. The DHET is required to create the framework for the funding and quality assurance of workplace experience, which may take place during or after a vocational/occupational qualification is completed. The DTI also plays a role in this regard as the BBBEE code recognises workplace experience and allocates points for this. The National Treasury/SARS also provides tax incentives for learnerships/apprenticeships (programmes that integrate workplace experience and institutional learning) as well as the Employment Tax Incentive Scheme which enables employers to receive an incentive for providing new entrants with workplace experience. As a final point, there is also the involvement of the Department of Labour as clarity needs to be obtained around the Compensation for Occupational Injury and Diseases Act (Act 130 of 1993).

6. Finally, it is assumed that the economic and fiscal policies will be implemented so as to support inclusive growth and social development.

Given these assumptions it is, therefore, suggested that the **key interventions** that will be undertaken through the work of the Council (including all partners – government departments and social partners) are to:

- Monitor the extent to which the HRD targets (outlined in the following section) are being met.Where targets are not being met, to establish the blockages that are preventing the required progress from being made.Collectively agree on how the identified blockage(s) will be addressed – this could include policy change, infrastructural change, increased resources (including but not limited to funding), lecturer/practitioner development, revisions to curricula, increased access to workplaces, etc) and determining the roles and responsibilities of each of the players in this regard.
- Monitor the extent to which these actions are taken as agreed upon and whether these are resulting in the agreed upon targets. Where actions are not being taken,
- the Council should utilise the mechanisms that it has to hold parties accountable. Where actions are being implemented as planned, and then the Council should facilitate a discussion to consider whether these are now resulting in the required change or whether further actions are required.
- Monitor the extent to which HRD initiatives are responsive to global trends/developments, in particular the extent to which they are responsive to these trends.
- Evaluate the impact of these changes so that there is increased data to support evidence based decision making.

It is anticipated that these changes will contribute to the **outcomes** within the MTSF and in particular to those indicators that relate to human resource development. In summary these focus on the achievement of:

- Expanded access to quality education and training delivered by effective teachers/lecturers/academics in functional institutions.
- Increased access work-integrated learning (WIL) opportunities (for both learners and lecturers).
- An improvement in throughput, pass rates and learning outcomes.
- Graduates are able to access the workplace – as employees and entrepreneurs - and have skills that are relevant to the needs in the labour market.

- The system will produce more research, which will support increased numbers of publication and innovation, which will be commercialised.
- There will be a more effective education and training and skills development system, which works within the broader economic framework and industrial development policies and strategies.
- Digitalisation will become a key component of the strategy.

These achievements will in turn contribute to growth, employment creation, enterprise development and result in improvements in the country's HDI, the country's global HDI ranking, the country's economic competitiveness ranking as well as broader social development. Appropriately skilled people for the economy should include current economy and make provision for all disruptive economies of the future.

4. CONTRIBUTION OF THE HRD STRATEGY TO THESE NATIONAL IMPERATIVES

In 2015, the Council conducted an assessment of the progress made in the first five years of the strategy against the five-year targets that it stipulates. Overall, it was found that in the last five years some progress has been made towards achieving the five-year targets outlined in the strategy. On the basis of this assessment, the Council was able to ascertain where progress has been made and identify the areas where there are continued challenges. It notes that some improvements have been achieved across the programmes and recognises that this revised strategy needs to focus on addressing the challenges which have emerged during its first five years in order to move forward with implementation.

As outlined in the theory of change, where challenges are identified, the Council will determine who the role players are that need to be part of the solution and convene these role players to support a collective system-wide solution. The extent to which the responses developed are appropriate and are implemented as planned will be assessed against the indicators outlined in the outcomes in the MTSF[5] including but not limited to the: quality of education; decent employment through inclusive economic growth and a skilled and capable workforce to support an inclusive growth path, as well as certain additional indicators that the Council has identified.

An overview of the core strategic interventions that the HRDSA will address, and the obstacles that these interventions seek to overcome, is outlined below. The indicators against which progress in these areas will be assessed are contained in Annexure I.

As highlighted previously, the Council has defined its core goals and then developed five programmes to address these key priorities: these programmes are inter-related and inter- dependent. Thus, while they remain as distinct programmes the way in which these linkages will be encouraged is outlined in this strategy. These five programmes include:

- Programme 1: Foundation Education with Science, Technology, Engineering, Maths and Languages and Life Orientation/Skills.
- Programme 2: TVET and the rest of the college system.
- Programme 3: Higher Education and Training, Research and Innovation.
- Programme 4: Skills for the transformed society and the economy.
- Programme 5: Developmental/capable State.

5 Outcome 1: Quality of Education; Outcome 2: A long and healthy life for all South Africans; Outcome 4: Decent Employment through Inclusive Economic Growth; Outcome 5: A skilled and capable workforce to support an inclusive growth path; Outcome 9: Responsive, accountable, effective and efficient local government; and Outcome 12: An efficient, effective and development oriented public service.

4.1. Overview of developments around the five key programme areas

4.1.1 Programme One: Foundation Education with Science, Technology, Engineering, Maths and Languages and Life Orientation/Skills

Achievements

The first programme deals with Foundation Education in Science, Technology, Engineering, Maths and Languages and Life Orientation/Skills: It was found that progress has been made in this programme area. For example, at the ECD level the research found evidence that ECD has been expanded and there are increased Grade R enrolments. In terms of the need to intervene in schooling to address these fields of learning, it was found that there is improved equity in learning outcomes and an increase in the percentage of learners achieving more than 60% in Physical Science and Maths.

Challenges and priorities

The HRDC however, has identified certain obstacles that need to be resolved in order to fully realise the intended outcomes of this programme area. Based on this analysis, it has highlighted the need to: address the lack of qualifications among many practitioners through the effective implementation of teacher training so as to achieve professional standards in teaching; ensure sound governance and management in schools; and expand the level and quality of school support that is provided by the districts. Other interventions there were identified as a priority for the strategy to address includes that of ensuring that career guidance is included in the teacher training curriculum for life orientation. Further, the HRDC has also observed that while there has been an increase in access to ECD, there is a need to expand the institutional delivery mechanism for ECD so as to ensure that quality ECD services are available in the townships and rural communities at a cost that is affordable.

It is recognised that to address these challenges, there is a need for co-operation from across public and private schools and that there is a need for other social partners to support these interventions.

4.1.2 Programme 2: TVET and the rest of the college system

Achievements

This programme area focuses on TVET colleges, private colleges as well as community colleges. The assessment, undertaken by the HRDC, found that there has been an improvement in enrolment from 345 566 in 2010 to 709 000 in 2014; the National Student Financial Aid Scheme (NSFAS) has expanded the funding of students in the colleges and there has been an improvement in the certification rates in both NCV and Nated programmes; expanded training for college educators and some expansion in work placements for TVET college students.

Challenges and priorities

The HRDC has identified the serious challenges that exist in terms of: teaching capacity within the TVET colleges, particularly in relation to: concerns about the level of knowledge and experience about industry; the standard of equipment in workshops; that the curriculum is not aligned to the needs of industry; and, that TVET college students struggle to access work placements during and after their studies which is a critical component in strengthening the quality of learners existing the system. Of particular concern is that poorer

students (including those funded via NSFAS) seem not to be performing as well as others, suggesting that socio-economic factors continue to impact on student performance.

The HRDC has also found that the TVET system has not catered well for employed workers because of inflexible learning pathways that do not accommodate workers or the needs of their employers. The assessment undertaken suggested that there are many reasons for this including a funding model that favours the NCV and the traditional Nated programmes over occupational programmes, which would be better suited for workers.

There have also been challenges with respect to community colleges and the extent to which these institutions have been established as vibrant facilities that can respond to the needs of the community.

One of the major barriers that has been identified pertains to the absence of sufficient resources to transform the sector required, The HRDC is committed to ensuring that the unit cost of programmes at different levels is interrogated and that this is coupled with a process of determining how best to leveraged funds from the SETAs towards TVET including both occupational and vocational programmes. In addition, it is proposed that monies from the NSF should be allocated to community colleges to enable this sector to grow and meets the demand in the community.

There is also a need to map out articulation pathways across the post-schooling system; this should focus on building parity of esteem across programmes and institutions. To strengthen the perception of the value of these alternate routes, there is a need to ensure that graduates from TVET and community colleges are able to access workplace opportunities and/or entrepreneurship possibilities. This emphasis on access to workplace experience and placement requires a strong relationship to be built across the college sector and business.

There is also a need to ensure the alignment between efforts of the DBE to increase the capacity of technical high schools and the TVETs.

