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## General information

<table>
<thead>
<tr>
<th>Registered name:</th>
<th>Human Resource Development Council of South Africa (HRDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical address:</td>
<td>178 Francis Baard Street 6th Floor Ndinaye House</td>
</tr>
<tr>
<td></td>
<td>Pretoria 0001</td>
</tr>
<tr>
<td>Postal address:</td>
<td>Private Bag X174</td>
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<td></td>
<td>Pretoria 0001</td>
</tr>
<tr>
<td>Telephone number/s:</td>
<td>+27 (0)12 943 3185/7</td>
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<tr>
<td>Fax number:</td>
<td>+27 (0)86 298 3989</td>
</tr>
<tr>
<td>E-mail address:</td>
<td><a href="mailto:ntombela.b@dhet.gov.za">ntombela.b@dhet.gov.za</a></td>
</tr>
<tr>
<td>Website address:</td>
<td><a href="http://www.hrdcsa.org.za">www.hrdcsa.org.za</a></td>
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</tbody>
</table>
It is my pleasure to present the Annual Report of the Human Resource Development Council (HRDC) of South Africa, for the period 1 April 2014 to 31 March 2015, which details progress made by the Council in contributing towards the development of South Africa's human capital.

In keeping with the principles and prescripts of good governance, this report reflects comprehensively the nuts and bolts of the Council’s operations and accounts for the extensive public resources that make it possible for the Council to function effectively.

Most profoundly, the report documents the development and impact of one of the most critical national partnerships among government, the private sector, labour and community – that of preparing the next generation of South Africans for leadership, innovation and enterprise.

In November 2014, the Council launched its Adopt-a-TVET College Campaign. This initiative seeks to encourage the business community to work more closely with TVET colleges and forge lasting collaborations in the delivery of relevant industry skills.

The HRDC is also investing resources to ensure that we develop and encourage young South Africans from various backgrounds to be part of a new cohort of researchers and academics at our universities.

The HRDC therefore considers itself the custodian of developing our nation’s most important resource – its people – from early childhood development and foundational education, to technical and vocational training and the apex of academic endeavour.

South Africa's transition to a knowledge economy in the 21st Century calls on us to acknowledge the depth of the legacy of those centuries and decades during which colonial and apartheid authorities denied the majority of South Africans the dignity and means to fulfil their human potential.

In a democratic dispensation, the HRDC is tasked with reversing this legacy and empowering new generations of South Africans to contribute fully to the achievement of personal and national developmental goals.

This is a complex and painstaking process that demands challenging combinations of patience and agility, experimentation, and expedited outcomes and most critically, the input and support of all sectors of our society and economy.
Given its diversity and unity of purpose, the HRDC is strategically placed and enabled to spearhead the skills revolution in our country, and to create economic value alongside sound societal values.

The HRDC draws inspiration from the work already performed in the past five years and which is reflected in this Annual Report.

At the same time, the HRDC is sufficiently self-critical and open to identifying and addressing challenges facing the Council itself or the transformation it is trying to effect in our country.

I believe that 2014/15 is a year on which the HRDC can look back with pride, given that this particular financial year marked the first five-year milestone in the implementation of the Human Resource Development Strategy.

The successes for the 2010–2015 period are presented in this report and the five-year review of Council’s targets will help shape and strengthen our effectiveness.

Ultimately, an effective Human Resource Development Council makes for an effective South Africa, and it is against this background that I wish to express my appreciation to Council members, the Secretariat and our partners and supporters around South Africa for their invaluable contributions to our work.

More importantly, thanks go to the millions of young South Africans who are seizing education opportunities with great enthusiasm and dedication to transform their own lives and conditions in their communities.

It is my fervent wish that personal and professional development will not be the sole domain of our youth, but that we will embrace lifelong learning as part of our national culture.

Together, we move South Africa forward.

Mr C Ramaphosa
HRDC Chairperson

“Together, we are building a nation that generates ideas, develops technologies and opens up new markets, both at home and abroad.”
At its first meeting for the year, which took place on 2 April 2014, the Human Resource Development Council of South Africa (HRDC) bade farewell to the Honourable Deputy President Kgalema Motlanthe, who was its Chairperson. Council thereafter welcomed the new Chairperson, the Honourable Deputy President of the Republic of South Africa, Mr Cyril Ramaphosa.

Upon its establishment in March 2010, the HRDC formed several technical task teams (TTTs). I am pleased to report that by the end of the reporting period, six of the seven current TTTs have completed their work and their recommendations have been approved by Council. This shows that the work of the TTTs has gained a considerable amount of traction during the year. Credit should also be given to the HRDC Technical Working Group (TWG), which provides expertise for the work done by the TTTs.

The Worker Education (WE), Foundational Learning, Maritime Sector Skills (MSS) and Strengthening of TVET Colleges TTTs, all submitted their recommendations to Council, and it gives me great pleasure to announce that their work has been handed over to the implementing (lead) departments and relevant agencies. The Monitoring and Evaluation (M&E) Forum of the Artisan Development (AD) Monitoring and Evaluation team continues to provide the HRDC with feedback and updates on its work.

Considerable advances have been made in the maritime sector as a result of the role played by the HRDC through its MSS TTT. I am proud to report that 23 South African students graduated in Maritime Studies (at master’s level) from the World Maritime University in Sweden in October 2014. Furthermore, the work and recommendations of the MSS TTT was incorporated into government’s Operation Phakisa.

The HRDC’s footprint is also visible at provincial level. To date, six provinces have established Provincial HRD Councils. These councils effect the work of the HRDC and are chaired by the premiers of the provinces. The Provincial HRD Councils develop their priorities and plans in
line with the National Integrated Human Resource Development (NIHRD) Plan. For this reason, the HRDC Secretariat presented the NIHRD Plan and HRD Strategy to some of these councils during 2014/15, and will visit the remaining councils in the new financial year. HRDC work is also done through the HRD Provincial Co-ordination Forum (HRDPF), through which the provinces provide the HRDC Secretariat with updates on the implementation of the strategy and the priorities of Council.

During the reporting period, the HRDC gained considerable visibility throughout the country and a number of articles were published on the work of Council. Furthermore, the Secretariat’s Communications team was strengthened by including members from the Presidency and the Ministry of Higher Education and Training. However, more needs to be done to further strengthen this team. Exhibitions at conferences, such as those done at the TVET and the Public Sector Trainers Forum (PSTF), play a major role in showcasing the work of Council.

The HRDC Secretariat continues to play a co-ordinating role in ensuring that the recommendations made to Council are monitored regularly. It is pleasing to note that the HRDC, which was launched in March 2010, celebrated five years of existence at the end of this financial year.

In conclusion, let me extend my gratitude for the support and commitment of the new Chairperson, the Honourable Deputy President. With his passion for the sector, the HRDC will continue to align its efforts with the national economic strategy and enhance involvement of the private sector. I look forward to continuing to work with him and all other stakeholders.

Dr BE Nzimande, MP
Minister of Higher Education and Training
Strategic overview

The HRDC is a national, multi-tiered and multi-stakeholder advisory body established in March 2010 under the leadership and stewardship of the Deputy President and managed by the Department of Higher Education and Training (DHET). Membership is based on a five-year tenure, and representatives include a number of government ministers, senior business leaders, organised labour, academia and civil society.

The role of the HRDC is to:
• Identify skills blockages and recommend appropriate solutions to unlock these, as well as identifying the institutional structures and leaders who are the primary implementation partners to implementing proposed solutions
• Commission research in the field of human resource development (HRD)
• Encourage organised business, civil society, government and organised labour to invest in education and training, and to take full responsibility for HRD issues within their areas of competency
• Promote knowledge management and benchmarking at enterprise and national levels with a view to improving the effectiveness of HRD
• Oversee the continual M&E of all aspects of the HRD Strategy, to be implemented by project owners
• Lead an effective programme of advocacy and communication to build support and gain buy-in for its objectives and to ensure effective feedback from and consultation with stakeholders
• Mobilise senior leadership in organised business, government, organised labour, civil society, professional bodies, as well as education and training and science and technology institutions to address national HRD priorities in a more co-ordinated and targeted way.

Aims
• To develop institutional synergies for an integrated HRD Strategy which will stimulate a culture of training and lifelong learning at individual, organisational and national levels of employability
• To increase productivity and the HRD needed to successfully transform the South African economy into a knowledge economy.

Objectives
The HRDC is explicitly intended to contribute to the attainment of the following national goals:
• To urgently and substantively reduce the scourges of poverty, inequality and unemployment in South Africa
• To promote justice and social cohesion through improved equity in the provision and outcomes of education and skills development programmes
• To substantively improve national economic growth and development through the improved competitiveness of the South African economy.
The HRD Strategy 2010–2030 outlines the following commitments for the HRDC:

- **Commitment 1**: We will urgently overcome the shortages in the supply of people with the priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth
- **Commitment 2**: We will increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities
- **Commitment 3**: We will ensure improved universal access to quality basic education and schooling (up to Grade 12) that is purposefully focused on (a) achieving a dramatic improvement in the education outcomes for the poor; (b) equipping learners with optimal capacity for good citizenship; and (3) the pursuit of Post-School Education and Training (PSET) or employment
- **Commitment 4**: We will urgently implement skills development programmes that are purposefully aimed at equipping recipients/citizens with requisite skills to overcome the related scourges of poverty and unemployment
- **Commitment 5**: We will 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
- **Commitment 6**: We will improve the technological and innovation capability and outcomes within the public and private sectors to enhance our competitiveness in the global economy and to meet our HRD priorities
- **Commitment 7**: We will ensure that the public sector has the capability to meet the strategic priorities of the South African developmental state
- **Commitment 8**: We will establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRD Strategy.
Governance structures

The Council is chaired by the Deputy President of South Africa. Council has two deputy chairpersons. The first is the chair of the TWG appointed by the Deputy President during the inaugural Council meeting. The second is selected through a process whereby Council members submitted names to the Secretariat for consideration by the Deputy President within 30 days of the inaugural Council meeting. The Deputy President announced the appointment of the second deputy chair at the Council plenary meeting.

The multi-tiered structure of the HRDC, as illustrated in Figure 1, comprises:
- Council
- Technical Working Group
- Technical Task Teams
- HRDCPF
- Secretariat

![Figure 1: HRDC structure](image)

![Figure 2: HRDC composition](image)
Council members (continued)
**Technical Working Group**

The TWG provides strategic and technical advice to Council and executes its decisions. As and when necessary, the TWG establishes TTTs to enlist the expertise needed to execute the decisions of Council. At present, there are seven TTTs, six of which completed their work during 2014/15.

**TWG members**

<table>
<thead>
<tr>
<th>Names of TWG members</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Bheki Ntshalintshali</td>
<td>Congress of South African Trade Unions</td>
</tr>
<tr>
<td>Mr Gwebinkundla Qonde</td>
<td>Department of Higher Education and Training</td>
</tr>
<tr>
<td>Ms Nolitsha Fakude</td>
<td>Sasol</td>
</tr>
<tr>
<td>Mr Dick Bvuma</td>
<td>Department of Public Service and Administration (DPSA)</td>
</tr>
<tr>
<td>Dr Jennifer Joshua</td>
<td>Department of Basic Education (DBE)</td>
</tr>
<tr>
<td>Ms Jocelyn Vass</td>
<td>Department of Trade and Industry (the dti)</td>
</tr>
<tr>
<td>Mr Malose Kutumela</td>
<td>Public Education Workers Union</td>
</tr>
<tr>
<td>Ms Joyce Boitumelo Kumalo</td>
<td>Health and other Service Personnel Union of South Africa</td>
</tr>
<tr>
<td>Ms Neggie Ndlovu</td>
<td>Engineering Council of South Africa</td>
</tr>
<tr>
<td>Ms Chantyl Mulder</td>
<td>South African Institute of Charted Accountants</td>
</tr>
<tr>
<td>Mr Mustak Ally</td>
<td>Steel and Engineering Industries Federation of Southern Africa</td>
</tr>
<tr>
<td>Mr Siviwe Mkoka</td>
<td>National Youth Development Agency</td>
</tr>
<tr>
<td>Dr Khehla Stephen Ndlovu</td>
<td>Mangosuthu University of Technology</td>
</tr>
<tr>
<td>Mrs Marianna Dipilwane</td>
<td>Motheo TVET College</td>
</tr>
<tr>
<td>Mrs Marianna Dipilwane</td>
<td>Motheo TVET College</td>
</tr>
<tr>
<td>Mr Allan William Taylor</td>
<td>Allan Taylor Consulting</td>
</tr>
<tr>
<td>Dr Marcia Socikwa</td>
<td>Cell C</td>
</tr>
<tr>
<td>Ms Beverly Jack</td>
<td>Kelly Group</td>
</tr>
<tr>
<td>Ms Nazrene Mannie</td>
<td>Transman (Pty) Ltd</td>
</tr>
<tr>
<td>Mr Brian Angus</td>
<td>Business Unity South Africa</td>
</tr>
</tbody>
</table>

**Figure 3: TWG composition**
Technical Task Teams
The TTTs are accountable to the TWG and their composition depends on the nature and scope of the work they are undertaking. They provide expert advice and carry out the decisions of the TWG regarding:
• Education, training and skills development
• Research, monitoring and surveillance of job/labour market trends
• Communications
• Any other areas as directed by the TWG.

