



Human Resource Development Strategy Towards 2030

**Presentation to the Skills
Development Summit**

BB Ntombela



REPUBLIC OF SOUTH AFRICA

Partnering to innovatively develop SA's human potential

Presentation Outline



- ❖ Introduction
- ❖ Purpose of the Presentation
- ❖ Parties consulted
- ❖ HRD System
- ❖ Policy framework related to HRD
- ❖ Vision, mission, goals and programmes
- ❖ Strategic Objectives
- ❖ Monitoring and Evaluation of the HRD Strategy towards 2030

Introduction



- ❖ The HRD Strategy Towards 2030 is a build up from the HRDSA 2010-2030
- ❖ It highlights the priorities of the Human Resource Development Council of South Africa
- ❖ Drives and is linked to the **HRD pillar of the NDP** to deliver the skills required, built on Education Training and innovation.
- ❖ **Supports inclusive growth and development**, expands employment and improves absorption levels in the economy
- ❖ **Provides a coordinated framework** to enable development of skills and knowledge

Parties/Departments Consulted



- Economic Sector Employment and Infrastructure Development Cluster;
- Governance and Administration Cluster working group as well as its Cluster;
- Technical working group of the Social Protection, Community & Human Development Cluster;
- HRDC Provincial Coordination Forum; and
- Departments of Labour, Higher Education and Training, Basic Education, Public Service and Administration and Social Development.

HRD System



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

Policy Framework Related to HRD



Vision and Mission

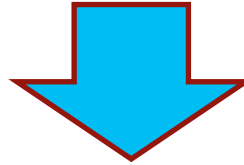
Vision

Partnering to innovatively develop human potential.

Mission

- Advise the government on the HRD Strategy and its priorities
- Identify blockages , provide solution to unblock them and monitor implementation thereof
- Coordinate the efforts of government departments and social partners in the implementation of the strategy
- Monitor and report on the implementation of the strategy
- Evaluate the impact of the strategy against agreed indicators

Goals



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

Programmes



Programmes

Programme 1: Foundational education with Science, Technology, Engineering, Maths, Languages and Life 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

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

1. Improve, science, technology, engineering, maths and language systemic and matric results
2. Achieve universal access to quality pre-school Early Childhood Development

Programme 2: TVET and the rest of the College System

1. Forge strong linkages between universities and TVET colleges and the rest of College System to improve the standard of technical and vocational teaching
2. Improve the supply of FET and inter-mediate level occupations that are in high demand
3. Build strong linkages and relationships with employers in the delivery of priority programmes
4. Ensure that young unemployed people participate in technical and vocational training in programmes that assist them to enter the labour market
5. Provide support and advice to learners (student support services for Vocational and Continuing Education and Training)

Programme 3: Higher Education, Training, Research and Innovation

1. Increase the number of academics to achieve the planned expansion of university students and improve the equity profile of academics
2. Improve the supply of HE level occupations that are in high demand, including professionals;
3. Increase access to high-level occupationally directed programmes in needed areas
4. Establish effective partnerships to enable research and innovation and its conversion into commercially viable products, processes & services
5. Providing schools, TVET and Community Colleges with appropriately qualified teachers and programmes to support their continuing professional development
6. Develop skills for the green economy

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

1. Ensure that the demand for skills is researched, documented and communicated effectively to enable improved supply and demand
2. Put in place a skills system that is effective in brokering partnerships to address priority skills needs in the economy
3. Improve skills profile of SME, informal trade sector, rural people, women People with disability (PWD) and Not in Employment, Education or Training (NEET)
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

Programme 5: Developmental / Capable State

1. Establish partnerships to ensure the supply of quality management and specialist personnel for public service
2. Expand participation of government departments and entities in the provision of workplace training in priority skills needs
3. Expand the capacity of the state to drive economic and industrial development

Monitoring & Evaluation

2010

- Baseline evaluation

2015

- Formative evaluation

2020

- Midterm evaluation

2025

- Summative evaluation

2030

- Impact evaluation

Monitoring & Evaluation

- The DPME forms part of the extended Secretariat.
- The Role of lead departments/Agencies:
DHET;DBE;DSD;DST;DOL;DTI;DSBD;DPSA;NSG;Local government; Private Sector
- It is expected that lead departments will incorporate objectives/ activities in their APPs/Strategies
- Signing of MOU's with the implementing lead departments/agencies

M&E

- Progress updates to the HRD Council quarterly and as and when requested by Council.

Ngiyabonga