4.1.3 Programme 3: Higher Education and Training, Research and Innovation Achievements

This programme area relates to higher education and training, research and innovation. It is noted that colleges such as nursing, agricultural, police and military colleges are also part of the higher education and training sector and therefore should also form part of this programme area. In terms of progress made, it was found that over and above the increase in intermediate skills (artisans in particular) there has also been an increase in the number of professionals produced. For example, there has been an increase in the number of qualified engineers (8 500 engineers graduated annually at undergraduate level). In addition, it was found that with respect to the production of academics and the need for stronger industry-university partnerships in research and development some progress has been made. Other examples of progress, cited by the HRDC Report, includes the adoption of the Staffing South Africa's Universities Framework, the nGAP initiative aimed at injecting younger academics into the system, the funding – by DST – of 711 Science graduates to do higher level programmes as well as the funding of over 14 400 postgraduate students through the National Research Foundation (NRF) and the implementation of a Talent Development Programme.

Challenges and priorities

There is a need to look at all the further education and training (FET) level occupational qualifications, intermediate (level 5 and 6), and higher education qualifications linked to occupations in high demand. While the supply of engineers has improved (as highlighted above) there are still challenges in certain fields, such

as veterinary surgeons. Of real import though is that the cost of higher education is very high for individuals and this hinders efforts to produce the skills in demand. The available public funds are insufficient to meet the expanding demand, and as efforts are made to fund increasing numbers of students the amount given to individual beneficiaries is often not adequate. This is an additional contributing factor in students not completing their studies, including the high dropout levels in the first year of degree courses. The danger that this poses for higher education has been highlighted in the past year where students have protested about the cost of higher education and demanded free higher education.

In addition, while efforts are being made to expand the number of post graduates, particularly among black graduates and in the Sciences, the proportion of black academics remains low and hence there is a need to consider retention strategies in the production of new cohorts of academics. In addition, the number of research publications by South Africans remains proportionately low while the number of patents registered in South Africa and by South Africans remains too few. Although there are partnerships between universities and industry, especially through the Technology and Human Resources for Industry Programme (THRIP), there remains a challenge of converting research into marketable products and services. In terms of partnerships, attention also needs to be given to the workplace component, to ensuring that WIL remains a key intervention and on growing.

These challenges will form a focus of the strategy and will require different government departments to play a role as well as the involvement of other social partners.

4.1.4 Programme 4: Skills for the transformed society and the economy Achievements

In terms of this programme area which focuses on the skills for the transformed society and economy, it was found that there has been progress with respect to artisans and the number of artisans qualifying has increased from less than 10 000 in 2010 to more than 18 000 in 2014.

The HRDC also reports that there has been progress made with respect to worker education, which is considered critical for building skills for the economy. The HRDC reports that: over 200 000 individual workers (employed and unemployed) participated in programmes funded by SETAs; there has been on-going work on occupational qualifications for priority occupations; there has also been an expansion of the number of young people engaging in programmes that are occupationally directed which are funded from the SETAs, NSFAS, the National Youth Development Agency (NYDA), provincial government and municipalities; and, an increased level of success in apprenticeship and learnership programmes. In addition, millions of adults have engaged in literacy and numeracy programmes such as Kha Ri Gude. The HRDC reports that the expansion of programmes for workers has mainly been made possible by the Skills Development Act (1998) as well as by the amounts spent by larger companies (public and private) on training (as much as 5% of payroll).

Challenges and priorities

This programme prioritises SMME development as well as the imperative to ensure the effective implementation of the Skills Levy Grant Plan.

These priorities have been identified because of the challenges that have been identified with respect to the quality and relevance of funded training, especially in relation to SMMEs and emergent enterprises. The HRDSA has identified the need to incorporate entrepreneur development into the schooling curriculum so as to promote self-employment and the development of entrepreneurships. This strategy emphasises that this should not only be targeting young people but should also ensure that mature workers have access to this

training and support. With respect to the latter particular emphasis is placed on the importance of Recognition of Prior Learning (RPL).Further, a key challenge relates to the low number of employers participating in the skills system: it is strongly argued that for the obstacle of access to workplace experience and programmes resulting in qualifications to be overcome, the participation level of employers needs to increase.

There is a need for improved signalling of demand and the establishment of mechanisms to steer supply: this should include a focus on the imperative to explore the skills that are required for new and emerging economies. Where skills are not evident consideration should be given to opening up skill importation but on the basis that there will be a transfer of skills to local individuals to ensure that local capacity is developed.

Finally, there is a need to ensure that the capacity within the skills levy grant system is developmental and that there is an alignment between the skills development system, further and higher education institutions, employers, unions and others. In creating these synergies there is a need to overcome administrative and other obstaclesto grow participation in skills development and increase the impact of skills development for workers, for individuals initiating and implementing SMMEs as well as to support the other components of the post-schooling system as addressed in the other programme areas. This will require collaboration across players.

4.1.5 Programme 5: Developmental/Capable State

A developmental and capable State focuses on identifying critical interventions needed to build a professional public service and a State capable of playing a transformative and developmental role in realising the vision 2030. The State needs to intervene to correct historical inequalities and generate opportunities for its citizens. Neither the government nor market can develop the necessary capabilities on their own but there should be an involvement of all spheres of the State. A developmental and capable State should include future capabilities, i.e. analytics, sound judgement, systems and strategic thinking.

Achievements

In the final programme which focuses on the developmental/capable State it is noted that public service capacity is a very large and diverse area. Much has been achieved in this space including the establishment of the National School of Government (NSG), which is responsible for addressing the systemic challenges of public service delivery, through the learning and development of public officials. In addition, the State has played a key role in the development of new capacity, while addressing the challenges of unemployed youth, through its extensive internship programme. The Department for Public Service and Administration (DPSA) drives the development and implementation of a public service HRD strategy: this involves other stakeholders, including DHET, many of the SETAs and universities, as well as the establishment of public-private partnerships and relationships.

Challenges and priorities

There are challenges with the coordination of governments' efforts in relation to its industrial and economic development strategy and aligning HRD to various interventions aimed at achieving inclusive growth. Economic cluster departments need to have a stronger engagement in HRD efforts to enable national policies and strategies to be more effectively delivered. The strategy recognises that, in order to address the broad challenges facing the development State, there is a need to grow the work that is being undertaken by the School of Governance and the capacity of DPSA to drive the public sector HRD strategy so that it ensures there is an effective system and model/s for public service and administration qualifications and curriculum

for those wishing to enter public service and for the professional development of employed public servants. This also requires increased capacity to coordinate and drive the planning, programming and budgeting of government strategies for economic growth and development and finally, explore and recommend mechanisms for ensuring the improved coordination of HRD interventions aligned to the implementation of industrial and development strategies and the provision of basic services.

4.2 Overarching points of integration

The HRDC also notes that, in implementing its strategy, there are areas that cut across programmes: for example, there are cases when the ECD system feeds learners who are not school ready into the schooling system and this in turn creates challenges for the schooling system. It also emerged that some learners progress into TVET colleges and university and then face academic challenges, which result in high dropout and low graduation rates. This feeds into the challenge with respect to the number of youths that are Not in Education, Employment or Training (NEETs). The HRDC found that these challenges need to be understood in terms of the socio-economic circumstances of the learners and institutions. Further, the low number of enrolments in programmes at levels 5 and 6 means that an important progression pathway into tertiary education is being missed (for both employed and unemployed people). An expansion of level 5 and 6 programmes could open up opportunities for many more to progress to university. These cross-cutting programmes will be addressed through the different HRDC structures as explained in the following section.

In conclusion, the strategy proposed for the next five years (HRDSA 2030) calls for a focus on these programmatic areas in order to address the challenges which have been highlighted. These are intended to meet the objectives of government's various growth strategies. The nature of these challenges highlights the need for partnerships between the different stakeholders in the education and skills pipeline. Thus, the HRDC will continue to play a proactive role in promoting partnerships as well as monitoring and assessing the results of the interventions that are collectively agreed upon to address the bottlenecks in the system. This will require a strong emphasis on ensuring higher levels of accountability than are currently in place.

5. INSTITUTIONAL ARRANGEMENTS

As highlighted previously, the Council is the key institutional mechanism within the theory of change, to drive the HRDSA; address potential challenges; and, monitor and evaluate the implementation of this strategy.

The HRDC is a national, multi-tiered and multi-sectoral advisory body which comprises representation from government, civil society sectors, organised business, organised labour, professional bodies, higher education institutions, research communities and co- opted members.

Based on the experiences of the HRDC the structures that were originally put in place were reviewed. The structures that are now linked to the Council include the: Plenary; Executive Committee (EXCO); Standing Committees (SCs), the Human Resource Development Provincial Coordination Forum (HRDPCF) and the Secretariat.

Plenary: The Plenary constitutes the highest-level leadership of the Council and is chaired, as highlighted previously, by the Deputy President. The Chairperson of the Executive Committee (EXCO) will serve as the first deputy chairperson of the Plenary while the second deputy chairperson will be selected through a process whereby council members will submit names to the Secretariat that will be considered by the Deputy President who will decide on this appointment. The Chairperson will normally preside at every plenary meeting. However, in his absence, the first or second Deputy Chairperson presides. In the absence of a Deputy Chairperson, a person delegated by the Chairperson or the Deputy Chairperson shall preside. The Plenary includes representation from the above-mentioned constituencies. In addition, the Deputy President, in consultation with the Minister of DHET, can co-opt members who bring in specific expertise. The Plenary is supposed to convene at least four times per annum. At meetings of the Plenary, government members must report in writing on what steps, if any, their departments have taken to consider and/or act upon plenary resolutions and/or recommendations.