Upon its establishment in March 2010, the HRDC through the TWG, formed ten TTTs. During the reporting period, there were seven TTTs, detailed in the table below.

Current Technical Task Teams

<table>
<thead>
<tr>
<th>TTT</th>
<th>Chairperson</th>
<th>Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Enabling Entrepreneurship</td>
<td>Dr Taddy Blecher</td>
<td>Mr John Chitsa</td>
</tr>
<tr>
<td>2 Artisan Development</td>
<td>Mr Brian Angus</td>
<td>Mr Fumani Mboweni</td>
</tr>
<tr>
<td>3 Foundational Learning</td>
<td>Mr Moeketsi Letseka</td>
<td>Ms Gill Scott</td>
</tr>
<tr>
<td>4 Worker Education</td>
<td>Ms Lulama Nare</td>
<td>Ms Rooksana Rajab</td>
</tr>
<tr>
<td>5 Strengthening of TVET Colleges</td>
<td>Prof. Salim Akojee</td>
<td>Mr Cecil Macheke</td>
</tr>
<tr>
<td>6 PASHEPI</td>
<td>Mr Simon Tankard</td>
<td>Ms Nicky van Driel</td>
</tr>
<tr>
<td>7 Maritime Sector Skills</td>
<td>Mr Sobantu Tilayi</td>
<td>Ms Nwabisa Matoti</td>
</tr>
</tbody>
</table>

HRD Provincial Co-ordination Forum
The HRDPCF was established in July 2011 to ensure co-ordination, alignment, integration, communication, collaboration, implementation and reporting of HRD imperatives with provincial growth and development plans that focus on human resources and skills development, as well as local economic development plans.

It encouraged provinces to form their own Provincial HRD Councils in the premiers’ office, as each province has its own unique HRD challenges in addition to those that they share. Since the establishment of the forum, the HRDC Secretariat has been working with the provinces to understand the needs and challenges they face and to ensure that they have a clear understanding of their role within the broader HRD agenda of the country. In accordance with the stipulations of the HRD Strategy 2010–2030 of ensuring quarterly reporting on the progress of provincial HRD imperatives, an M&E template and tool has been agreed on and some provinces have started submitting their quarterly progress reports.

Secretariat
The Secretariat is housed in the DHET and provides administrative, strategic and technical support to Council and the various governance structures.

The implementation of the HRD Strategy 2010–2030 is driven through support of the HRDC Secretariat, which is tasked with providing strategic, technical and administrative support by developing and ensuring effective implementation of the HRD Strategy and the NIHRD Plan.
The Secretariat has four programmes in place, against which its performance is managed. These programmes are:
1. Administration, Co-ordination and Communication
2. Planning, M&E and Reporting
3. Research, Policy and Information Systems
4. TTT Management.

### Secretariat team

<table>
<thead>
<tr>
<th>Fulltime</th>
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</thead>
<tbody>
<tr>
<td>Ms Brenda Ntombela</td>
<td>Mr Fanie Ngoma</td>
</tr>
<tr>
<td>Ms Cynthia Pilane</td>
<td>Mr Lesley Fick</td>
</tr>
<tr>
<td>Mr Rodney Manyike</td>
<td>Ms Zoleka Mvunge</td>
</tr>
<tr>
<td>Ms Darryn von Maltitz</td>
<td>Mr Thulare Senona</td>
</tr>
<tr>
<td>Ms Lineo Ramataboe</td>
<td>Dr Thabo Mabogoane</td>
</tr>
<tr>
<td>Ms Olwethu Nyewe</td>
<td>Mr Bheki Hadebe</td>
</tr>
<tr>
<td>Ms Blondie Chabani</td>
<td>Ms Lerato Lentssoane</td>
</tr>
<tr>
<td>Ms Bathabile Mokubung</td>
<td>Mr Lawrence Matemba</td>
</tr>
<tr>
<td>Ms Keneilwe Motebe</td>
<td>Ms Lulu Madhlophe</td>
</tr>
<tr>
<td>Ms Teboho Shasha</td>
<td></td>
</tr>
<tr>
<td>Ms Mashadi Ramakgapola</td>
<td></td>
</tr>
<tr>
<td>Ms Sinah Mogwaneng</td>
<td></td>
</tr>
<tr>
<td>Mr Alben Kubai</td>
<td></td>
</tr>
<tr>
<td>Ms Dimakatso Sebiloane</td>
<td></td>
</tr>
<tr>
<td>Ms Magdeline Malapane</td>
<td></td>
</tr>
<tr>
<td>Ms Matsiliso Mabunda</td>
<td></td>
</tr>
<tr>
<td>Mr Lesley Makhubele</td>
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</table>
PROGRAMME PERFORMANCE
Situational analysis

Service delivery environment

Globally, knowledge and skills are becoming more and more central to economic development, leading to better jobs and better lives. Since the inception of democracy, South Africa has been playing catch-up in developing its human resources, particularly in previously disadvantaged communities, as is evident from the central role played by HRD in the country’s medium- and long-term strategies such as the NDP, Millennium Development Goals and third National Skills Development Strategy.

Despite this, the African Economic Outlook, found that South Africa’s economic growth slowed to 1.5% in 2014, but is expected to rebound to 2.0% in 2015. Unemployment continues to be a challenge, reaching 24.3% in 2014, with youth unemployment standing at 49%.

The World Economic Forum, in its Global Information Technology Report 2015, ranked South Africa last in the quality of Mathematics and Science education, and 139th out of 143 countries based on the overall quality of its education system. Interestingly, the report rates South Africa as the country with the second highest potential GDP increase should all 15-year-olds achieve a basic level of education (Source: businesstech.co.za).

A positive is that South Africa has reached the Millennium Development Goal of universal access to primary education (children from 7–13 years old) by 2015. This sector constitutes 30% of the country’s population. In 2012, gross primary school enrolment was 102%, and government invested R240 billion or about 21% of total public expenditure on education and related functions in the previous financial year (Source: African Economic Outlook 2015). Government is also building a number of universities and TVET colleges in rural areas to cater for the increasing demand for post-school education.

Organisational environment

On 2 April 2014, Council bade farewell to former Deputy President Kgalema Motlanthe, who retired from both government and parliament in March 2014. Deputy President Cyril Ramaphosa was subsequently appointed as Chairperson of the HRDC. As an experienced strategist and businessman, Mr Ramaphosa is truly an asset to Council.

The HRDC’s founding documents commit it to reviewing its targets and strategy every five years. In 2015, it reached the end of its first five years of existence, and commenced with the review of the HRD Strategy 2010–2030 and setting of targets for the next five years. The strategic review is due for completion in July 2015.

The approved HRDC Secretariat structure is not fully funded at present. The resulting shortage of manpower has led to delays in the implementation of some programme activities, such as updating the Twitter account and conducting media monitoring services. Going forward,
the Secretariat’s annual targets will be aligned with the available resources from the onset. The lack of manpower did not, however, have a major impact on the work of the TTTs, and six completed their work in the reporting period. The remaining TTT will complete its work early in the new financial year.

The impact of the HRDC is clear, as more and more stakeholders are requesting information or support. Six Provincial HRD Councils were established during the year, and councils will be established in the remaining three provinces in the near future.

**Strategic objectives**

The following strategic objectives were set for the five-year period:

- Universal access to quality foundational learning
- Expanded access to the post-school system
- Capable public sector with effective and efficient planning and implementation capabilities
- Production of appropriately skilled people for the economy
- Improved technological innovation and outcomes.

In order to achieve these objectives, the HRDC implemented a Five-point Implementation Plan, which comprises:

1. Strengthen and support TVET colleges to increase access to their programmes
2. Produce intermediate skills (artisans in particular) and professionals
3. Produce academics and stronger partnerships between industry and higher education (HE) and training institutions in research and development
4. Worker education
5. Foundational learning.

The TTTs were established to effect the outcomes of the strategic objectives and Five-point Implementation Plan.
Performance information by objective

The HRDC’s performance targets against its strategic objectives are set out in the Annual Performance Plan 2014/15.

### Strategic goal 1: Universal access to quality foundational learning

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Performance indicator</th>
<th>2014/15 target and due date</th>
<th>Baseline information</th>
<th>Actual performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 To ensure the expansion and strengthening of ECD</td>
<td>A report with recommendations that will ensure expansion and strengthening of ECD.</td>
<td>Report presented to Council with recommendations on how to expand and strengthen ECD presented.</td>
<td>• Foundational Learning TTT, with specific terms of reference (ToR), established. • Study on removing blockages commissioned.</td>
<td>Council approved the report presented by the Foundational Learning TTT on 28 November 2014. The report provides a series of high-level recommendations focusing on: policy implementation, advocacy, quality of teacher education and standards development, induction and research. The recommendations have been submitted to the DBE for implementation.</td>
</tr>
<tr>
<td>1.2 To establish a system to ensure that entrants to the teaching profession have adequate and appropriate subject and pedagogical knowledge</td>
<td>A report with recommendations produced.</td>
<td>Report presented to Council with recommendations on ensuring that entrants to the teaching profession have adequate and appropriate subject and pedagogical knowledge.</td>
<td>• Foundational Learning TTT, with specific ToR, established. • Study on removing blockages commissioned.</td>
<td></td>
</tr>
<tr>
<td>1.3 To improve school leadership and management</td>
<td>A report with recommendations on improving school leadership and management.</td>
<td>Report presented to Council with recommendations on how to improve delivery capacity vested in districts.</td>
<td>• Foundational Learning TTT, with specific ToR, established. • Study on removing blockages commissioned.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategic goal 2: Expanded access to the post-schooling system

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Performance indicator</th>
<th>2014/15 target and due date</th>
<th>Baseline information</th>
<th>Actual performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 To develop measures for strengthening and supporting TVET colleges in order to expand access and improve the quality of training</td>
<td>An analytical report outlining: • Factors impeding increased access to TVET colleges • Possible interventions to address identified constraints • Roles and responsibilities of various social partners to increase access to TVET colleges • A detailed plan to expand access, with identifiable milestones and funding requirements.</td>
<td>Analytical report presented to Council with recommendations presented.</td>
<td>• Strengthening of TVET Colleges TTT, with specific ToR, established. • Study on improving access and quality of training commissioned.</td>
<td>The Strengthening of TVET Colleges TTT report was presented to and accepted by Council on 15 August 2014. In response to the findings, and to strengthen access to and the quality of education at TVET colleges, Council suggested that the DHET takes the TTT’s recommendations into consideration when implementing its TVET College Turnaround Strategy.</td>
</tr>
<tr>
<td>Strategic objective</td>
<td>Performance indicator</td>
<td>2014/15 target and due date</td>
<td>Baseline information</td>
<td>Actual performance</td>
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</tr>
<tr>
<td>2.2 Increase the production of academics</td>
<td>Blockages identified and interventions proposed to increase the production of academics.</td>
<td>Report presented to Council with recommendations.</td>
<td>PASHEPI TTT, with specific ToR, established.</td>
<td>The PASHEPI TTT will present its report to Council on 7 August 2015.</td>
</tr>
</tbody>
</table>