The EXCO: The EXCO includes the chairperson (who, as indicated, will be the first deputy chairperson of the Council) and 11 other members nominated by the Council. The primary function of EXCO is to oversee and monitor the execution of Council decisions. The EXCO reports to and is directly accountable to the Plenary. The EXCO includes champions, who are members of Council and will act as a link between Council, Standing Committees and external stakeholders relevant to their work area. The EXCO could also include champions who are respected people from any constituency of Council who have influence, with social standing and have the ability to create buy in to the work of Council. The EXCO also includes a full-time coordinator and scribe from the Secretariat.

Standing Committees (SCs): SCs are committees established by Council based on current priorities as set out in this strategy or when identified blockages emerge then the Council will establish a SC. The SCs are accountable to the EXCO and therefore, the members are recommended to Council by the EXCO. Their composition depends on the nature and scope of the work that the EXCO and/or the Secretariat task them to undertake. The SCs include at least a chairperson (who may not be a member of Council); a champion who is nominated by Council and is a Council member, a coordinator who may or may not be a member of Council but must be employed by the government department/entity that is most relevant to the work of the SC and members who are senior representatives from the various constituencies and have the right skills. The chairperson or co-chairpersons of a committee presides at meetings of a committee. Where a member is unable to attend a meeting, **no** alternate may be nominated to attend in his or her behalf but rather the

member can nominate an observer/key official to attend in his or her place. The observer will not have the same rights, privileges and responsibilities as the member he or she is representing.

The EXCO ratifies the work of the SCs before being tabled at Council for endorsement. SCs have their own budget allocated to them by Council and therefore, have the ability to contract supporting services where necessary. The timeframes for implementation of the SCs work are defined and determined by Council. The SCs can assist and support the Secretariat in research, communications and monitoring and evaluation role. The SCs provide expert advice and carry out the decisions of Council on education, training and skills development; research, monitoring and surveillance of job/labour market trends; communications; and any other area as directed by the EXCO through the Secretariat or vice versa. In terms of its role, the SCs, among other things, provide advice and strategic support to the EXCO and develop work-plans for implementation of their briefs which specify short and medium term outputs. To do this, they conduct necessary research and investigations relating to the priority area of Council and make recommendations to the EXCO regarding the implementation of human resource development on key issues identified by members of the SC and/or as directed by the EXCO.

SCs require the buy-in and commitment from relevant stakeholders and alignment with relevant lead departmental plans and should focus on addressing any delays which cannot be resolved by the lead department on its own.

The Secretariat: The Secretariat carries out its strategic, technical, administrative and logistical functions as directed by the Plenary, the Chairperson and the Deputy Chairperson of Council. The Secretariat is accountable to the Plenary and the DHET and its responsibilities include, amongst others: co-ordinating logistics, meetings and other arrangements linked to the work of the committees; conducting research and developing briefing notes or summaries before an issue is taken to the SC; developing a reporting structure for the SC reports to enable a standard format for reporting to Council; developing monitoring and evaluation guidelines and reporting guidelines and terms of reference for five year term reviews. The Secretariat must also keep committee members informed of any developments that may be of relevance to the various sectors and/or committees of the

HRDC; provide technical support to the research, monitoring and evaluation functions of the EXCO and SCs as and when reasonably required and report to the Plenary and the EXCO on the implementation of its mandate at least twice a year. The Secretariat also has to prepare, for Council's approval, an annual work plan for the Council that will have clear targets and deliverables in place and to enable systematic reporting to take place against the agreed targets such that corrective action can be taken where necessary.

Finally, the Secretariat facilitates the implementation of the overall HRDC mandate and as part of this manages the multi-sectoral response to HRD matters; facilitates sectoral coordination; ensures the preparation of annual situational analysis and progress reports; attends and offers secretarial services to the Plenary and EXCO; informs the various parties to the Council of their appointments to the various committees and ensures that a major review, based on systematic evaluation studies and impact assessments, is undertaken every five years.

PHRDCs: The HRDC's formal relationships with provincial Human Resource Development Councils shall be decided by the Plenary in consultation with these Councils.

In conclusion: the term of office of the council and its related structures is for a period of five years. The Deputy President may extend the term of the office for a period not exceeding six months. The Chairperson

shall nominate the two deputy chairpersons for every new Council term of office while the members of the committees will remain in their positions for as long as they remain in their positions in their respective organisations. The Council does not manage any funds directly; all running costs of the Council are funded by DHET, which shall ensure that sufficient funds are available to enable the committees of Council to carry out their work.

6. ROLE OF GOVERNMENT (THREE SPHERES OF GOVERNMENT)

Many departments and entities have clearly defined roles in relation to the strategy. The revised strategy focuses on the way in which the programmes implemented through the HRDC supports outcomes (and sub-outcomes), which allow the HRD programmes to be discussed across departments. This is critical to ensure that cross-departmental blockages can be discussed and plans to address these agreed upon.

It is also recognised that certain activities are the responsibility of a particular line department or subsystem (such as basic education, higher education and training, science and innovation and the occupational learning and training system). In these cases, the

HRDC will work closely with these departments to ensure they drive these imperatives and will monitor the extent to which the agreed upon indicators are realised so as to contribute to the overall achievement of the goals of the HRDSA.

Many provinces have already instituted HRD strategies in response to strategic priorities within their jurisdictions. These strategies are derived from the various provincial growth and development strategies: many of this focus on those occupations that are required for growth, employment creation and social development. Some notable examples include occupational categories for educators and medical staff. Further, initiatives to address human resource development priorities at a local level have been instituted. The provincial Human Resource Development Councils will support the alignment between the provincial plans and activities and the national HRDC. In addition, provinces may also adopt special programmes that are specific to the province.

The HRDSA also provides a framework for the elaboration of local government HRD strategies and plans. These strategies and plans need to be designed to take into account national imperatives and initiatives whilst responding to local priorities and imperatives. The council will continue to explore how local government and the council relate to each other.

7. ROLE OF SOCIAL PARTNERS

The scope and importance of the HRDSA for South Africa's development agenda dictates that its success depends on the full contribution and commitment of all social partners including: community organisations, organised labour, business, research and academic sector, government, professional bodies and other role players. The HRDSA recognises that these social partners are crucial to its success and the strategy is recognised as one that transcends the boundaries of government's endeavours.

Communities act as a direct mechanism for channelling HRD imperatives through participation. Community involvement enables all citizens to meaningfully influence the decisions that affect their lives, as well provide vital information on community development issues. Communities will be able to make decisions on the economic, social, environmental, political, psychological, and other impacts associated with the implementation of the strategy. These decisions will be made through their representatives who participate in the HRDC structures.

A number of commitments have already been made by the social partners to support HRD imperatives and it is anticipated that these will be supported through the HRDC. The skills accord[6] outlines the commitments made by each social partner against areas that are included in this HRDSA. These commitments have targets associated with them: it has been agreed that these will be updated as part of the process of determining sector priorities as envisaged in the SETA landscape document.

There are also various initiatives already underway which indicate that the social partners are open to playing a role in ensuring the successful implementation of this strategy. For example, business through the CEO Initiative has committed to a Youth Employment Scheme (YES), which aims to put one million youth into internships. A key aspect to this initiative is business being able to work effectively through the different SETAs to enable the implementation of this initiative.

Business contributes to the skills levy as per the legislation: of import is that its commitment to supporting the HRDSA can be seen in the additional amounts that it spends on skills development priorities. For example, Business Unity SA (BUSA) indicated, in its presentation to the Parliamentary Standing Committee on Labour, that its members' contribution to the skills levy per annum is in the region of R16 to 17 billion (bn) per year. BUSA added that businesses' current spend per annum is in the region of R20bn, taking into account commitments made in terms of BBBEE and industry charters. For example, the mining industry is spending an additional R3 to 4bn on skills development as part of mining charter commitments. Business is also prepared to play a more active role in the SETA landscape. For example, taking a lead in mapping the skills requirements per sector; ensuring system innovation for verification and good governance; and exploring ways to ensure that initiatives such as the YES process are implemented as planned.

Business Leadership SA (BLSA) has also requested that its members take up a call to assist in providing additional funding for bursaries for students who cannot afford higher education. This call comes in the wake of the review of the NSFAS and the formation of the IKUSASA student financial aid programme. The call to BLSA members is to make a contribution to higher education funding over and above what they currently spend on bursaries and other higher education initiatives[7]. The call was made in November.

6 Commitments contained in the skills accord include: all parties agree to the need to increase the numbers of artisans as well as other scarce skills that are produced through the national training system; partners agree to make placements/internship spaces available for students who complete their certificates at FET colleges and for third year students at universities of technology who need the work experience as part of their qualifications, as well as opportunities for training exposure in a work environment for lecturers at FET colleges; partners agree to improve SETA governance and financial management as well as stakeholder involvement and all parties agreed that industrial training should be linked more strongly to the NGP and the needs of sectors and to undertake a comprehensive review of the sector skills plans towards achieving this.

7 It is estimated that business currently spends in the region of R700m to R800m on bursaries and higher education funding.

2016 and about 50% of BLSA members have already responded positively and their additional funding of higher education could run into hundreds of millions.

Business has indicated its willingness to continue participating and supporting the Employment Tax Incentive Scheme which was introduced about two years ago by national treasury to incentivise companies to employ youth. To date, business has supported 700 000 jobs, which range from fixed term contracts to permanent jobs. The scheme has been extended for an additional two years.

Business has further made a significant commitment to worker education in relation to the training of negotiators in collective bargaining. This commitment is contained in a new code on collective bargaining that has been negotiated within the National Economic Development and Labour Council (Nedlac). This training, for labour, government and employer negotiators, will be based on materials development by the Commission for Conciliation Mediation and Arbitration (CCMA) and will be accredited by the Quality Council for Trades and Occupations (QCTO) and supported by the SETAs. Employers will allow employees time off to do the training, which will form part of workplace skills plans.

Labour has also made a commitment to the strategy through the Skills Accord. In addition, it is focused on enabling the increase in worker education.

This includes supporting the imperative to train shop stewards and negotiators such that worker leaders have an increased understanding of labour law. This is seen as critical to improving the labour relations in the workplace.

Further, there is a commitment to engage with business to ensure increased access to low level skills. This includes supporting an analysis of requirements including the implementation of skills audit and identifying programmes that will address these needs. This covers both general education as well as technical skills.

While labour argues that there is a need to address the imbalance between access to training for unemployed and employed, it is committed to supporting access to training for the unemployed. This commitment includes supervising and mentoring unemployed learners into the workplace, in accordance with agreed upon ratios for the sector.

Labour is also committed to support skills training as part of its commitment to job creation and as part of the resource mobilisation that it has undertaken. This will be done with the financial support of government, especially the DHET.

Labour is also committed to engaging on the adoption and implementation of the International Labour Organisation (ILO) conventions that support workplace education and training. The focus of these efforts should be to ensure workers – across levels – can, in a balanced way, access education and training in a manner that ensures health and safety standards and levels of productivity is maintained.

Labour is committed to ensuring there is high level and appropriate representation on all key structures relating to human resource development so that it can play an effective role in steering the system and ensuring improved implementation and accountability.

8. ACCOUNTABILITY, MONITORING AND EVALUATION

Implementing this strategy is premised on effective monitoring and evaluation. As the implementation of this strategy is now aligned with the MTSF, it is envisaged that the lead department for each of the outcomes highlighted in this document will report to the HRDC programme against the relevant indicators. This will enable the HRDC to monitor progress and to identify blockages and solutions where targets are not being realised in a manner that cuts across government and social partners. In this vein, it should be noted that in terms of this strategy the overarching indicators will be quantitative. However, in terms of the mid-term review (as highlighted below) as well as the summative review there will be an attempt to understand both the changes that have taken place as well as the perceptions of the contribution that that HRDC has made to realising these developments.

The principles that underpin the monitoring and evaluation of the HRD strategy include:

- Relevance: providing data and information that is relevant to the strategy and its implementation.
- Accuracy: ensuring that the data and information provided has been verified and that its accuracy can be depended on.
- Currency: finding data that is as up to date as is possible.
- Accessibility: presenting the data and information in a manner that is easy to understand and engage with.
- Results based: constantly seeking to explain cause and effect in terms of the theory of change and using monitoring data to improve implementation.
- Responsibility: team/group tasked with carrying out or doing an activity or addressing a deliverable.
- Accountability: persons who signs off or approves work carried out by the 'responsible' party – and who is held to account in the event that the task or activity is not completed optimally.
- Fairness: information and data equally accessible among the team.
- Transparency: information disclosure regarding the results, process, substantive measures when developing the system, and realignment following monitoring and evaluation, is critical.

The M&E framework sets out the mechanism for the Council to monitor and evaluate the implementation of the strategy over the period to 2020. It indicates the tasks that Council has to implement to initiate the strategy, support its implementation, and monitor and evaluate it. A key part of this should be the establishment of a standing committee for monitoring and evaluation which would oversee this function and support evidence-based decision making.

Monitoring

Monitoring should be used to identify challenges that may be emerging in implementation so that these can be address so that programme implementation can be more effective. The monitoring process is dependent on implementing departments raising the red flag when they are experiencing implementation blockages. Where these challenges emerge, the Council will use its resources to broker partnerships to solve any challenges timeously.

It is anticipated that quarterly monitoring data will be collected and reported to Council to provide an update to support an early warning signal for areas requiring Council intervention. The issue of data collection is key

to effective monitoring and needs to be strengthened and the system properly institutionalised. The HRDC, through the standing committee will need to ensure that it collects data through other existing mechanisms such as the Higher Education Management Information System (HEMIS).

Evaluations

The Secretariat will lead a process to determine consensus baseline values for the core indicators selected at national level. Provinces and lead departments will follow a similar process to establish baseline values for the indicators with the support of the HRDC Secretariat.

The mid-term evaluation will focus on achievements, challenges, emerging issues and recommendations for the remaining period of the HRD strategy. In addition to the mid-term evaluation, annual programme reviews will be conducted.

A full and holistic impact evaluation will be done in 2030. It is important to note though that the design of the impact evaluation has to be agreed to in the present so that no data collection opportunities are missed, and that clear baseline datasets are established and agreed to.

ANNEXURE 1: INDICATORS TO ASSESS STRATEGY IMPLEMENTATION

This annexure covers the indicators against which progress will be assessed in terms of the implementation of this strategy. At the outset, it should be noted that the strategy will contribute to the achievement of the following outcomes.

Outcome 1: Quality of education.

Outcome 2 – A long and healthy life for all South Africans.

Outcome 4: Decent employment through inclusive economic growth.

Outcome 5: A skilled and capable workforce to support an inclusive growth path.

Outcome 9: Responsive, accountable, effective and efficient local government. Outcome 12: An efficient, effective and development-oriented public service.

Contribution to Outcome 1 - The quality of education

The HRDSA will build on the achievements already realised (highlighted above) and contribute to this **outcome** through the programme: Foundation Education with Science, Technology, Engineering, Maths, Languages and Life Skills (as indicated in the HRD Implementation Plan 2016 – 2020). This programme will focus on putting in place two years of universal access to quality pre-primary early childhood development and supporting a significant increase in the numbers leaving school with university entry level, Science, Technology, Maths, language and Life Skills. In particular, this programme will contribute to the following **sub-outcomes:**

Sub-outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers.

Sub-outcome indicators from the MTSF:

- The average hours per year spent by teachers on professional development activities.
- Number of teachers self-assessed using knowledge testing system.
- Percentage of teachers meeting required content knowledge levels after support.
- Percentage of learners in schools with at least one educator with specialist training on inclusion.
- Number and percentage of Funza Lushaka bursary holders placed by June of the year after qualifying.
- Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time, also for Grade R.
- Percentage of learners who are in classes with no more than 45 learners.
- Percentage of schools where allocated teaching posts are all filled.
- Percentage of teachers absent from school on an average day.

In the context of the '**Foundation Education with Science, Technology, Engineering, Maths, Languages and Life**' programme: to contribute to the MTSF, the HRDSA will specifically focus on:

- The number of learners passing with admission to Bachelor's Degree.
- Lesson plans and teacher guides for specific topics developed based on the National Senior Certificate (NSC) Diagnostic Report.
- Percentage of teachers competent in STEM.
- Number of participants in Science, Technology, Engineering, Maths and language awareness and engagement programmes.

In addition through the **Higher Education, Training, Research and Innovation programme** the following areas will also be monitored which have relevance to this sub-outcome:

- Number of graduates in initial teacher education from universities.
- Universities established as centres of specialisation offering professional qualifications for (teachers of) learners with special needs.

Sub-outcome 4: Improved Grade R and planning for extension of ECD.

Sub-outcome indicators:

- Percentage of Grade 1 learners who have received formal Grade R.
- Percentage of targeted learners supplied with workbooks.
- Percentage of target schools supplied with improved resource packs.
- Percentage of Grade R practitioners with appropriate qualification.
- Percentage of Grade 1 entrants who attended Gr R that are school ready.
- Policy, detailed plans and strategies developed by June 2018 and critical preparatory strategies launched.

In the context of the **Foundation Education with Science, Technology, Engineering, Maths, Languages and Life** programme: to contribute to the MTSF the HRDSA will specifically focus on:

- The number of service level agreements (SLAs) signed between provincial departments and different stakeholders of ECD services.
- The percentage (%) of registered ECD centres complying with Norms and Standards.
- The number of children receiving ECD subsidies.
- The number of children receiving ECD services.

In addition through the **Higher Education, Training, Research and Innovation programme** the following areas will also be monitored which have relevance to this sub-outcome:

- The number of universities that have received Programme Qualification Mix (PQM) approval to offer professional qualifications for ECD educators.
- Annual increase in the number of primary school (educators) new graduates.