### Strategic goal 3: Capable public sector with effective and efficient planning and implementation capabilities

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Performance indicator</th>
<th>2014/15 target and due date</th>
<th>Baseline information</th>
<th>Actual performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Ensure a skills development system that caters for all relevant sectors of the South African economy</td>
<td>Produce a research report with key findings and recommendations on the various ways of implementing a skills delivery system.</td>
<td>Monitor, evaluate and report on the implementation of recommendations produced.</td>
<td>• Skills System Review TTT, with specific ToR and an Operational Plan, established, and a study commissioned. • Report on the TTT’s findings and recommendations presented to Council and accepted.</td>
<td>The DHET was asked to report on its progress in implementing the TTT’s recommendations. It is currently consulting with various sector role players on the country’s skills system, and will present its findings to Cabinet before presenting to the HRDC.</td>
</tr>
</tbody>
</table>

### Strategic goal 4: Production of appropriately skilled people for the economy

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Performance indicator</th>
<th>2014/15 target and due date</th>
<th>Baseline information</th>
<th>Actual performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Support professional councils to enable the production of professionals</td>
<td>Blockages identified and interventions proposed to increase the number of professionals identified. Research report produced with recommendations on offering bursaries and scholarship and the management thereof.</td>
<td>Monitor, evaluate and report on the implementation of recommendations produced, as well as on the management of bursaries and scholarships.</td>
<td>• Production of Professionals TTT, with specific ToR, established. • Report on findings and recommendations presented to Council and accepted.</td>
<td>The TTT compiled a draft report containing recommendations for Council to consider. The report focused on: • Entering education and training • Sustaining learners through post-school education • Entering the world of work • Career progression and development.</td>
</tr>
<tr>
<td>4.2 Develop a national Worker Education (WE) Framework and Implementation Plan</td>
<td>National WE Framework and Implementation Plan developed.</td>
<td>WE Framework and Implementation Plan tabled for Council’s consideration and approval.</td>
<td>WE TTT, with specific ToR, established.</td>
<td>The WE TTT was established to develop an Implementation Plan which addresses specific bottlenecks in the skills development pipeline relating to WE. The TTT conducted its research and proposed the provision of an integrated and non-accredited, costed national WE Training System. The work of the WE TTT was handed over to DoL and DHET.</td>
</tr>
<tr>
<td>Strategic objective</td>
<td>Performance indicator</td>
<td>2014/15 target and due date</td>
<td>Baseline information</td>
<td>Actual performance</td>
</tr>
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<tr>
<td>4.3 Identify blockages within the MSS development pipeline and propose measures to address these</td>
<td>Blockages identified and interventions proposed to address skills gaps and increase participation in the maritime sector.</td>
<td>Report on the TTT’s findings and recommendations presented to Council.</td>
<td>MSS TTT, with specific ToR, established.</td>
<td>Council approved the MSS TTT report in November 2014, and suggested that the implementation of the recommendations be linked to government’s Operation Phakisa.</td>
</tr>
</tbody>
</table>

A Maritime Skills Development Implementers Forum was established and held its first meeting on 27 March 2015. During this meeting, the forum requested the DST and South African International Maritime Institute (SAIMI) to bilaterally discuss their initiatives, including the Maritime Skills Roadmap and the proposed Maritime Skills Plan. The two entities were requested to focus on planning and co-ordinating skills audits; the implementation and custodianship of the work; as well as the efficiency of implementation, taking into account the systems already in place.

The DHET is the lead department that will work closely with SAIMI. Feedback will be presented to the forum by the end of 2015.
<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Performance indicator</th>
<th>2014/15 target and due date</th>
<th>Baseline information</th>
<th>Actual performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 Make recommendations on how labour legislation will need to be amended to increase the number of approved artisan learner workplaces</td>
<td>Report with recommendations on how labour legislation will need to be amended to increase the number of approved artisan learner workplaces</td>
<td>Report presented to Council with recommendations.</td>
<td>Artisan Development TTT, with specific ToR, established.</td>
<td>On 28 November 2014, the Artisan Development TTT presented its findings to Council, including the following:</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• The DHET is developing Workplace-based Learnership Agreement Programme Regulations to replace current conditions of apprenticeships</td>
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<td></td>
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<td></td>
<td></td>
<td>• The DHET and DoL met to discuss the above-mentioned regulations, particularly aspects regarding learner status in the workplace</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Section 200(a) of the Labour Relations Act, Act No. 66 of 1995, as amended, considers learners to be employees, regardless of the type of contract.</td>
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<td></td>
<td></td>
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<td></td>
<td>The TTT requested to be disbanded, as most of its remaining work will be routed through National Economic Development and Labour Council and parliamentary processes. Council accepted this request, and agreed that while the DHET and DoL continue to resolve the blockages and will be invited to report on progress from time to time, the TTT will continue its work as an M&amp;E team.</td>
</tr>
<tr>
<td>Strategic objective</td>
<td>Performance indicator</td>
<td>2014/15 target and due date</td>
<td>Baseline information</td>
<td>Actual performance</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>5.1 To strengthen partnerships between industry and higher education institutions (HEIs)</td>
<td>Blockages identified and interventions proposed to improve strategic partnership between industry and HEIs.</td>
<td>Report presented to Council with recommendations.</td>
<td>Enabling Entrepreneurship (EE) TTT, with specific ToR, established.</td>
<td>The EE TTT report was presented to and accepted by Council on 2 April 2014. The report included the following recommendations: • Establishing a National Council for Entrepreneurship and Small Business under the Presidency and the HRDC • Drafting a National Entrepreneurship Plan for South Africa and incorporating it with the NDP • Incorporating entrepreneurship and associated skills in schools (from Grade 1–12), in a much more significant way than is currently the case • Incorporating entrepreneurship into TVET college curriculums • Supporting the Forum for Enterprise Development Centres to increase entrepreneurship efforts across all HEIs • The funding formula for SMMEs should include innovation outputs and universities should streamline entrepreneurship efforts for their own students • Developing a ‘one-stop shop’ or national virtual incubator leveraging technology • Creating a body to regulate and accredit small business service providers.</td>
</tr>
<tr>
<td>5.2 To identify blockages encountered by SMMEs in accessing information on education and entrepreneurship</td>
<td>Report produced on blockages and interventions proposed to improve access to information on education and entrepreneurship.</td>
<td>Report presented to Council with recommendations.</td>
<td>EE TTT established to identify blockages experienced by SMMEs and make recommendations regarding these.</td>
<td></td>
</tr>
</tbody>
</table>

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**Key achievements during the year**

**Council successes**
Some of the achievements of the Council during the year include:

- Three meetings held and were chaired by the former Chairperson, Deputy President Kgalema Motlanthe
- Communicated key achievements through print and social media
- Six TTTs completed their work and their reports and recommendations were submitted to the lead departments and agencies
- Six provinces established Provincial HRD Councils
- A baseline study on the status of HRD in South Africa is underway and will be completed by the end of 2015
- Consulted lead departments and agencies to facilitate the implementation of the HRD Strategy commitments and NIHRD Plan targets.

A number of key stakeholders within the education and training and HRD sectors presented their work to the HRDC and requested support, including:

- The National Education Collaboration Trust: This is a partnership between government, business and social partners aimed at increasing co-operation among education improvement stakeholders to improved educational outcomes in South Africa
- The Nuclear Industry Association of South Africa: A public voice for the South African nuclear industry aimed at increasing globally competitive local content; promoting skills development; job creation and black empowerment; and co-ordinating nuclear research
- The DHET for assistance in implementing its TVET College Turnaround Strategy.

**Secretariat performance**
The Secretariat measures the performance of its four programmes against approved targets. The performance of each programme is summarised below.

**Summary of Secretariat’s performance per programme**

<table>
<thead>
<tr>
<th>Programmes</th>
<th>No. of planned annual targets</th>
<th>No. fully achieved</th>
<th>No. partially achieved</th>
<th>No. not achieved</th>
<th>Overall % achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TTT Management</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>86%</td>
</tr>
<tr>
<td>2. Administration, Co-ordination and Communication</td>
<td>16</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>81%</td>
</tr>
<tr>
<td>3. Policy, Research and Information Systems</td>
<td>22</td>
<td>17</td>
<td>0</td>
<td>5</td>
<td>76%</td>
</tr>
<tr>
<td>4. Planning, Monitoring, Evaluation and Reporting</td>
<td>16</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>94%</td>
</tr>
<tr>
<td>Overall achievement</td>
<td>61</td>
<td>51</td>
<td>3</td>
<td>7</td>
<td>84%</td>
</tr>
</tbody>
</table>
The HRDC Secretariat is committed to promoting and positively contributing to the country’s skills development programmes to improve socio-economic growth, and its stellar performance during the reporting period attests to this. This does not, however, negate the fact that its performance can improve, especially relating to the targets not fully achieved. For this reason, the HRDC Secretariat has developed a recovery plan, which will be implemented in the new financial year.

### Provincial achievements

**Human Resource Development Provincial Co-ordination Forum**

Four provincial meetings were held in various provinces, all with almost 100% attendance. During these meetings, provincial representatives had the opportunity to report back on progress made in implementing the HRDC objectives.

To date, six provinces have established Provincial HRD Councils, mandated to unblock blockages within the HRD value chain and to come up with implementable solutions to ensure increased HRD within key economic sectors. The Free State, Limpopo and Western Cape all established Provincial HRD Councils during the reporting period. Mpumalanga, North West and Gauteng will follow suit in the near future.

**Western Cape**

Improving the skills base in the province is key to economic growth. However, increasing the number of skilled people who can contribute to the economy requires the ongoing co-ordination, planning and implementation of skills development initiatives between stakeholders, such as government, business, training and education institutions (such as TVET colleges, HEIs and private service providers), SETAs, as well as civil society and labour.

Even though these stakeholders may have different mandates, they have found that the development of human resource capacity is a common interest which will lead to the socio-economic growth of the communities they serve.
In response to the above, the Western Cape’s strategic priority is investing in growing, attracting and retaining the skills required by the South African economy, especially those falling within its scope and the Skills Development and Innovation Programme, which facilitates and co-ordinates programmes and projects aimed at advancing skills development within and across departments and stakeholders. The focus is on initiatives aimed at smoothing out the challenges brought about in the transition from education to employment.

**Provincial Skills Forum**

The Western Cape Department of Economic Development and Tourism (DEDAT), in collaboration with a wide range of stakeholders, established the Provincial Skills Forum.

The forum supports the increased alignment between the demand and supply side and, in some cases, enables the supply-side to play a catalyst role for the demand-side. It also ensures that skills planning supports and enables major initiatives for economic growth, as identified by the Western Cape Government, including:

- Cape Catalyst Initiative in DEDAT
- Western Cape’s green economy thrust
- Major government infrastructure plans for the Western Cape, etc.

The forum has adopted a local skills ecology approach so that the strategies put in place for skills development ensure that local resources are well utilised and further developed, and that there is co-ordination across businesses within particular sectors. This will ensure that relevant skills are consistently available within communities and that the necessary conditions for economic strategies are both addressed and stimulated.

The forum will also ensure that individuals have the required foundational education and skills required to actively participate in, and contribute to, the economy of the Western Cape. As and when blockages arise through these engagements with role players and specific initiatives undertaken collaboratively, the forum will establish mechanisms to address these.

**Youth development opportunities**

Youth unemployment, particularly in disadvantaged communities, accounts for the largest proportion of total unemployment, both nationally and within the Western Cape. This is compounded by the fact that many post-school young people from disadvantaged communities do not have access to employment and learning opportunities.

In an effort to mitigate this situation, the Western Cape Government (WCG) launched the Premier’s Advancement of Youth Project in 2011 through which it annually gives 1 000 matriculants the opportunity to work for the WCG for a year. The focus is on young people who do not have the support system or network to further their studies or find gainful employment.

During the reporting period, 772 matriculants were placed in 13 provincial departments where they received training in work readiness, computer skills, administration, writing skills, and basic skills in project management, among others. Furthermore, 267 graduates and students entered internships in the province’s Corporate Services Centre.
The Provincial Training Institute (PTI) made a significant contribution to HRD during the year. Among others, it expanded the role of e-learning as a training methodology. The Accounting Officer System and Delegations Online Learning Programme were developed and rolled out to 113 officials within the Office of the Premier. Both programmes were positively received and the PTI is planning to roll out additional e-learning programmes in the next few years.