An assessment, undertaken under the auspices of the HRDC, of progress made in these areas highlights that the following has already been achieved in these areas: *Foundational learning*

- ECD has expanded from 984,524 children receiving ECD services in 2012 to1,219,207 children in 2014.
- Grade R enrolment has expanded from 300,000 in 2003 to 779,370 in 2013.
- Equity in learning outcomes has improved. Based on the Annual National Assessment (ANA) results, the Gini coefficient pass rate has improved from 0.257 in 2009 to 0.169 in 2012. This signals improvement in achievement in schools serving poorer communities, although this improvement is based on generally low performance.
- Gender parity has been achieved in school access and participation by children between 7 – 18 years.
- The proportion of learners achieving more than 60% in Physical Science in the National Senior Certificate (NSC) has more than doubled, from 4.7% in 2009 to 13.2% in 2014.

Contribution to Outcome 2 – A long and healthy life for all South Africans

The HRDSA will contribute to this **outcome** through undertaking the programme: Skills for the transformed society and the economy using workplace as a platform (as indicated in the HRD Implementation Plan 2016 – 2020) as well as its programme: Developmental/Capable State (also indicated in the HRD Implementation Plan 2016 – 2020). The programme: Skills for the transformed society and the economy using workplace as a platform will focus on: building a flexible and responsive skills system; expansion of programmes to address occupations in demand; raising skills levels of employed workers; implementing worker and shop steward education and establishing effective structures and systems for achieving quality. In addition the programme (Developmental/Capable State) will support the following activities: improved coordination; establishment of effective structures for delivering skills; clarifying the funding of both new entrant and existing employee training; expanding workplace skills training opportunities; building capability for the developmental State. In particular, these programmes will contribute to the following **sub-outcome**:

Sub-outcome five: Improved human resources for health.

Sub-outcome indicators:

- Intake of medicine students increased.
- Number of nursing colleges accredited to offer the new nursing curriculum.
- Norms for the provision of Human Resources for Health finalised and adopted.
- Number of provincial Human Resources for Health Plans produced.

There are no explicit indicators for this area; rather it is integrated into other indicators. This is also true for the progress report where related areas of progress are reflected. This includes reference to improved skills planning and improved systems for the development of technical skills.

Contribution to Outcome 4 – Decent employment through inclusive economic growth.

The HRDSA will build on existing achievements (cited below) and contribute to this **outcome** through the programme: Higher Education, Training, Research and Innovation (as indicated in the HRD Implementation Plan 2016 – 2020). This programme will support this outcome through a focus on: establishing partnerships for the development of quality higher level occupational skills; expansion of postgraduate study with a particular focus on masters and PhDs, and research and innovation; building linkages between further education and training and higher education in the provision of technical and vocational education and training. The HRDSA will also contribute to this outcome through undertaking the programme: Skills for the transformed society and the economy using workplace as a platform (as indicated in the HRD Implementation Plan 2016 – 2020), which will support this outcome through: building a flexible and responsive skills system; expansion of programmes to address occupations in demand; raising skills levels of employed workers; implementing worker and shop steward education and establishing effective structures and systems for achieving quality.

The Higher Education, Training, Research and Innovation programme will specifically contribute to the following **sub-outcome**:

Sub-outcome ten: Investment in research, development and innovation supports inclusive growth by enhancing productivity of existing and emerging enterprises and supporting the development of new industries.

Sub-outcome indicators:

- The percentage increase in the rand value of investment by government and the private sector in research and development partnerships.
- Emerging/new industry sectors and cross-cutting interventions towards growth, employment creation and higher incomes for poor households underway.
- Institutional mechanism for the strategic management of public funding for research, development and innovation.

Within the MTSF, the HRDSA will specifically focus on:

- The number of new disclosures reported by publicly-funded institutions.
- The number of trainees supported in intellectual property and technology transfer areas.
- The number of licence agreements executed.
- The number of new technology products, processes and/or services developed.
- The number of South African students accepted into international training programmes offering a postgraduate qualification as part of cooperation initiatives facilitated by the DST.
- The number of international partner organisations (legal entities) collaborating with South African partners within the formalised framework of collaborative research, innovation or Science, Technology and Innovation (STI) Human Capital Development (HCD) projects as part of cooperation initiatives facilitated by the DST.
- Number of Masters and PhD students fully funded or co-funded in designated niche areas that support the greening of society and the economy and sustainable development.
- Number of knowledge and innovation products (patents, prototypes, technology demonstrators or technology transfer packages) added to the IP portfolio through fully funded or co-funded research.

An assessment, undertaken under the auspices of the HRDC, of progress made in this area highlights that the following has already been achieved in this area:

- DHET is implementing the Staffing South Africa's Universities Framework, aimed at addressing demographic inequities and injecting younger academics into the system.
- The DST has science awareness programmes that have reached more than 5 million people, including learners and teachers, in 2014.
- The DST funded 711 science graduates in 2014, and 11,200 postgraduate students from various disciplines. A total of 14,400 postgraduate students are currently being funded through DST's NRF funding.
- The DST internship programme supported 711 science graduates in internships, against a baseline of 280 in 2010. Most of these internship opportunities translated into full time employment.
- To improve teaching and research, in 2014, DST funded the establishment of157 chairs, 10.2% of them in engineering.
- The number of PhDs in science, engineering andtechnology (SET) has doubled from 591 in 2008 to 1,076 in 2013, though this is far short of the target of 6,000.
- The number of researchers per 1,000 employed people has grown to 1.5 in 2012, from 1.2 in 2010, though again this is far short of what is needed.
- The global share of research publications from South African academics has grown from 0.5% in 2003 to 0.7% in 2012.
- Partnerships are in place between universities and industry, especially through the THRIP and there has been a significant increase in the number of new patent applications filed by our higher education institutions and science councils.

The Skills for the transformed society and the economy using workplace as a platformprogramme will contribute to the following **sub-outcome**:

Sub-outcome four: Workers' education and skills increasingly meet economic needs.

Sub-outcome indicator:

- Further education institutions use information on economic needs supplied by the Economics and Employment Sectors Cluster.

Within the MTSF the HRDSA will specifically focus on:

- The increase in productivity as a result of continuous professional development.
- Report published on companies partnered with universities and TVET colleges on experiential learning opportunities and job placement of students who are competent and qualified.
- Percentage of SETAs' implementing the skills system.

Note that the HRDSA also commits itself with respect to skills for small business development including:

- An Annual Report on the number of students who start a business venture after receiving entrepreneurship awareness and education.
- The number of SMMEs that are run by women and young entrepreneurs benefiting from the Skills Development Programme.

An assessment, undertaken under the auspices of the HRDC, of progress made in this area highlights that the following has already been achieved in this area:

- Comprehensive framework of policy, legislation and infrastructure to provide skills development.
- There were more workers receiving training (learnerships, skills programmes and internships) between 2010 and 2014 as compared to unemployed people receiving training (approximately 350,000 versus 215,000).
- 75% of 215,000 unemployed persons trained did full qualifications as compared to only 25% of 350,000 employed people who were exposed to programmes that could lead to full qualifications.
- 21,461 youth had participated in adult education and training programmes in2010, 2013, and 2014, and 63% of these participants completed the programmes successfully.
- SETAs are contributing significantly by providing learnerships, skills programmes and internship opportunities for unemployed adults, and between 2011 and 2014, 209,610 unemployed adults had accessed these opportunities, with 124,988 of them completing the programmes.
- A single, national artisan RPL system has been developed though there is limited implementation against this plan for existing employees.
- Between 2010 and 2014, the NYDA hadreached more than 3 million youths, providing various work preparation and career awareness programmes.
- The Kha Ri Gude literacy campaign had reached 2,922,427 participants by2012, including disabled people, women and people with disabilities (PWDs).

Contribution to Outcome 5 – A skilled and capable workforce to support an inclusive growth path

The HRDSA will build on the achievements already made (cited below) and will contribute to this **outcome** through its work in the programme: TVET and the rest of the college system (as indicated in the HRD Implementation Plan 2016 – 2020). This programme will focus on: establishing public TVET colleges and the rest of college system as credible partners in delivery of occupational qualifications, particularly artisans; building linkages between colleges and employers; building the capacity of TVET college educators and strengthening TVET college leadership and management. In addition, the HRDSA will also contribute to this outcome through the work undertaken on the programme Skills for the transformed society and the economy using workplace as a platform (as indicated in the HRD Implementation Plan 2016 – 2020), which will specifically contribute to sub-outcome three: increase access to high level occupationally directed programmes in needed areas (discussed below). This programme will specifically support the achievement of this outcome through: building a flexible and responsive skills system; expansion of programmes to address occupations in demand; raising skills levels of employed workers; implementing worker and shop steward education and establishing effective structures and systems for achieving quality.

These programmes will contribute to the following **sub-outcomes:**

Sub-outcome one: A credible institutional mechanism for labour market and skills planning.