The PTI recognised the need for management development in the local government sphere, and therefore expanded its client base to include these individuals. Managers in local government were trained through the Introduction to Junior Management Programme and the Municipal Middle Management Development Programme. The PTI received positive feedback and requests for further local government training, which will be included in its operational plans in future.

The Directorate: People Empowerment annually measures the effectiveness and impact of specific learning programmes offered by the PTI. During the year, seven programmes were assessed using the Kirkpatrick Evaluation Model. The findings indicated that all reviewed programmes had a positive impact, with the majority of learners and managers highlighting the positive impact of the training in the workplace.

The Free State, as a rural province, is focusing its HRD efforts on small and rural towns to improve service delivery in these areas. The province built a number of ECD Centres, two of which are tailored for children with disabilities. Mobile ECD units were built for very remote areas. The province also established information technology (IT) hubs in various rural areas to provide learners with basic computer and technical IT support skills.

The province embarked on a drive to reskill unemployed graduates from rural areas with librarian skills and place them in rural libraries. It also provided a large number of learners with bursaries, and has the largest bursary allocation in the country.
North West
The province is in the process of launching its Provincial HRD Plan. Memorandums of Understanding (MoUs) were signed with companies like AngloGold Ashanti to place learners in work-based learning internships. This initiative was aimed at improving their skills and ensure employability. The province is working hard to address the shortage of academics as well as other key professionals through participation in international scholarships.

Northern Cape
The Northern Cape is focusing on renewable energy and the green economy. The Premier is concentrating on skills development, particularly in rural villages, and a number of learners were enrolled in green skills development bursary courses in renewable energy, solar water heating and electrical engineering. The province constructed two training centres of excellence and two green skills training centres for artisan development. Furthermore, a number of learners are sent on renewable energy-related courses in Germany on a quarterly basis.

Bursaries
The Provincial Skills Development Forum (PSDF) continued to strengthen its relationships with various public and private sector entities in the Northern Cape, and several bursaries were provided to matriculants and unemployed youth. These bursaries were mainly awarded in scarce and critical skills to ensure that the province has a skilled workforce available. Key partnerships were entered into with:

- **Mining Qualifications Authority (MQA):** Awarded 90 bursaries in mining-related qualifications
- **Sector Education and Training Authorities (SETAs):** The BANKSETA awarded 30 bursaries for financial-related qualifications and 20 for a BSc degree or Diploma in Data Sciences at Sol Plaatjie University; W&RSETA awarded 42 bursaries in retail-related fields; and ETDP SETA awarded eight bursaries in teaching
- **Mining sector:** Assmang contributed R250,000 towards the studies of 2014’s top achievers and De Beers contributed laptops to these matriculants
- **Public entities:** The Northern Cape Premier’s Trust Fund awarded 163 bursaries, while provincial departments awarded 261 bursaries in various fields.

Establishment of a Trade Centre at the Okiep TVET College
As part of its exit strategy from the Black Mountain Zinc Mine, Anglo American donated USD2 million (R14.6 million) towards developing a Trade Centre at the Okiep TVET College. A further R5 million was provided by the Namaqua District Municipality, and the National Skills Fund (NSF) provided R10 million for the acquisition of machinery, tools and equipment necessary for the training and testing of students.

The Trade Centre gives the region’s untrained and semi-skilled youth the opportunity to obtain a qualification and develop their skills in a specific trade. Service Level Agreements are in place with the Namaqualand District Municipality and Department of Agriculture to train 150 and 120 students respectively. Classroom and workshop capacity, however, remains a challenge.

KwaZulu-Natal
KwaZulu-Natal continued to focus on linking provincial academic institutions and local companies. One such partnership, forged during the reporting period, is between the
Durban University of Technology and American Wire Guard to ensure the alignment of skills development in the academic sphere with industry requirements. The University of KwaZulu-Natal, Mangosuthu University of Technology, University of Zululand and University of South Africa are also involved in this initiative.

Thanks to funding from the NSF and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA), the province was able to train 990 artisans in the manufacturing and engineering sector. Furthermore, the Mangosuthu University of Technology signed an MoU for maritime training.

KwaZulu-Natal has one of the best adult basic education and training programmes in the country, and during 2014/15 it shared its successful model with North West.

Mpumalanga

Mpumalanga is implementing its Provincial Human Resource Development Strategy, which is aligned with its Economic Growth and Development Path. The implementation process involves engagement with all relevant stakeholders, including the private sector and various SETAs.

Youth development opportunities

The Mpumalanga Provincial Administration signed a MoU with merSETA, which focuses on artisan development. merSETA is currently recruiting 143 learners to commence with artisan training for a period of three to four years.

During the reporting period, the Provincial Government signed a MoU with a private company with the aim of producing 5 000 artisans in critical and scarce skills over the next five years. The province was allocated R17 million for the training of artisans and 900 students were recruited by the Mpumalanga Provincial Government. It also placed 400 TVET college students in business management, labour relations, IT and human resource management internships in various government departments.

The province entered into a number of MoUs with large private sector companies to offer bursaries in mining, engineering and related fields, and to assist with learnership placements, as well as the placement of interns and graduates. It also entered into a skills training partnership with industry, SETAs and TVET colleges in an effort to strengthen and support these colleges. This project is targeting 882 post-school youths.

During the reporting period, 231 young people were recruited by the Mpumalanga Nursing College to be trained as nurses, and another eight are being trained as registrars. Ten students were sent to Cuba to train as doctors.

Through another initiative, 160 students have been recruited to participate in three programmes of the Mpumalanga University.

Bursaries

During the reporting period, the Mpumalanga Provincial Administration’s Transversal Human Resource Development Unit offered 1 471 bursaries (737 internal and 734 external) to students to further their studies. This is in addition to the bursaries already offered by the Provincial Administration.
Several other role players, such as the National Youth Development Agency, private sector and the MQA, also offered bursaries in line with the scarce and critical skills requirements of the province.

**Gauteng**
Gauteng is focusing on developing skills excellence in information and communications technology (ICT), and training programmes have been implemented from the lower grades up to Grade 12. As part of its ICT project, the province is also issuing tablets to students.

**Youth development opportunities**
During the reporting period, Gauteng trained 534 career counsellors, giving 159 582 Grade 8–9 learners access to career guidance and counselling. It also established 155 new training facilities through which 173 132 learners attended extra classes. Furthermore, the province trained 250 learner’s and driver’s licence facilitators.

In December 2014, the Premier launched the Tshepo 500 000 Programme to train, up-skill and place unemployed youth in jobs over a period of five years. The province identified and inducted 100 ‘Harry Gwala Brigades’ to conduct the data research to identify the first 5 000 unemployed youth in the province. During the year 317, young people in Gauteng were placed in apprenticeships in various companies.

**Bursaries**
The province awarded 4 524 bursaries to deserving students in 2014/15 – 3 024 were awarded to students at HEIs and 1 500 to students at TVET colleges.

**Limpopo**
During the reporting period, Limpopo approved the establishment of the School of Government and the Provincial HRD Council.

The province is already involved in a number of training initiatives. Among others, it is training air traffic controllers in partnership with the South African Civil Aviation Authority and is providing training for taxi drivers and business management and M&E training for small-scale farmers. Through the provincial government, 723 artisans completed their training, 129 learners entered into Skills Programmes and 147 learners completed the Adult Education and Training Programme. In partnership with the Indian Technical and Economic Co-operation (ITEC), the province sent 22 professionals to visit the ITEC Programme.

**Eastern Cape**
The Eastern Cape PSDF continued to co-ordinate provincial stakeholders’ skills development efforts. During the reporting period, the PSDF achieved the following:

- Placed 1 817 artisans, 609 of whom have successfully completed their courses
- Placed 2 988 TVET students in several companies and 137 in the Office of the Premier under the Services SETA Agreement
- Placed 2 488 graduates as interns in both the private and public sector
- Enrolled 5 085 unemployed youth in learnerships, in partnership with stakeholders
- Stakeholders provided financial support to 3 282 needy students.
Progress made by lead departments

Department of Basic Education

- Grade 9 Annual National Assessment results are worrying especially for mathematics.
- ECD enrolments increased from 7% in 2002 to 45% in 2013. Enrolment at ages 5–6 is close to 90% which is encouraging.
- Quality learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. Examples include Grade 3 mathematics which improved from 53.1% in 2013 to 55.5% and language literacy which went up from 50.8% to 56.2%.
- Drop-out rates throughout the schooling years are reducing, but are still problematic. Various initiatives are under way to address this.
- The percentage of learners achieving 60% in mathematics has doubled since 2002. However, there are still big racial differences.

Department of Higher Education and Training

The DHET is responsible for Commitment One, Two, Four and Five of the HRD Strategy 2010–2030 as contained on page 9 of this report. For this reason, its activities mainly focused on artisan development and the National Artisan Moderation Body (NAMB). With regard to artisan development, the DHET reported the following:

- Artisan career management is continuously being promoted through “Decade of the Artisan Advocacy Programme” promoting the theme ‘It’s cool to be a 21st Century artisan’
- The number of artisans trained since 2008 has doubled, but there are still concerns about the quality of artisans. There is a need to increase the number of workplaces for apprentice and artisan learnerships, and the national system focuses on implementation at national, regional and provincial levels
- In 2014/15, 28 302 learners registered for artisan learning programmes, 14 389 of whom were found competent (i.e. passed their trade test)
- Artisan data management has improved since the launch of the National Artisan Development Support Centre and further system improvements are being implemented
- The minister signed the National Artisan Trade Test Pass Rate Strategy, and it was published for public comment. The aim is to improve artisan training and quality
- A single, national Recognition for Prior Learning (RPL) System for artisans was developed
- New apprenticeships are being developed, based on new Quality Council for Trades and Occupation (QCTO) occupational qualifications
- Partnerships are key to implementing agreed plans
- Business formally partnered with the DHET through its Work-Integrated Learning Workshops to identify, develop and register (artisan) workplaces and mentors, including the funding and training of mentors. This might entail a seconded person from business and occupational teams.

The NAMB was established on 30 November 2010 in terms of Section 26(a) of the Skills Development Act, Act No. 97 of 1998 (SDA). Since its establishment, the NAMB has progressively implemented its statutory functions as outlined in the Act. The body is funded through the NSF DHET Capacity Development Grant for April 2012–March 2016.

Some of the key achievements during 2014/15 include:

- After extensive consultation and deliberation, the first national Trade Test Regulations in terms of Section 26(d) of the SDA was published. These regulations will simplify and
standardise trade test processes and practices for all trades listed in Government Gazette 35625 dated 31 August 2012. The NAMB has commenced with capacity building and progressive implementation of these regulations

- To enable the NAMB to fulfil its mandate and implement statutory functions, it entered into an MoU with all TVET colleges and established Provincial Artisan Development Steering Committees. These committees will assist the NAMB in monitoring trade test centres and trade test moderation through provincial co-ordination. Several joint artisan development capacity building interventions were launched during the year

- On 1 October 2013, QCTO implemented non-sector based trade certificates, issued in terms of Section 26(d) of the SDA on the recommendation of NAMB, for all listed trades. Since the implementation of these certificates, the NAMB has continually improved its process and has assisted the public and SETAs to close out certification backlogs and delays

- The NAMB has phased out sector-based accreditation processes of Skills Development Providers for non-occupational trades and Trade Test centres across SETAs. The NAMB established a National Artisan Development Quality Assurance Committee to co-ordinate, standardise and maintain accreditation practices in terms of criteria and guidelines set by NAMB

- In an endeavour to implement a standardised web based secure trade testing system across all accredited trade test centres nationally the NMAB has began a project with the State Information Technology Agency to develop a system for implementation. This system will ultimately enable the full implementation of the Trade Test Regulations published in May 2015. The Business Service Specification for the national trade testing system was concluded and the project has commenced to the next phase to develop the Application Service Specification

- The NAMB has developed, implemented and is maintaining the functions to develop national trade tests for all QCTO-developed occupational trade qualifications registered with the South African Qualifications Authority (SAQA). It is also involved in the registration of assessors and moderators to provide trade testing services nationally for all trade qualifications listed in terms of Section 26(b) of the SDA, in Government Gazette 35625 dated 31 August 2012

- The Electrical Line Mechanic Organising Framework for Occupations Code 671 301, the first occupational trade developed through the QCTO and registered with SAQA was implemented in Eskom after the completion of the national trade test for this trade.