Sub-outcome indicators:

- Integrated data used in analyzing the post-school education and training sector.
- Annual publication of key data and indicators.
- Centralised application developed.
- Publication of results for analysis and modeling with implications for sector enrolments and output targets.
- Implementation strategy (for open learning) approved and implementation commencing (from 1 April 2016).
- All DHET legislations aligned to White Paper.
- Develop policy on the implementation of community service for all graduates.

Sub-outcome two: Increase access and success in programmes leading to intermediate and high level learning.

Sub-outcome indicators:

- Staffing norms for Community Education and Training Colleges (CETCs) staff developed.
- Protocols on the appointment of CETC staff developed.
- Number of CETCs to be established and expanded.
- Infrastructure and maintenance plans for CETCs developed.
- Service delivery model and governance standards (for CETCs) finalised.
- Framework for the funding of CETCs.
- Number of universities providing TVET qualifications.

- Percentage improvement in qualified lectures at TVET colleges.
- Protocols on the secondment of sector specialist to work in TVET colleges and lecturers exposed to the workplace.
- TVET college campuses to be established and expanded.
- Costed infrastructure maintenance plan developed for TVET colleges.
- Governance standards developed (for TVET colleges).
- Number of students in foundation programmes and success rate.
- Throughput rates for TVET.
- Number of students accommodated in public TVET colleges.
- Number of qualifying TVET students obtaining financial assistance.
- Percentage of funded students obtaining the qualification within the stipulated time.
- Certificates issued to qualifying students within three months after examinations.
- Percentage of public TVET college examination centres conducting national examinations and assessments in compliance with national policy (by 31 March 2016).

Sub-outcome three: increase access to high level occupationally directed programmes in needed areas.

Sub-outcome indicators:

- Percentage of university academic staff with PHDs.
- Number of university academics (black and women) in academic workforce.
- Additional first-time entrants (black and women) to academic workforce in addition to normal replacement and plans.
- Number of entry-level academic staff provided with teaching and research development opportunities from the Teaching and Research Development Grant.
- Number of students in foundation programmes.
- Number of eligible university students obtaining financial assistance.
- Improved system of collecting funds from those funded through NSFAS.
- A new university funding framework.
- Monitoring and evaluation report on articulation implementation approved (by 31 March 2019).
- Number of doctoral graduates from universities.
- Macro infrastructure and maintenance plans for the university sector.
- Phases of the Quality Enhancement Project (QEP) completed (institutional reports delivered).
- Proportion of institutions meeting standards of good governance.
- Average amount of bandwidth per SANReN site per annum.
- Number of post- graduates funded through DST per annum.
- Number of research infrastructure grants awarded.
- Number of Institute for Scientific Information (ISI) accredited research articles published by NRF-funded

researchers as reflected in the NRF projects reports.

- Total number of researchers awarded research grants through NRF-managed
- programmes as reflected in the NRF project reports.
- Percentage graduates with ICT skills.

Sub-Outcome four: Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills

Sub-outcome indicators:

- National artisan learners trade test pass percentage (including INDLELA).
- New artisans qualified.
- Proportion of SETAs meeting standards of good governance.
- Number of work-based learning opportunities by 31 March 2019.

Within the above, the HRDSA, through the TVET and the rest of the college system will specifically support the MTSF outcome and focus on:

- The number of qualifying TVET students obtaining financial assistance per annum (non-cumulative).
- The number of artisans produced per annum (non-cumulative).
- The national artisan learners trade test pass rate at INDLELA.
- The number of work based learning opportunities.
- The number of learners that access workplace learning and experience.
- The number ofunemployed young people access skills programmes in community colleges.
- The number of TVET and other colleges students enrolled in foundation programmes.
- The percentage success rate in foundation programmes.

In addition, as indicated the HRDSA will specifically contribute to sub-outcome 3 through its programme: Skills for the transformed society and the economy using workplace as a platform:

- Annual Report on skills demand published on the extent of engagement with publications and their use in decision making.
- Framework on Annual Report on skills supply and demand approved.
- Percentage of SETAs' implementing the skills system.
- Report published on companies partnered with universities and TVET colleges on experiential learning opportunities and job placement of students who are competent and qualified.

In addition, through the **Higher Education, Training, Research and Innovation programme** the following areas will also be monitored which have relevance to this outcome:

- Number of universities that are offering professional qualifications for TVET college lecturers.
- Number of universities that are offering professional qualifications for CET college lecturers.
- Percentage of university academic staff with PHDs.

- Additional first time entrants (black and/or women) to academic workforce.
- Number of B-Tech and Honours students awarded bursaries.Master's/PhD/post-doctoral students supported.
- Total number of graduates and students placed in DST-funded work preparation programmes in SETI institutions.
- Number of graduates in Engineering Sciences/Natural and Physical Sciences from universities.
- Number of Doctoral/ Research Masters graduates from universities.
- Number of researchers supported.
- Number of publications in ISI accredited publications.

An assessment, undertaken under the auspices of the HRDC, of progress made in this area highlights that the following has already been achieved in this area:

- Gross participation rates have improved from 0.8% in 2010 to 1.2% in 2013, andenrolment has more than doubled from 345,566 in 2010 to 709,000 in 2014. This figure suggests that the Council's target of enrolment of 800,000 by 2015 is likely to be met or exceeded.
- The NSFAS funds a significant number of students in the colleges.
- In 2013, the certification rate for N1-N3[8] students was 54.4% which exceeded the Council's target of 43%. However, graduation rates are still a challenge.
- The Policy on Professional Qualifications for Lecturers in TVET colleges has been gazetted in June 2013.
- The DHET, together with South African Qualifications Authority (SAQA), are working in partnership on the KHETA project: Make the right choice. Decide your future, an initiative focused on providing career guidance information. A Cooperation Framework for the Provision of Career Development Services in South Africa, which establishes an advisory forum for career development initiatives, has been published.
- Levels of partnerships, vary and a key challenge is that partnerships for the provision of work integrated learning are not sufficient to accommodate all students.
- The NHIRD Plan target toproduce 13,000 artisans a year was surpassed. In 2012, over 14,000 artisans were certified, more than 15,000 in 2013 and as many as 18,000 were certified in 2015.
- The five year graduate targets up to 2015 for professionals set in the NIHRD Plan are: 10,674 engineers, 8,603 graduates in human and animal health, 6,943 graduates in Natural and Physical Science, and 20,639 teachers. Graduation data up to 2013 shows that the targets for engineers and teachers were surpassed, as more than 8,500 engineers had graduated annually at undergraduate level, and more than 8,000 teaching graduates had exited the higher education system successfully annually between 2011 – 2013. However, there were less than 800 veterinary science graduates, which is a very low proportion of the targeted 8,603 for animal and human science graduates.

8 These are NATED further education and training technical qualifications offered by TVET colleges.

Contribution to Outcome 9: Responsive, accountable, effective and efficient local government

The HRDSA will contribute to this **outcome** through its work on the programme: Skills for the transformed society and the economy using workplace as a platform (as indicated in the HRD Implementation Plan 2016 – 2020). The programme will focus on building a flexible and responsive skills system; expansion of programmes to address occupations in demand; raising skills levels of employed workers; implementing worker and shop steward education and establishing effective structures and systems for achieving quality. This programme will contribute to the following **sub-outcome:**

Sub-outcome five: local public employment programmes expanded through the community work programme (CWP).

Sub-outcome indicators:

- Functional CWP unit and systems established within DCoG.
- Capacity building strategy and programme developed.
- Number of participants trained to enhance ability for self-help.
- Capacity building initiatives for non-profit organisations (NPOs) functioning as implementing agents developed.
- 15 additional sites established with a minimum of 1000 participants per site.
- Partnership strategy developed.
- MOUs with sector departments, SOEs and private sector to contribute resources and technical expertise concluded.
- Sites established in 234 municipalities.
- Minimum of 1000 participants enrolled per site.

There are no explicit indicators for this area; rather it is integrated into other indicators. This is also true for the progress report where related areas of progress are reflected. This includes reference to workplace based learning and experience and is also covered with respect to training for the unemployed.

Contribution to Outcome 12: An efficient, effective and development oriented

public service

HRDSA will contribute to this outcome through the programme: Developmental/Capable State (HRD Implementation Plan 2016 – 2020), through a focus on: Improved coordination; establishment of effective structures for delivering skills; clarifying the funding of both new entrant and existing employee training; expanding workplace skills training opportunities; building capability for the developmental state. This programme will contribute to the following **sub-outcomes:**

Sub-outcome two: A public service that is a career of choice

Sub-outcome indicators:

- Graduate recruitment scheme piloted over five-year period.
- Lessons drawn out for subsequent implementation.
- Develop targeted assessment mechanisms implemented for identified priority areas.
- Develop and pilot mechanisms to facilitate on-the- job mentoring and peersupport for newly-appointed senior managers.
- Curriculum and institutional arrangements developed to provide prioritised learning and development programmes using public servants from the relevant departments to provide training.
- Targeted support mechanism in place.
- Pilot an approach to targeted support and draw out lessons for subsequent roll out.
- Percentage of departments that score at least 3 in 50% of HR standards.
- 20 000 youth appointed to learnership, internship and artisan programmes peryear.
- Improvements made to the performance management and development system for Senior Management Service (SMS) members who are not Heads of Departments (HoDs) (the performance assessment of HoDs will be dealt with under sub- outcome 1).