Department of Public Service and Administration

The DPSA is largely responsible for Commitment 7 of the HRD Strategy 2010–2030 and in this regard achieved the following:

- HRD planning for the public sector does not take place in isolation. For this reason, the DPSA engaged with various stakeholders. Among others, it convened meetings with the DHET, Public Service SETA (PSETA), National School of Government and the Public Service Commission to establish a Public Service Skills Committee. As a result, HRD implementation plan submissions were positive during the year
• Developed a Public Service HRD Framework which is currently under review. It is anticipated that the final draft will be submitted for approval at the end of June 2015
• Conceptualised and introduced HR Connect a methodology through which it will conduct a large-scale skills audit in the public service
• To ensure that credible supply and demand projection models are developed and maintained for large occupational categories within the public sector the DPSA set up a staffing plan, identified programmes to build service capacity and proposed the South African Public Service Graduate Recruitment Scheme
• A total of 38 640 new appointees completed the Compulsory Induction Programme (CIP) and 2 466 officials attended CIP Module One
• The DPSA ensured a dramatic improvement in the efficacy of PSETA which was under administration until 2011. PSETA is now a member of the Government SETA Forum. PSETA is the primary SETA of the 13 working with government.

Department of Science and Technology
The DST is largely responsible for Commitment 6 of the HRD Strategy 2010–2030. In this regard, it continuously tracks the number of students securing employment during or after the DST/NRF Internship Programme (Talent Development Programme) started in 2011. To increase the supply of skilled personnel in areas of Science, Engineering and Technology (SET) the DST achieved the following:

• 711 science graduates were supported in 2014
• Approximately 5 million people participated in science awareness and engagement programmes since 2010 (annual average of 1.25 million)
• 700 learners enrolled in the Talent Development Programme in 2014 to improve the country’s performance in areas of teaching, research, innovation and the commercial application of high-level SET knowledge
• By 2014, the DST has awarded 157 research chairs, and another 23 will be awarded in 2015 to bring the total number of chairs to 180, with more than half a billion Rand in annual commitments. Despite the increase in the number of chairs awarded only 10.2% of the chairs awarded in 2014 were in engineering. The target of 30% was too high a target given that few engineering students proceed to masters and doctoral level which is supervised by the research chairs
• 30% of research chairs are ‘additional’ to those in the public university system, i.e. in the private sector or overseas
• The number of Honours level SET graduates has almost doubled to 5 931 in 2013 (source: HEMIS). The total number of doctoral graduates increased from 1 182 to 2 051
• Gross domestic expenditure on R&D/gross domestic product increased from R20 billion to R22 billion over the past two years.
• Six centres of excellence have been established since 2010
• The Human Capital Development Strategy for RIS has been approved
• The DST has put in place a framework for supporting basic education as well as the Youth into Science Strategy.
HRD research initiatives
State of HRD in South Africa Baseline Study
The HRD Strategy 2010–2030 was designed to complement a range of purposeful development interventions to:

• Improve South Africa’s Human Development Index and its global ranking
• Improve the measurement and ranking of South Africa’s economic competitiveness
• Reduce the country’s Gini Coefficient (the measurement of statistical dispersion which represents the income distribution of citizens)
• Improve the measurement of social cohesion through specific social surveys.

To respond to interventions mentioned above, the HRDC is conducting extensive research on the status of HRD in South Africa. A research team comprising Council members, relevant department representatives and independent research experts, was appointed to drive the research process. The team established the following work streams to achieve the desired outcomes:

• Quality of education
• Absorptive capacity of economy
• Poverty and inequality (including health outcomes)
• Social cohesion.

A literature review was conducted by the different work streams which included a comparative analysis with developed and developing countries and, where possible, one other Southern African Development Community state. Each work stream has started with the development of its detailed research methodology and identifying social strata.

This research project should be completed by the end of 2015.
Analysis of youth not in employment, education or training
The HRDC did a desktop analysis of unemployed youth, education or training through a year-on-year comparison of the fourth quarter Labour Force Survey results for 2012 and 2013. The analysis focused on the following variables:

• Sex/gender
• Highest level of education
• Province
• Population group
• Type of industry.

Findings
There are approximately 3.1 million youth aged between 15–24 who are not in education, not in employment and training (NEET). The comparison of quarter four 2012 and quarter four 2013 Labour Force Survey indicates the total decrease of 1.4% of NEETs. There is a high number of females (53.8%) compared to (46.2%) of males in the NEET group. Blacks constitute 33.3% of NEET followed by Coloureds at 31.7% whilst whites constitute only 11.2% of the NEET group. North West province has the highest number (40.4 %) of NEETs followed by Mpumalanga province (34.2%) whilst Limpopo province (27.3%) has the lowest number of the NEET group. Most of the proportion of NEETs are those who have completed secondary school (31%) and those who have not completed secondary school (51%); together comprising 82% of the NEET group.

Approximately 10% of the NEET group has not completed primary education. The right to basic education is guaranteed by section 29 of the Constitution. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. The provision of human resource development to this NEET group will ensure realisation of their rights to dignity and equality. Therefore, appropriate interventions should be targeting these groups. In general, the year-on-year comparison shows that the total number of NEETs has gradually decreased in South Africa.

Partnership with institutions conducting HRD-related research
In an effort to streamline research being conducted on education and training in South Africa, the HRDC is participating in the research consortium of the DHET’s Labour Market Intelligence Project. The aim is to promote research collaboration by sharing of good practice, lessons learnt and avoiding research duplication.

All current and completed HRDC research projects were submitted and will be stored in the projects research repository. The following research reports were presented at the first annual meeting of the research consortium:

• Programmes identified and prioritised by TVET colleges
• TTTs and their work streams
• WE Framework in South Africa
• The production of academics and strengthening of higher education partnerships with industry.
The HRDC also serves on the editorial committee of the DHET’s *Research Bulletin on Post-School Education and Training* and reviewed articles submitted for the third edition of the bulletin. The bulletin is published as a service to the research community and all other lifelong learning stakeholders and provides open access to up-to-date short research communication that advances HRD in South Africa.

**TTT achievements**

**Progress on implementation of recommendations approved in 2013/14**

During the 2013/14 financial year, the recommendations of the Skills System Review (SSR), Production of Professionals and Alignment of the HRD Strategy to the New Growth Path TTTs were approved by Council for implementation. The progress made in implementing these recommendations, is discussed below.

<table>
<thead>
<tr>
<th>TTT</th>
<th>Aim</th>
<th>Approved recommendations</th>
<th>Current status</th>
</tr>
</thead>
</table>
| SSR TTT   | Reviewing the current skills development system to identify the sustainability of the sector-based approach in delivering skills to the country. | • Support the development of a new skills system in line with the vision, mission and fundamentals set out in the report.  
• Agree in principle to the establishment of a single national skills council.  
• Support the development of a business case for the new skills system, noting that there are a number of important issues that need to be resolved in consultation with stakeholders.  
• Agree that the work of the SSR TTT has been completed and that the DHET should take forward the development of the business case and its implementation. | Council requested that the DHET, as the lead department in implementing the recommendations, review the recommendations and report back on how it will go about implementing these.  
The DHET presented its progress report to Council on 15 August 2013. It agreed with the recommendations made by the TTT and confirmed that they already form part of ongoing work within the department, for example the implementation of the White Paper on Post-school Education and Training. The DHET is also working on an implementation plan for the above White Paper and will take the recommendations of the TTT into consideration.  
Council requested the DHET to look at Operation Phakisa and to collaborate with the Presidency to tie some concepts and elements of Phakisa into its implementation plan. |
**Alignment of HRD Strategy to the New Growth Path TTT**

Review ways in which skills development (including all occupational training at the different levels of the post-school system) could be better aligned with the needs of the economy.

Establishing a central, demand-side mechanism, driven by the DHET, which allows economic departments to play a greater role. The role of the SETAs must also be reviewed.

The DHET, as the lead department, is implementing the recommendations made by the TTT through two key projects:

- The department’s Labour Market Intelligence Project and the planned establishment of a central skills planning unit
- The Presidential Infrastructure Co-ordinating Commission’s Strategic Integrated Project focusing on higher education infrastructure.

**Production of Professionals TTT**

The TTT was established to investigate ways of creating greater efficiencies with regards to the production of professionals in South Africa, as the country is faced with skills shortages in a range of economic sectors.

- Assisting those entering education and training.
- Sustaining learners through post-school education.
- Assisting those entering the world of work.
- Career progression and development.

The DHET, as the lead department, is addressing the recommendations made by the TTT, and is expected to present its progress to Council early in the 2015/16 financial year.

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### TTT work during 2014/15

Six of the seven TTTs completed their work with the PASHEPI TTT’s work also completed and awaiting final report submission to Council. The status of these TTTs can be summarised as follows:

#### Completion status of current TTTs

<table>
<thead>
<tr>
<th>TTT</th>
<th>Inception date</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling Entrepreneurship</td>
<td>September 2011</td>
<td>2 April 2014</td>
</tr>
<tr>
<td>Artisan Development</td>
<td>September 2013</td>
<td>Disbanded on 28 November 2014</td>
</tr>
<tr>
<td>Foundational Learning</td>
<td>May 2011</td>
<td>28 November 2014</td>
</tr>
<tr>
<td>Worker Education</td>
<td>June 2011</td>
<td>15 August 2014</td>
</tr>
<tr>
<td>Strengthening of TVET Colleges</td>
<td>March 2011</td>
<td>15 August 2014</td>
</tr>
<tr>
<td>Maritime Sector Skills</td>
<td>September 2013</td>
<td>28 November 2014</td>
</tr>
<tr>
<td>PASHEPI</td>
<td>July 2011</td>
<td>Final report to be presented to Council on 7 August</td>
</tr>
</tbody>
</table>
Enabling Entrepreneurship TTT

Mandate

The Enabling Entrepreneurship (EE) TTT was established to consider South Africa’s HRD needs which are necessary for the development of an entrepreneurial nation and to investigate and propose best practice for entrepreneurship and self-employment training especially regarding:

- Small business and co-operative owners and incubators
- Integration of entrepreneurship into further education and HE curriculums
- Integration of entrepreneurship into school curriculums.

Report findings and recommendations

The EE TTT report was presented and accepted by Council on 2 April 2014. Among others, the TTT proposed the following:

- Establishing a national council for entrepreneurship and small business under the Presidency and the HRDC
- Drawing up a National Entrepreneurship Plan for South Africa and incorporating it into the NDP
- Incorporating entrepreneurship and associated skills in schools from Grade 1 to Grade 12, in a much more significant way than is currently the case
- Incorporating ‘How to start and run a small business’ as a compulsory topic in TVET colleges
- Supporting the Forum for Enterprise Development Centres at HEIs to increase entrepreneurship efforts across all institutions
- The funding formula for small, medium and micro enterprises should include innovation outputs, and universities should streamline entrepreneurship efforts for their own students
- Developing a ‘one-stop shop’ or national virtual incubator leveraging technology
- Creating a body to regulate and accredit small business service providers.

The DHET, the dti, Ministry of Small and Medium Enterprise, DBE and Business Partners Ltd were identified as lead agencies to take forward the work of the EE TTT.

Artisan Development TTT

Mandate

On 5 December 2013 the HRDC approved the re-establishment of the AD TTT to find solutions to new artisan development blockages and to monitor the implementation of solutions to previously identified blockages.

Initially this TTT was called the Artisan and Technician Development (ATD) TTT, which was established to investigate blockages to the development of artisans and technicians in South Africa.