Sub-outcome three: sufficient technical and specialist professional skills

The outcome indicates that the related actions are addressed elsewhere in the MTSF. The intention is to have the following impact: (i) More effective systems for developing technical skills, and increased consensus on the level of technical skills required in different areas; (ii) The public sector provides a more conducive working environment for developing and reproducing technical skills.

There are no explicit indicators for this area; rather it is integrated into other indicators. This is also true for the progress report where related areas of progress are reflected. Indicators that are particularly relevant include:

- Systems strengthened for the development of technical skills.Number of people placed through established partnerships.
- Number of apprenticeship, learnership and internship opportunities created.
- Number of staff attending industrial and economic opportunities development programme.

ANNEXURE 2: PROGRAMME IMPLEMENTATION PLAN 2016 – 2020

Programme 1: Foundation Education with Science, Technology, Engineering, Maths and Languages and Life Skills

Programme descriptor: Universal access to quality foundational learning including two years of pre-primary education and strengthen Science, Technology, Engineering, Maths and Languages and Life Skills.

Programme priority: Other interventions there were identified as a priority for the strategy to address includes that of ensuring that career guidance is included in the teacher training curriculum for life orientation. Further, the HRDC has also observed that whilst there has been an increase in access to ECD, there is a need to expand the institutional delivery mechanism for ECD so as to ensure that quality ECD services are available in the townships and rural communities at a cost that is affordable.

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
1.1 Enrolment and performance improved participation in Science, Technology, Engineering, Maths and language	To improve Science, Technology, Engineering Maths and language results in the schooling system	166,263	182,889	Number of learners passing with admission to Bachelor's Degrees	Increase in number of university and college entrants in Maths and Science related programmes	DBE	Assessment and examination database
	To increase the knowledge content of educators especially in Science, Technology, Engineering, Maths and languages	41%	55%	Percentage of teachers competent in STEM	A knowledgeable cohort of Science, Technology, Maths and language teachers	DBE	The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
	To increase the number of learners enrolled on Maths, Science and Technology	TBD	75%	Lesson plans and teacher guides for specific topics developed based on the NSC Diagnostic Report	Improve learner performance in Maths, Science and Technology	DBE	NSC Diagnostic Report
	To promote public engagement on Science	1,054,221	5,500,000	Number of participants in Science, Technology, Engineering, Maths and language awareness and engagement programmes	Increased awareness of Science	DST,	Quarterly report
					Increase roll out of broadband to schools	Vodacom, MTN, Cell C; Department of Telecommunications and Postal Services and	SA Connect Strategy

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
1.2 Achieve universal access to ECD	To put in place effective coordination to enable all children to access quality ECD	TBD	180 (20 per province)	Number of SLAs signed between provincial departments and different stakeholders of ECD services	Effective provision of ECD and support services	DSD	Quarterly report
	To increase the number of children attending educational institutions	87.2 %	95%	Percentage of Grade R learners attending institutions	Increase in the number of children attending educational institutions	DBE	Quarterly report
	To increase the number of registered ECD centres	TBD	70%	% of registered ECD centres complying with Norms and Standards	Expanded access to pre- school especially by poor learners	DSD	Quarterly report
	To increase the number of children receiving ECD subsidies	620,402	1,000,000	Number of children receiving ECD subsidies	To increase the number of children receiving ECD subsidies	DSD	Quarterly report
	To increase the number of children receiving ECD services especially in townships and rural communities	1,219,207	1,500,000	Number of children receiving ECD services	To increase the number of children receiving ECD services	DSD	Quarterly report

Programme 2: TVET and the rest of the college system

Programme descriptor: ***Expanded access and throughput quality post-schooling education and training***

Programme priority: Establishing public TVET colleges and the rest of college system (which includes community colleges) as credible partners in the delivery of occupational qualifications, including but not limited to artisans; ensuring that two pathways exist for learners (entrepreneurial and/or work placement); building linkages between colleges and employers (private sector); building the capacity of TVET college educators; strengthening TVET college leadership and management and strengthening the linkage between technical high schools (and improving their capacity) and TVET colleges.

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
2.1 Improve the supply of FET and inter- mediate level occupations that are in high demand	To increase the number of students funded through NSFAS, particularly poor students in intermediary level occupations that are in high demand	220,978	1,000,000	Number of qualifying TVET students obtaining financial assistance per annum (non-cumulative)	Increased participation in the TVET colleges system	DHET	Quarterly reports
	To effectively manage artisan development to produce 24,000 qualified artisans per annum	18,110	24,000	New artisan learners qualified	Increased number of artisans produced	DHET	Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
	To effectively manage artisan assessment services inclusive of RPL in order to produce 24,000 qualified artisans per annum	48%	65%	National artisan learners trade test pass rate (including INDLELA)	Increase in the number of employed workers qualifying as artisans	DHET	Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
2.2 Build strong linkages and relationships with employers in the delivery of priority programmes	To improve access to work integrated learning opportunities (and this will require a debate between the social partners around the implications of COIDA with regard to workplace learners)	2,734	140,000	Number of work based learning opportunities	Improvement in placement of qualified learners into the workplace	DHET	Quarterly reports
		25,000	1,000,000	Number of learners access workplace learning and experience	Increased access and success in programmes leading to intermediate and higher level learning	DOL	Quarterly reports
2.3 Ensure that young unemployed people participate in technical and vocational training in programmes that assist them to enter the labour market	To improve the absorption of young people into the labour market through relevant technical and vocational training	62,000	1,250,000	Number of unemployed young people access skills programmes in community colleges	Increase in participation rates of unemployed young people	DOL	Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
2.4 Provide support and advice to learners (student support services for Vocational and Continuing Education and Training)	To improve success in programmes offered in TVET institutions by developing and implementing an appropriate student support plan	TBD	50%	Percentage success rate in foundation programmes	Optimal enrolment figures at TVET and other colleges	DHET	Quarterly reports
	To improve the coverage and efficacy of vocational guidance and labour market information in a manner that promotes the optimal uptake of training and employment opportunities available to the youth	TBD	5,000	Number of TVET and other colleges student entering the foundation programmes	Optimal enrolment figures at TVET and other colleges	DHET	Quarterly reports

Programme 3: Higher Education and Training, Research and Innovation

Programme descriptor: Improved research and technological innovation outcomes/higher education and training, research and innovation.

Programme priority: Establishing partnerships for the development of quality higher level occupational skills (with the inclusion of WIL as a key element); expansion of postgraduate study with a particular focus on masters and PhDs, and research and innovation; building linkages between FET and HE (which includes a range of colleges such as nursing, agricultural, police and military colleges) in the provision of technical and vocational education and training.

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
3.1 Improve the quantity and capacity of university academics and improve the equity profile of the academic workforce	Increase the number of academics at universities and improve the number of PHDs (with the introduction of a retention strategy in the production of new skills)	43%	46%	Percentage of university academic staff with PHDs	More academics with PHDs	DHET	HEMIS
		New Indicator	100 (per year)	Additional first time entrants (black and/or women) to academic workforce	A new generation of academics employed at universities, in line with equity requirements		Annual Report on the implementation of the staffing of South Africa's universities framework

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
3.2 Increase the number of State-supported postgraduate students and improve the equity profile of the postgraduate student cohort	To contribute to the development of representative, high- level human capital able to pursue locally relevant, globally competitive research and innovation activities	9,771 postgraduate students supported by DST through the NRF	24,658	Number of B-Tech and Honours students awarded bursaries	Increase in the number of post graduates studying subjects that address priority needs in the economy	DST	Quarterly reports
			27,411	Master's students supported			
			15,209	PhD students supported			
			3,682	Post-doctoral fellows supported			
		1,010 graduate s and students enrolled in SETI	4,200	Total number of graduates and students placed in DST-funded work preparation programmes in SETI institutions	Increase in the number of post graduates in Science and Technology		

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
3.3 Improve the supply of HE level occupations that are in high demand, including professionals/ Increase access to high-level occupationally directed programmes in needed areas	To provide an adequate supply of skills to meet demand of skills for economic growth	12,470	57,000	Number of graduates in Engineering Sciences from universities	Expansion of high level skills in the SA economy		
		7,917	36,000	Number of graduates in Natural and Physical Sciences from universities	Reduced reliance on recruiting on high level skills provided through immigration		
		2,530	12,000	Number of Doctoral graduates from universities	Increase in number of PHDs		
		20,698	99,000	Number of graduates in initial Teacher Education from universities	Supply of appropriately qualified teachers improved		
		7,317	34,000	Number of research Masters graduates	Increase in number of people with Masters degrees	DHET	HEMIS