The ATD TTT was disbanded on 12 June 2012 as it had completed its work of finding solutions to blockages relating to artisan development. These solutions were to be implemented by DHET. The TTT then became the Artisan and Technician Development Monitoring and Evaluation Team (ATD MET) responsible for monitoring solution implementation.
The ATD MET subsequently identified additional blockages to national artisan development, namely:

“The removal of blockages related to labour legislation that regulates employer and artisan learner employment relationships, conditions of service and any other element or variable that may inhibit an increase in the number of approved artisan learner workplaces taking into account collective bargaining agreements (where applicable)”.

The AD TTT was therefore established to find solutions to the above-mentioned blockages. In doing this, it supports Commitment 1, 2 and 4 of the HRD Strategy (see page 9).

Report findings and recommendations
On 28 November 2014 the TTT presented its findings to Council. Some of the key findings and recommendations included:

• The DHET is developing Workplace-based Learnership Agreement Programme Regulations to replace the previous conditions of apprenticeship
• The DHET and Department of Labour (DoL) met to discuss the above-mentioned regulations, particularly aspects regarding learner status in the workplace
• Section 200(a) of the Labour Relations Act, Act No. 66 of 1995, as amended, considers learners to be employees regardless of the type of contract.

The TTT requested to be disbanded, as most of the remaining work needs to be implemented by the National Economic Development and Labour Council and through parliamentary processes (DHET and DoL). Council accepted this request and agreed that, while the DHET and DoL continue to resolve the blockage and will be invited to report on progress from time to time, the TTT will continue its work as an M&E team.

**Foundational Learning TTT**

*Mandate*

The Foundational Learning TTT is responsible for identifying and analysing current challenges in the schooling system that are hampering the delivery of quality basic education, and for proposing recommendations on how best to position the schooling system to support improved quality of education, leading to equitable achievement of improved learning outcomes nationally. The mandate of this TTT supports Commitment 3 of the HRD Strategy.

Report findings and recommendations
The central role played by education in the development of the country is encapsulated in the NDP which states that:

“Education, training and innovation are central to South Africa’s long-term development. They are core elements in eliminating poverty and reducing inequality, and the foundations of an equal society. Education empowers people to define their identity, take control of their lives, raise healthy families, take part confidently in developing a just society, and play an effective role in the politics and governance of their communities (2011: 261)”.

www.hrdcsa.org.za
In addition to identifying the broad significance of education in the country’s growth and development, the NDP highlights foundational learning as the bedrock of a good education system, critical to the progression from basic education to PSET. It stresses the critical nature of ECD to ensure that children reach their full potential. It proposes that, to achieve the vision of an enabling education system for economic growth and social upliftment by 2030, the country must focus on the education and training sector, including ECD and schooling.

Through its research, the TTT identified four key areas through which to align the schooling system with the goals of the NTP, namely:

- Early childhood development
- Teacher performance improvement and standardisation
- School management and leadership
- District management and leadership.

It also identified two leverage points with most potential for impact, namely to research:

- Teacher performance improvement and standardisation
- District management and leadership.

The TTT found that although the necessary policy frameworks and co-ordinating and collaboration structures are in place, there are problems with implementation and developments are fragmented. Some of the policies which are in place, include:

- South African Council for Educators (SACE) Act, Act No. 31 of 2000
- National Policy Framework on Teacher Education and Development, 2007
- Policy on Minimum Requirements of Teaching Qualifications (MRTEQ), 2011
- Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED), 2011
- Collective Agreement No. 1 of 2008: Framework for the Establishment of an Occupation-Specific Dispensation for Educators in Public Education.
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| **Policy development and implementation: teaching profession** | - The Ministry of Basic Education should:  
  - Acknowledge the merit of existing policy frameworks, noting any gaps, and should shift the emphasis to the practical details of implementation and monitoring  
  - Review the SACE Act, as well as SACE and its role, responsibilities, composition and capacity, to ensure that it is fit for purpose.  
- The DBE and unions in the Education Labour Relations Council should finalise negotiations to escalate the implementation, in whatever form, of Collective Agreement No. 1 of 2008.  
- The DBE should address any obstacles to the gazetting of the revised Personnel Administrative Measures that incorporate all amendments implied by Collective Agreements |
| **Teacher professionalism: induction** | - The DBE, DHET, SACE, SAQA and unions should develop a framework for teacher induction and mentoring programmes, with guidelines for content and implementation (including timeframes), drawing all relevant stakeholders into the process as necessary.  
- Teacher education institutions should develop programmes for the development of mentors for inclusion in the relevant qualifications identified in the MRTEQ. |
| **Teacher professionalism: professional standards** | - All stakeholders should incorporate their efforts towards developing professional standards for the various stages and aspects of the teaching career, noting the need for including expert-based groupings, and using the processes and structures established through the ISPFTED for co-ordination. |
| **Teacher professionalism: continuous professional development (CPTD)** | - The DBE and SACE should investigate the range and quality of programmes rolled out through the SACE CPTD Management System, and monitor their impact on school and learner achievements.  
- The National Institute for Curriculum and Professional Development, SACE, research organisations and CPTD providers should investigate the development and support of collaborative efforts among teachers, including identifying features of contexts into which projects may profitably be introduced. |
| **Teacher professionalism: advocacy** | - All stakeholders and role players should promote and support existing education sector advocacy campaigns, with emphasis on:  
  - Teaching as a learning career  
  - That the potential to add value to society and individuals is maximised when teaching professionals engage continuously and reflectively in opportunities for professional development, both through specific projects and through their daily practice.  
- The advocacy campaign should focus internally on members of the teaching profession, and externally on all other constituents of society. |
| **Policy and regulatory framework for implementation: districts** | - The DBE should develop a budget for the implementation of the Districts Policy, with a transitional plan for gradual access aligned with priorities outlined in the Action Plan to 2014: Towards the Realisation of Schooling 2025, and implement it accordingly.  
- Funds allocated to Provincial Education Departments (PEDs) for these purposes should be ring-fenced accordingly.  
- PEDs should immediately proceed with the implementation of aspects of the Policy on the Organisation, Roles and Responsibilities of Education Districts (2013). |
Challenge Recommendations

Implementation of district policy: capacity building

- In the interim, PEDs should establish central subject advisory and school pools of expertise that can be used flexibly and as needed in different districts.
- Business partners should leverage funding and business expertise for the establishment of PED pools of expertise.
- The DBE and PEDs should put in place a system for ongoing monitoring of the extent of staff appointments and capacity building required with regard to subject advisory services in key subjects and phases.
- The DBE, DHET and PEDs should develop and implement a strategy for prioritising the development of subject advisory capacity, including timeframes and funding considerations, as per ISPFTED.
- Teacher education institutions should implement programmes for the development of subject advisors for inclusion in the relevant qualifications identified in the MRTEQ and ISPFTED.
- The DBE and PEDs should accelerate the implementation of change management programmes targeting a shift from compliance to support for schools and prioritising districts with many schools performing poorly.

ECD

- The DBE, in collaboration with other relevant departments, should strengthen the establishment of inter-sectoral management, co-ordination and monitoring of ECD.
- The DBE, in collaboration with other relevant departments, should accelerate the finalisation and implementation of the National ECD Policy and Programme.
- The DBE and PEDs should:
  - Integrate Grade R teachers with school staff institutions, with appropriate conditions of service that match their qualifications and experience, to enable them to take advantage of staff development opportunities
  - Support the development of under-qualified Grade R teachers
- Ensure that districts must co-ordinate and manage the many ECD initiatives provided by partners.

On 28 November 2014, Council accepted the report with recommendations from the Foundational Learning TTT and tasked it with investigating the schooling system to identify challenges and to come up with high impact solutions for implementation. The recommendations of the TTT were handed over to the DBE for implementation which will be overseen by the HRDC.

**Worker Education TTT Mandate**

South Africa has not been able to establish a culture of demand-led integrated education provision. This, together with a lack of career pathing and other practices supporting personal progression within the workplace, has left the country bereft of systemic skills development for workers and without clear champions of such an initiative going forward.

Fundamentally, there is no clear, collective vision on an integrated, accredited and non-accredited Worker Education and Training Framework in South Africa. As a result, no national co-ordinated and integrated Policy and Legislative Framework is available to guide and support the implementation of worker education and training.
The WE TTT was established to develop an integrated, accredited and non-accredited, costed National Worker Education and Training System and Implementation Plan.

**Report findings and recommendations**

In exploring the national system of WE, the TTT found that South Africa must make a concerted effort to develop enabling policy and processes to enjoy the same vibrancy and diversity of worker education as it did in the past – especially in terms of creating a more empowered and engaged working class.

In conducting its research, the WE TTT focused on:

- WE for a politically motivated, empowered working class, and helping workers to fight social injustice and exploitation
- Vocational training promoting technical excellence, proficiency and productivity in the workplace
- Worker management education to address interaction issues between workers and managers.

The TTT identified three phases for the establishment of a comprehensive, operational WE Framework aimed at driving broad-scale adoption of WE. These phases are:

1. **Design and planning:** Raising awareness and advocacy for WE and securing the necessary buy-in and participation
2. **Development:** Developing processes, materials and people who can run the programmes
3. **Delivery:** Integrating the processes and programmes into the broader skills development landscape and monitoring and evaluating their implementation.

The key research findings regarding the three pillars were as follows:

- **Pillar 1:**
  - WE for the purposes of creating a better life for workers (as a group) takes many forms and is mainly offered by trade unions, labour service providers and WE institutions, but is also incorporated into programmes offered by various HEIs.
  - More work needs to be done to create a qualifications framework which categorises the existing WE initiatives of the various players/providers.
  - The opportunities, approach and implementation of RPL is poorly understood, and hence not advocated adequately to promote access to further education/employment and recognition of existing skills.

- **Pillar 2:**
  - Although many of the vocational training initiatives take place in the workplace or through the SETAs, system inefficiencies resulted in companies participating in fewer training programmes.
  - There are opportunities for promoting worker-initiated training.
Marginalised groups, such as contract, temporary and casual workers, normally do not benefit from training initiatives.

Training for un- or under-employed groups is mainly championed by civil society organisations that have struggled with access to funding.

- **Pillar 3:**
  - Little is known about the broader context of promoting common understanding between workers and management. Current initiatives by commercial enterprises only explore limited issues yet building common ground between managers and workers holds substantial benefits for both parties.
  - Many providers can benefit from providing more formal registration and administration processes.

These three pillars can be illustrated as follows:

<table>
<thead>
<tr>
<th>Pillar 1: Worker education</th>
<th>Pillar 2: Vocational education</th>
<th>Pillar 3: Management worker education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic worker welfare</strong></td>
<td><strong>Worker productivity technical competency</strong></td>
<td><strong>Fair negotiation practice</strong></td>
</tr>
<tr>
<td>For the labour movement community solidarity citizenship</td>
<td>SETA programmes Training for efficiency</td>
<td>Industrial relations Labour regulations and compliance</td>
</tr>
<tr>
<td>Create a WE Strategy and Organising Framework</td>
<td>Career advisory services RPL assessment</td>
<td>Create neutral advisory channels (within CCMA)</td>
</tr>
</tbody>
</table>

*Figure 5: WE Organising Framework*

The TTT believes that the WE Framework needs to be viewed holistically, and be adopted as a policy for implementation by all SETAs. There will be no specific programme or target audience until an audit has been completed and its findings made available. The audit will contribute to the implementation plan for key programmes to specific target audiences. The cost of this audit formed part of the funding requirements presented to Council.

Once the audit has been completed, each sector will allocate funding for training through the SETAs, who must allocate the funding to political and citizenship/empowerment education, training and capacity building.

In light of the above, the TTT made the following recommendations to Council:

- That Council adopts the WE Organising Framework with the above-mentioned three pillars
- That the DHET develops a funding model that incorporates the current SETA and NSF WE programme spend
- That a WE Forum is established to implement and monitor the policy and funding model and to undertake research.
On 15 August 2014, Council accepted the report and requested that the TTT reviews its proposed timeframes and budget for the establishment of the WE Forum. It endorsed the proposal that a high level team be established to look at the TTT report and to come up with proposals on how to implement the recommendations.

On 17 September 2014, the TTT met with the DHET and DoL to establish the WE Forum and hand over its work. The Forum was established in order to implement and monitor the policy and funding model and to undertake research. The WE Forum consists of membership from organised labour such as the Congress of South African Trade Unions (COSATU), the Federation of Unions of South Africa (FEDUSA) and the National Council of Trade Unions (NACTU). It has since met on its own.