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
3.4 Establish partnerships to enable research and innovation and its conversion into commercially viable products, processes services	To maintain and increase the relative contribution of South African researchers to global scientific output To support, promote and advocate the development and translation of scientific R&D outputs into commercial products, processes and services that will contribute towards economic growth and a better quality of life	3,076	22,032	Number of researchers supported by 2019	Expansion of research relevant to needs of the economy	DST	Quarterly reports
		TBD	33,700	Number of publications in ISI accredited publications by 2019	Increase in research publications by South Africans		
		275	1,175	Number of new disclosures reported by publicly funded institutions.	Innovation contributing to industrial expansion and job creation		
		180	840	Number of trainees supported in intellectual property and technology transfer areas by 31 March 2020	Increase in number of highly skilled individuals trained in IP and TT		
		55	195	Number of licence agreements executed by 31 March 2020	Innovation contributing to industrial expansion and job creation		
		6	95	Number of new technology products, processes and/or services developed	Innovation contributing to industrial expansion and job creation		

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
	To access international knowledge, capacities and resources with the aim of enhancing South Africa's national STI capabilities, contributing to the attainment of the DST's targets for HCD, especially for international PhD training	364	900	Number of South African students accepted into international training programmes offering a postgraduate qualification as part of cooperation initiatives facilitated by the DST	Increase in graduates who have skills required for the economy	DST	Quarterly reports
		TBD	1,600	Number of international partner organisations (legal entities) collaborating with South African partners	Increased innovation that addresses local and global challenges within the formalised framework of collaborative research, innovation or STI HCD projects as part of cooperation initiatives facilitated by the DST	DST	Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
3.5 Providing schools, TVET and community colleges with appropriately qualified teachers and programmes to support their continuing professional development	To provide teaching and learning support services aimed at improving access to quality teaching and learning in Higher Education: ECD educator development; primary teacher education; TVET college lecturer education; community college lecturer education; special needs teacher education	1	Develop and approve five teaching and learning support plans for university education	Five teaching and learning support plans for university education developed and approved	Improvement in teaching and research capacity at universities for teacher education in the field of ECD	DHET	Annual ministerial approved report
		New indicator	10	Number of universities that are offering professional qualifications for TVET college lecturers	Improvement in teaching and research capacity at universities for teacher education in the field of TVET	DHET	Annual ministerial approved report

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
		New indicator	3	Universities established as centres of specialisation offering professional qualifications for learners with special needs	Strengthened capacity in higher education for the development of specialist teachers for learners with special education needs	DHET	Annual ministerial approved report
3.6 Develop skills for the green economy	To identify, grow and sustain niche high- potential STI capabilities for sustainable development and the greening of society and the economy (DST)	TBD	300	Number of Masters and PhD students fully funded or co-funded in designated niche areas that support the greening of society and the economy and sustainable development	Graduates who have skills required for the economy and for sustainable development	DST, DTI	Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
		TBD	15	Number of knowledge and innovation products (patents, prototypes, technology demonstrators or technology transfer packages) added to the IP portfolio through fully funded or co-funded research	Innovation that addresses local and global challenges	DST, DTI	

Programme 4: Skills for the transformed society and the economy using workplace as a platform

Programme descriptor: Production of appropriately skilled transformed society and the economy.

Programme priority: Building a flexible and responsive skills system which would require closer relationships between the social partners; expansion of programmes to address occupations in demand including considering skills for new economies; raising skills levels of employed workers; implementing worker and shop steward education with a focus on workplace skills plans to address workplace training; establishing effective structures and systems for achieving quality; acknowledging the recognition of prior learning and ensuring the curriculum includes a focus on promoting self-employment with the aim of developing SMMEs and entrepreneurs.

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
4.1 Ensure that the demand for skills is researched, documented and communicated effectively to enable improved supply and demand	To analyse and model labour market skills using LMI	Framework for annual report consulted and approved	Annual Report published analysing trends and forecasting skills demand based on LMI from 1 April 2016 onwards	Annual Report on skills demand published on the extent of engagement with publications and their use in decision making	A credible institutional mechanism for labour market and skills planning	DHET, DOH, DOL, DHA	Quarterly reports
	To ensure effective monitoring systems are in place to report on progress and enable blockages to be addressed	New indicator	Framework on Annual Report on skills supply and demand approved	Framework on Annual Report on skills supply and demand approved	A credible institutional mechanism for labour market and skills planning		Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
	To ensure active participation of business formation	New indicator	Annual Report published on companies partnered with universities and TVET colleges on experiential learning opportunities and job placement of students who are competent and qualified	Annual Report published on companies partnered with universities and TVET colleges on experiential learning opportunities and job placement of students who are competent and qualified	Increase labour market absorption of students at TVET colleges and universities	DTI, DSBD and SOCs	Quarterly reports
	To ensure effective monitoring systems are in place to report on progress and enable blockages to be addressed	New indicator	Framework on Annual Report on skills supply and demand approved	Framework on Annual Report on skills supply and demand approved	A credible institutional mechanism for labour market and skills planning		Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
	To ensure active participation of business formation	New indicator	Annual Report on students who start a business venture after receiving en-trepreneurship awareness and education	Annual Report on number of students who start a business venture after receiving en-trepreneurship awareness and education	Creation of new small enterprises	DSBD	Quarterly Reports
4.2 Put in place a skills system that is effective in brokering partnerships to address priority skills needs in the economy	To review a skills system in the country	New indicator	100% SETAs to implement skills system	Percentage of SETAs implementing the skills system	Expanded labour market skills pool and where skills do not exist explore the importation of skillsonly on the basis of a skills transfer	DHET, SETAs, Eskom, business	Quarterly reports
4.3 Improve skills profile of SMMEs, informal trade sector, rural and township enterprises, women, PWDs and NEETS	To improve the migration of micro enterprises to SMMEs	New indicator	SMME skills development programme developed and implemented in partnership with DSBD	Number of SMME's that are run by women and young entrepreneurs NEETS benefiting from the skills development programme	Young and women entrepreneurs participating in the economy NEETS benefiting from the skills development programme	DSBD	Quarterly reports

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
4.4 Improve the skills profile of the employed workforce to enable greater levels of productivity and adaptability to the changing needs of the labour market	To improve uptake of continuous professional development including workers (and explore different models for delivery such as e- learning).	New indicator	20% improvement on uptake of continuous professional development	The increase in productivity as a result of continuous professional development	A more productive and adaptable workforce	DHET, NSG, DOL and DOH	

Programme 5: Developmental/Capable State

Programme descriptor: Developmental/Capable State with effective, efficient planning and implementation capabilities.

Programme priority: Improved coordination; establishment of effective structures for delivering skills; clarifying the funding of both new entrant and existing employee training; expanding workplace skills training opportunities; building capability for the developmental State.

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
5.1 Establish partnerships to ensure the supply of quality management and specialist personnel for public service (as well as for SOCs)	To strengthen systems for developing technical skills, and increased consensus on the level of technical skills required in different areas	New indicator	Strengthen systems for developing technical skills	Systems Strengthened for the development of technical skills	More strengthened systems for developing technical skills, and increased consensus on the level of technical skills required in different areas	DPSA, DOH, local government	Quarterly reports
	To develop linkages for the quality supply of specialist personnel in public service	New indicator	Partnerships established with education institutions and professional bodies	Number of people placed through established partnerships	A sector that provides a more conducive working environment for developing and reproducing technical skills		

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
5.2 Expand in the provision of workplace training in priority skills needs	To turn the public sector into a training space	20,000 learning opportunities created per year	100,000 learning opportunities created	Number of apprenticeship, learnership & internship opportunities created	Improved supply of skilled personnel for the public service	DPSA, DHET, SOCs, & SETAs	
		14,619	26,320	Number of public servants trained in Compulsory Induction Programme		NSG	
		1,784	3,000	Number of public servants trained in Breaking Barriers to Entry Programme			
		2,704	4,050	Number of public servants trained in administration			
		5,424	9,913	Number of public servants trained in management			
		TBD	6,000	Number of public servants trained in leadership			

Strategic objective	Objective statement	Baseline 2016	Target 2020	Indicator	Outcome	Responsibility	Source
5.3 Expand the capacity of the state to drive economic and industrial development	To develop capacity of the State to drive economic and industrial development initiatives	New indicator	A programme on economic and industrial opportunity development developed and implemented	Number of staff attending industrial and economic opportunities development programme	Improved coordination of government efforts to expand the economy and achieve inclusive growth	DTI, DPE , and SOCs	Quarterly reports
			A programme on the Ocean Economy developed and implemented	Number of programmes developed on the Ocean Economy		DHET & SAIMI	
		2	Increase the number of high schools and TVET colleges that are offering Maritime Studies	Number of high schools and TVET colleges offering Maritime Studies	Improved coordination of government efforts to expand the economy and achieve inclusive growth	DHET, TVET colleges, Umfolozi TVET College, DBE, DUT, CPUT and SAIMI	

Note: Where baseline is unknown it will be established within 12 months

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