**Strengthening of TVET Colleges TTT**

_Mandate_

The TTT is mandated to advise and support Council by making recommendations and documenting good practice, policy and implementation gaps. In delivering on its mandate, the TTT held a two-day indaba with experts, stakeholders and policy-makers in March 2013 aimed at identifying blockages in the TVET college sector. Participants agreed on a framework for identifying blockages based on three work streams:

- **Partnerships** – the lack of working partnerships between TVET colleges and private, public, community and industry players is a blockage in terms of attracting students, ensuring graduate employment, and improving the image of colleges
- **Pathways** – current pathways to work, occupations, further learning, entrepreneurship and sustainable livelihoods present a blockage to ensuring successful labour market transitions
• **Positive learning experience** – the learning experience of students is a blockage that results in TVET colleges being ‘last resort’ institutions.

**Report findings and recommendations**

The Strengthening of TVET Colleges TTT report was presented to and accepted by Council on 15 August 2014.

Government (DHET, 2012; 2013; National Planning Commission, 2012) requires that TVET colleges:

• Are expanded and strengthened in terms of their capacity, quality, curriculum development, successful teaching and learning and throughput rates
• Become more diverse and differentiated, but at the same time more integrated and coherent, which means that well-defined and understood routes of articulation between all the subsectors of the post-school system, including universities, must be created and sustained
• Must increase enrolments considerably, without losing sight of quality and relevance
• Must enable students to navigate their way between subsectors in the post-school system, both horizontally and vertically
• Forge close working partnerships with stakeholders to ensure responsiveness
• Become key change agents by absorbing large numbers of youth into TVET programmes
• Plug chronic skills shortages for immediate and mid-level skills, particularly in artisanal occupations
• Promote self-employment and sustainable livelihoods.

The above are instrumental to building a developmental state for socio-economic transformation in South Africa. They will improve the social and material conditions of people, particularly previously disadvantaged communities, by promoting inclusive economic growth, equity and redress, strengthening democratic institutions, deepening democracy, improving public service delivery, developing human resources, and strengthening the role of the state in managing the economy towards national developmental goals for the benefit of all citizens.

TVET strategies should therefore serve as instruments in the overall national development strategy, rather than being viewed in isolation. This necessitates a broadened vision of the role of TVET colleges as agents of national economic and social transformation in a developmental state, and requires a radical re-conceptualisation of their purpose. New strategies to pursue the development of pathways, partnerships and a positive learning experience will have to be developed.
The recommendations of the TTT are summarised in the following table.

**Summary of recommendations made to Council**

<table>
<thead>
<tr>
<th>Blockage</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| The current purpose of TVET colleges is limited, mainly focusing on employment in the formal labour market | Get the longer-term purpose right, TVET colleges should:  
• Speak to the overall long-term mission and vision of the sector  
• Reflect TVET for economic and broader societal and developmental objectives (with the involvement of the dti, Economic Development Department, National Planning Commission, national business formations and national labour formations)  
• Reflect TVET for the local economy (local businesses, provincial and local government, informal sector).  
The immediate focus should be on occupations and the acquisition of mid-level skills. |
| Limited institutional effectiveness                                       | • Build capacity in college management by strengthening the partnership between the DHET and individual TVET colleges. This should not simply be a case of the DHET determining the game plan and the colleges implementing, there must be mutual capacity building, leading to more effective accountability of the main actors.  
• Appropriate centralisation/decentralisation needs to be accompanied by clearly defined role awareness and the necessary capacity for such an approach.  
• The offices of college principals must be enabled to perform the primary role of institutional vision and mission management and leadership, as well as institutional co-ordination and accountability management.  
• College lecturer development should be accelerated for colleges to cope with the envisaged increase in enrolments and address the current student-lecturer ratio. A strategy should be developed in this regard. |
Inadequate partnerships TVET colleges need to build and strengthen partnerships with stakeholders. This should be an institutional responsibility, with a clear perspective of what a partnership is and for what purpose it has been devised. Government needs to develop a framework and incentive schemes to promote the formation of partnerships, which should address:

- Tasks and responsibilities of key organisations
- Mechanisms of co-ordination
- Mechanisms for stakeholder participation
- The structure of the system.

These recommendations link with those of the AD TTT in that a way needs to be found to enhance collaboration between TVET colleges and employers, and that the commitments made in the National Skills Accord need to be re-visited and incorporated into the implementation of the TTT’s recommendations. The TTT furthermore found that the role of TVET colleges should be in line with national development plans, strategies and accords if they are to make a meaningful contribution to the inclusive development of South African society.

Council requested the DHET to look at its Turnaround Strategy for TVET Colleges and see how it can be linked with the recommendations made by the TTT. The DHET presented the revised Turnaround Strategy to Council on 31 October 2014, and work under this strategy has already commenced.

In an effort to strengthen access to and the quality of education at TVET colleges and in response to the findings of the TTT, the HRDC launched its Adopt-a-TVET College Campaign. The campaign promotes co-operation and partnerships between industry and TVET colleges on projects to enhance the quality of education and improve skills that are critical to success in the workplace. The nature of the partnership will be determined by the partners to the benefit of all involved.
Maritime Sector Skills TTT

Mandate
The MSS TTT was established in September 2013 to investigate skills development blockages within the maritime sector and to propose interventions to address them. It must also identify skills shortages and critical skills within the maritime sector, as well as key role players; determine the cost of implementation; and make recommendations to assist the identified lead agencies to ensure an increase in maritime skills, leading to the growth of the sector in the short, medium and long term. The work of the TTT supports Commitment 2 of the HRD Strategy.

Report findings and recommendations
The MSS TTT presented its report to Council in November 2014. As illustrated in Figure 6, the maritime sector consists of seven clusters (three primary and four secondary industry clusters), which represent the various maritime subsectors. The three primary sector clusters comprise all maritime industries that represent the economic foundation of the sector.

The demand and supply of skills in the maritime sector is considered in terms of three occupational categories, namely:

- Seafarers, technically skilled occupations (artisans, technicians and engineers)
- Management and technical professionals, which are in demand in each of the primary maritime subsectors
- Occupations within the operational support services (stevedoring, forwarding and clearing, port operations, ship chandelling etc.).

The sector has significant potential to contribute to economic growth and development, job creation and building an inclusive society, by addressing the triple challenges of poverty, joblessness and inequality. Employees in this sector (specifically seafarers) need to be adequately skilled to deal with normal and emergency situations and to adapt to culturally diverse environments.

Inroads have been made in the bid to improve skills in the maritime sector, and a number of skills development initiatives have been launched by the South African Maritime Safety Authority (SAMSA), Transnet, Department of Transport (DoT), DHET, and other role players.

Despite these initiatives, there are still more challenges that need to be addressed to ensure that the relevant skills are available to service the entire sector, including tapping into employment opportunities in the international market to ensure maximum growth. The TTT’s recommendations are based on two work streams focusing on identified blockages to the demand-side (employment) and supply-side (training).

Council approved the MSS TTT report, and suggested that the implementation of the recommendations link up with government’s Operation Phakisa.
Figure 6: Maritime sector skills landscape
A Maritime Skills Development Implementers Forum was established and held its first meeting on 27 March 2015. During this meeting, the forum requested the DST and South African International Maritime Institute to bilaterally discuss their initiatives, including the Maritime Skills Roadmap and the proposed Maritime Skills Plan. The two entities were requested to focus on planning and co-ordination of skills audits, and the implementation and custodianship of the work; as well as the efficiency of implementation, taking into account the systems already in place. A follow-up meeting to discuss progress in this regard will be held in 2015/16.

### Blockages and proposed interventions

<table>
<thead>
<tr>
<th>Blockage</th>
<th>Proposed intervention</th>
<th>Role players</th>
<th>Proposed timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited ability to secure training berths for cadets to complete their sea</td>
<td>• Ensuring proper marketing of South African cadets internationally.</td>
<td>SAMSA, local embassies/missions, Department of International Relations and Cooperation (DIRCO)</td>
<td>Marketing of cadets – short term (1–3 years) Others – medium term (3–5 years)</td>
</tr>
<tr>
<td>time requirements</td>
<td>• Better leverage of bilateral agreements between South African and trade partners by ensuring that transport logistics are built into those agreements.</td>
<td></td>
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<tr>
<td></td>
<td>• Ensure that South African cargo is carried on South African ships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak maritime culture and lack of maritime awareness, which impacts on the</td>
<td>• Develop a comprehensive marketing strategy for the industry from basic to higher education level.</td>
<td>SAMSA, industry players, DoT, DHET, DST, South African Oil and Gas Association (SAOGA), provincial departments</td>
<td>Short term (1–3 years)</td>
</tr>
<tr>
<td>sector’s ability to attract the best candidates and which results in increased</td>
<td>• Secure industry support and encourage private companies to assist in creating maritime awareness.</td>
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<td>likelihood of higher dropout/failure rates</td>
<td>• Expose students to maritime careers during school holidays.</td>
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<td></td>
<td>• Create Centres of Maritime Excellence in each province to improve awareness.</td>
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<td></td>
<td>• Run carefully-planned programmes to expose teachers to the shipping industry.</td>
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<tr>
<td>Challenges with provision of maritime training by private training providers:</td>
<td>• Centralise all MET under one body with the authority to accredit, fund (where feasible), and ensure best practice and alignment with MET-related strategic imperatives and curriculum standards for mandatory courses.</td>
<td>DHET, SAMSA, SAOGA</td>
<td>Medium term (3–5 years)</td>
</tr>
<tr>
<td>Lack of co-ordination and planning results in inefficiencies and delays in</td>
<td>• MET strategy development should address training provision gaps and propose steps to address these.</td>
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<tr>
<td>training provision</td>
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<tr>
<td>Motivation for profit results in inconsistent training standards</td>
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<tr>
<td>Blockage</td>
<td>Proposed intervention</td>
<td>Role players</td>
<td>Proposed timelines</td>
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<tr>
<td>Disconnect between SETAs, the National Qualifications Framework (NQF) and SAMSA's Standards of Training, Certification and Watchkeeping, the Offshore Petroleum Industry Training Organisation and Industrial Rope Access Trade Association</td>
<td>• SAQA and SAMSA should work together to develop qualifications which are aligned with both the NQF and Standards of Training, Certification and Watchkeeping.&lt;br&gt;• Align all training that is based on international standards with SAMSA standards and then with the Transport Education Training Authority standards.</td>
<td>SAQA, SAMSA, SAOGA, Transport Education and Training Authority</td>
<td>Medium term (3–5 years)</td>
</tr>
<tr>
<td>High cost of training – no national approach to funding of MET</td>
<td>Consider the establishment of a Maritime Skills Fund in line with international trends, with specific focus on skills development in the various subsectors, to better manage current and future efforts.</td>
<td>DHET, SAMSA</td>
<td>Short term (1–3 years)</td>
</tr>
</tbody>
</table>

**Demand side**

<p>| Limited employment and training opportunities as South Africa has no ships in its registry and lacks relationships with foreign shipping companies to assist in training and employment of local seafarers | • South Africa needs to ensure a competitive ship registration framework to attract ship owners to its registry.&lt;br&gt;• Cargo owners must be encouraged and incentivised to ship their cargo using locally registered vessels, and methods to achieve this should be developed.&lt;br&gt;• Establish relationships with existing international shipping and crewing/management companies to impact on seafaring job creation and sustainability (export of South African seafarer skills).&lt;br&gt;• Introduce a cabotage system on domestic cargo to compel local industry to play a more meaningful role in skills development. | SAMSA, DoT, Department of Mineral Resources, Department of Public Enterprises | Medium term (3–5 years) |
| Limited industry transformation as it is still plagued by demographic and gender inequalities, also international companies prefer to source international skills and services | Develop a policy that ensures growth of the maritime sector, including localisation of services and resources in the industry, and which encourages the employment of women. | DoT, SAMSA                                                              | Short term (1–3 years)   |
| Available skills not specialised for maritime industry – e.g. artisans exist, but are not specialised in maritime skills | To ensure implementation of maritime competency programmes to bridge the skills gap, the maritime sector will have to work more closely with the broader artisan development programmes in the country. | DHET, SAMSA                                                              | Short term (1–3 years)   |</p>
<table>
<thead>
<tr>
<th>Blockage</th>
<th>Proposed intervention</th>
<th>Role players</th>
<th>Proposed timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited ability of the industry (ship repair, oil and gas) to attract larger scale projects due to lack of infrastructure</td>
<td>Prioritise ship building/repair infrastructure development.</td>
<td>Transnet</td>
<td>Medium term (3–5 years)</td>
</tr>
</tbody>
</table>
| Mobility of South African skills to export markets hampered by entry requirements (visas and permits). Furthermore, there have been delays in importing skills into South Africa | • South African missions in foreign countries to engage the host countries regarding movement into those markets.  
• Department of Home Affairs should address the inefficiencies. | DIRCO, Department of Home Affairs, SAMSA | Short term (1–3 years) |

**PASHEPI TTT**

*Mandate*

The PASHEPI TTT is mandated to research and make recommendations on the production of academics to meet the high level skills and knowledge development needs of South Africa. The aim is to strengthen universities’ partnerships with industry to support the commercialisation of innovation and research.

Globally, there is an increasing need for universities to contribute to the economic development of their countries through the development of a knowledge economy that is agile, competitive, productive and open to innovation, adding value to the technological capabilities in industry. At the same time, HEIs can largely benefit from collaboration and partnership agreements with industry.

Currently, South Africa’s academic labour force is not representative of its racial and gender demographics. It is essentially white, male and ageing. According to the Higher Education South Africa (HESA) Report on the Next Generation of Academics (May 2011), about one fifth of academics, including half of the professoriate, will retire in less than a decade.

Since 2011, significant research and data has been generated on the state of HE in South Africa, particularly in the context of the above-mentioned changes in the global HE landscape and the transformation imperatives of South Africa, as well as the need to address shortages in the supply of academics to meet an exponentially increasing demand for access to HE. The PASHEPI TTT noted the following proposals and targets, all of which are guided by the NDP:

- Improve the qualifications of academic staff
- Increase the participation rate at universities
- Increase the undergraduate throughput rate
- Increase the number of masters and PhD students
- Produce more than 100 doctoral graduates per million students per year by 2030
- Nurture and co-ordinate research capacity in HE
- Develop world-class centres and programmes both within the national system of innovation and the HE sector over the next 18 years
- Partnerships are important for drawing together the capabilities, interests, and resources of different stakeholders.
Report findings and recommendations

The TTT compiled a draft report containing recommendations for Council to consider. Among others, it recommended the development of strong, mutually beneficial collaboration and partnerships between all university and industry stakeholders to ensure that South Africa grows a diverse, representative and quality pool of academics and industry researchers through a more centralised approach to knowledge and skills development and dissemination. The following are the key challenges identified, the proposed interventions and the key role players:

<table>
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<tr>
<th>Challenge</th>
<th>Proposed interventions</th>
<th>Role players</th>
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<tbody>
<tr>
<td>Lower throughput rate for African and Coloured students</td>
<td>To facilitate a higher throughput rate, holidays should be used as winter and summer schools to provide revision classes for Grade 12 learners before final exams, and for preparation for re-writing exams for undergraduates.</td>
<td>DHET, HESA and HEIs</td>
</tr>
</tbody>
</table>
|                                                                 | • Key stakeholders to continue to provide financial support for students, including fees, accommodation, access to health services, subsistence and travel.  
  • Funding of postgraduate students to receive priority.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | DHET, HESA and National Student Financial Aid Scheme (NSFAS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Rate of student registrations declines significantly with progression through HE qualifications to doctorate level | • Create a National Postgraduate Programme for all stakeholders (government, industry and HEIs) to increase and encourage a diverse, demographically representative pipeline of doctoral graduates, specifically in the Sciences and Humanities.  
  • Provide clearly defined support to postgraduate students to ensure successful throughput towards doctoral graduation. This includes fees to offset tuition, accommodation, subsistence and travel costs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NSFAS, DHET, HESA and HEIs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| One out of 11 doctoral students who registers, graduates, therefore the attrition rate is too high | • Recruit retired academics on contract basis to supervise postgraduate students.  
  • Implement an exchange programme for postgraduate students to study abroad to fast-track the development of the next generation of academics.  
  • Create a central HE marketing entity to raise awareness of academic careers, focusing on the importance of research and innovation and its benefit to society. This includes promoting postgraduate studies and academic careers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | DHET, HESA, Center for Higher Education Transformation, NRF and SAQA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| South Africa’s doctoral students are generally older than those in other countries | Create a central HE marketing entity to raise awareness of academic careers, focusing on the importance of research and innovation and its benefit to society. This includes promoting postgraduate studies and academic careers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | DHET, HESA, DST, Center for Higher Education Transformation and NRF                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Lack of adequate funding for fulltime postgraduate studies       | • Implement the DHET’s proposed New Generation of Academics Programme funding model for postgraduate students, which provides for employment aligned with doctoral graduation and post-doctoral research and teaching.  
  • Proposed funding of 400 postgraduate students per annum at 25 universities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | DHET, NRF and HEIs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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<tr>
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<th>Proposed interventions</th>
<th>Role players</th>
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</table>
| Lack of doctoral research supervisory capacity (only one-third of academic staff has a doctorate) | • Increase current supervisory capacity by offering retired academics temporary/flexible fixed-term employment contracts as mentors and coaches to less experienced academics.  
• Increase research supervision capacity.  
• Invite international academics and expatriates to assist with the supervision of postgraduate students.  
• Establish a National M&E Programme on the Status of University Academic Staff. The aim is, on a five-year basis, to review, support and monitor progress in all institutions in respect of academic staff and capacity building in teaching, research and community engagement; reflective competencies; scholarly communication and publishing; diversity sensitivity; career paths and employment contracts. | HEIs, DHET and HESA |
| An academic career is not regarded as prestigious or lucrative | Create a central HE marketing entity to raise awareness of academic careers, focusing on the importance of research and innovation and its benefit to society. This includes promoting postgraduate studies and academic careers. | DHET and HEIs |
| Need for greater collaboration and partnership between HEIs in pursuing a common national purpose | All universities to share resources, such as access to electronic libraries, specialisation courses and supervisory capacity, on a provincial and national basis. Resources should be allocated to universities for optimal support for research-led and capacity building initiatives. | |
| Need to increase mutually beneficial partnerships between HEIs and industry | • Create a National Industry Doctoral Programme to provide a framework for companies and universities to partner in doctoral research and development. Doctoral students will be employees of the partner company, and will spend part of their time pursuing research objectives within the company, aligned with a doctoral research programme, approved by a university, and supported by a university research supervisor.  
• Create and strengthen strategic industry/sector research and innovation clusters/hubs.  
• Facilitate the development of ‘incubator’ start-up businesses to encourage entrepreneurial growth in a low risk environment.  
• HEIs to partner with industry to investigate the optimal use of technology as an enabler for learning.  
• Technology and knowledge transfer of products and services to be incentivised between industry and partnering universities. | Chambers of business and industry, sector hubs, HEIs, DST, NRF and strategic organisations in the public and private sectors |

The final PASHEPI TTT report will be presented to Council at its meeting on 7 August 2015.
FINANCIAL OVERVIEW AND OUTLOOK
Financial overview

The HRDC is wholly-funded by the NSF, as per an agreement entered into in 2012. The Centre for Education Policy Development is the HRDC’s fund manager and is responsible for managing the funding of Council’s activities.

Way forward

Through its founding documents, the HRDC is committed to reviewing its achievements every five years through impact and other evaluations. Since it has now reached the end of its first five years of existence, Council has commenced with the evaluation of its five-year targets, as set out in the HRD Strategy 2010–2030. It will also be examining its structures and its effectiveness in supporting or driving implementation.

Upon completion of the review process in July 2015, Council will revise its strategy and develop new five-year targets, with the appropriate implementation plan and M&E Framework.
### List of abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AD</td>
<td>Artisan Development</td>
</tr>
<tr>
<td>ATD</td>
<td>Artisan and Technician Development</td>
</tr>
<tr>
<td>ATD MET</td>
<td>Artisan and Technician Development Monitoring and Evaluation Team</td>
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<tr>
<td>CCMA</td>
<td>Commission for Conciliation, Mediation and Arbitration</td>
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<tr>
<td>COSATU</td>
<td>Congress of South African Trade Unions</td>
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<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
</tr>
<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
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<tr>
<td>DEDAT</td>
<td>Western Cape Department of Economic Development and Tourism</td>
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<tr>
<td>DHET</td>
<td>Department of Higher Education and Training</td>
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<tr>
<td>DIRCO</td>
<td>Department of International Relations and Cooperation</td>
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<tr>
<td>DoL</td>
<td>Department of Labour</td>
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<td>DoT</td>
<td>Department of Transport</td>
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<tr>
<td>DPSA</td>
<td>Department of Public Service and Administration</td>
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<tr>
<td>DST</td>
<td>Department of Science and Technology</td>
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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>EE</td>
<td>Enabling Entrepreneurship</td>
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<tr>
<td>FEDUSA</td>
<td>Federation of Unions of South Africa</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>HEI</td>
<td>Higher Education Institution</td>
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<tr>
<td>HESA</td>
<td>Higher Education South Africa</td>
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<tr>
<td>HRD</td>
<td>Human Resource Development</td>
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<tr>
<td>HRDC</td>
<td>Human Resource Development Council</td>
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<td>HRDPCF</td>
<td>HRD Provincial Co-ordination Forum</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
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<tr>
<td>ISPFTED</td>
<td>Integrated Strategic Planning Framework for Teacher Education and Development</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>merSETA</td>
<td>Manufacturing, Engineering and Related Services SETA</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>MRTEQ</td>
<td>Minimum Requirements of Teaching Qualifications</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>MSS</td>
<td>Maritime Sector Skills</td>
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<tr>
<td>NACTU</td>
<td>National Council of Trade Unions</td>
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<td>NAMB</td>
<td>National Artisan Moderation Body</td>
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<tr>
<td>NDP</td>
<td>National Development Plan</td>
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<tr>
<td>NEET</td>
<td>Not in Employment, Education or Training</td>
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<tr>
<td>NIHRD</td>
<td>National Integrated Human Resource Development</td>
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<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
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<tr>
<td>NRF</td>
<td>National Research Foundation</td>
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<td>NSF</td>
<td>National Skills Fund</td>
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<td>NSFAS</td>
<td>National Student Financial Aid Scheme</td>
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<tr>
<td>PASHEPI</td>
<td>Production of Academics and Strengthening of Higher Education and Partnership with Industry</td>
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<tr>
<td>PED</td>
<td>Provincial Education Department</td>
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<tr>
<td>PSET</td>
<td>Post-School Education and Training</td>
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<td>PSETA</td>
<td>Public Service SETA</td>
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<tr>
<td>PSTF</td>
<td>Public Sector Trainers Forum</td>
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<tr>
<td>PTI</td>
<td>Provincial Training Institute</td>
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<tr>
<td>QCTO</td>
<td>Quality Council for Trades and Occupations</td>
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<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<tr>
<td>SACE</td>
<td>South African Council for Educators</td>
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<tr>
<td>SAMSA</td>
<td>South African Maritime Safety Authority</td>
</tr>
<tr>
<td>SAOGA</td>
<td>South African Oil and Gas Association</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
</tr>
<tr>
<td>SDA</td>
<td>Skills Development Act, Act No. 97 of 1998</td>
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<tr>
<td>SET</td>
<td>Science, Engineering and Technology</td>
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<tr>
<td>SETA</td>
<td>Sector Education and Training Authority</td>
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<tr>
<td>SMME</td>
<td>Small, Medium and Micro Enterprise</td>
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<tr>
<td>the dti</td>
<td>Department of Trade and Industry</td>
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<tr>
<td>ToR</td>
<td>Terms of Reference</td>
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<tr>
<td>TTT</td>
<td>Technical Task Team</td>
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<tr>
<td>TVET</td>
<td>Technical Vocational Education and Training</td>
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<tr>
<td>TWG</td>
<td>Technical Working Group</td>
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<tr>
<td>WCG</td>
<td>Western Cape Government</td>
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