#### HUMAN RESOURCE DEVELOPMENT STRATEGY

List of abbreviations

ABET Adult Basic Education and Training

AIDS Acquired Immuno Deficiency Syndrome

BEE Black Economic Empowerment

CBO Community Based Organisation

DoL Department of Labour

DTI Department of Trade and Industry

ECD Early Childhood Development

EEA Employment Equity Act

ETD Education, Training and Development

FET Further Education and Training

GDP Growth Domestic Product

GDS Growth and Development Summit

GET General Education and Training

HET Higher Education and Training

HIV Human Immuno Virus

HRD Human Resource Development

MEC Member of Executive Council

MOU Memorandum of Understanding

NCED Northern Cape Education Department

NCYDA Northern Cape Youth Development Agency

NGO Non-Governmental Organisations

NIHE National Institute for Higher Education

NQF National Qualification Framework

NSDS National Skills Development Strategy

PBF Premiers Bursary Fund

RPL Recognition of Prior Learning

SAQA South African Qualifications Authority

SDA Skills Development Act

SDF Skills Development Facilitator

SDI Spatial Development Initiative

SDLA Skills Development Levies Act

SETAs Sector Education and Training Authorities

SMME Small Micro Medium Enterprise

The Human Resource Strategy provides a framework that ensures that all residents are able to participate fully in society as responsible citizens, as well as in the growth and development of the country.

The strategy takes, as its starting point, the growth and development imperatives that the province has identified, mainly through its Economic Development Plan.

This, in turn, is informed by the serious challenges that the municipality faces. These include:

· Poverty which is high and increasing

· High levels of unemployment

· Low levels of investment

· Low levels of literacy.

The strategy is underpinned by key principles to guide its focus and direction. These principles, remain sensitive to the broader transformation, and redress imperatives that continue to guide the development efforts of the Local Government.

The Municipal HRD Strategy identifies four strategic objectives. They are:

· To improve the foundation for human development

· To improve the supply of high-quality (particularly scarce) skills which are responsive to societal and economic needs

· To increase employer participation in lifelong learning as an instrument to achieve employment equity targets

· To assist out of school youth and the unemployed, into employment.

1. Introduction

This strategy proposes a plan for the establishment and development of a co-ordinated human resource development implementation system. This system will provide high quality, accessible, flexible and responsive programmes and opportunities for municipal citizens and, in doing so, will support both the current economic activities of the region and the new planned development initiatives.

This strategy also provides guidelines for individual institutions in the development of institutional plans which will enable them to operate effectively and efficiently, focusing on the development of intermediate and high level skills and competencies. The implementation of these plans will contribute to the growth of various economic sectors and also improve the quality of life of citizens by increasing their employability.

This document takes as its starting point policy and legislative frameworks for implementation of human resource development programmes in the Skills Development Act of 1998, Skills Development Levies Act of 1999, National Human Resource Development Strategy and the National Skills Development Strategy launched in 2001. The strategy presented here has been attuned to the unique nature and needs of the Municipal area.

1. Context

The draft Human Resource & Skills Development for the municipality was developed to support a holistic approach to human resource development in our municipal area. This strategy seeks to address major setbacks in human and intellectual capital which currently stifles the effective and equitable delivery of service.

Employees in the public service should be developed to meet performance demands and fulfil the skills of career aspirations and sustainable livelihoods. Human Resource Development should be a catalyst for change in the public service by being instrumental in:

* Building and maintaining an enabling environment and systems for work-based learning;
* Creating a shared need for change;
* Shaping a vision; and mobilising commitment at all levels.

In this regard, Human Resource Development scope has broadened beyond administrative prescripts, to actually driving the organisational performance programme.

This vision is underpinned by the following guiding principles:

* Lifelong learning: Communities and workplaces are changing continuously.
* Therefore, the need to upgrade and improve workforce skills continuously becomes crucial.
* The promotion of equity: There are not only legacies to be erased but positive interventions are demanded if we are to build an inclusive society and widen opportunities for all.
* Through skills development we need not only to provide opportunities for disadvantaged groups but also to encourage effective collaboration amongst people from diverse backgrounds.
* Demand-led: For too long skills development has been pursued in the absence of a realistic assessment of how the skills are to be employed.
* The emphasis will be on the skills and competencies required to support productivity, international competitiveness, the mobility of workers, self-employment and meeting defined and articulated community needs.
* Partnership and collaboration: At community and workplace levels. The definition and implementation of the skills development strategy should be based on the partnerships between, and amongst, the social constituencies.
* Efficiency and effectiveness: The delivery of skills development programmes and initiatives must be characterised by cost-efficiency and should lead to positive outcomes.
* Accessibility: All sectors of the economy are obliged by the skills development legislation to create opportunities for learning by workers.
* Quality: All skills development programmes/initiatives are subject to the recognition by SAQA to ensure quality.

1. Mission

Our mission statement encapsulates the goals of our provincial human resource development strategy:

"To maximise the potential of the people of Northern Cape, through the acquisition of knowledge and skills for a better life for all"

To fulfil this mission four objectives have been identified to drive the municipal human resource development strategy:

* Improving foundations for human development.
* Improving the supply of high-quality (particularly scarce) skills which are more responsive to societal and economic needs.
* Increasing employer participation in lifelong learning.
* Assisting out of school youth and unemployed people into employment.

Goals

The Municipality should work towards achieving the following goals:

* Improving Human Development Index.
* Creating jobs, wealth and reduce levels of poverty
* Developing a culture of high quality life-long learning.
* Fostering skills development in formal economy.
* Stimulating and supporting SMMEs and BEE initiatives.
* Assisting new entrants into employment.
* Promoting equity.

Integration

An integrated approach to human resource development is essential if successful implementation is to be maximised. This integration is both horizontal and vertical. Horizontal integration means that all sectors (Public, Private, NGO, CBO) have to collaborate and synergise their efforts in raising the quality and levels of skills in the municipal area. Vertical integration refers more to the spheres of government. Government operates as a complex system, and any fragmented approach to HRD can only dilute the efforts of human development.

The proposed strategy contains two elements which will drive the HRD Planning process:

* The institutionalisation of HRD planning and implementation, through the building of structures which will ensure the flow of information between relevant role-players.
* The collection and analysis of data with regard to key indicators, which will tell us how the strategy is performing to further its development.

Development Strategies

The provincial government views this strategy as a powerful imperative for government to use for planning and funding mechanisms to encourage education and training institutions more persuasively to transform the racially skewed character of their staff compositions and workplaces in general. As a consequence the provincial government resolved to assist in the development of human resources by means of the following strategies. To:

* Promote an integrated and strategic approach to HRD and position the province to support the National Skills Development Strategy (NSDS).
* Support the theme driver (DoE) in efforts to ensure that all people are well capacitated with skills in order to participate in all economic sectors in the province.
* Promote the re-skilling of qualified unemployed and employed workers, and so to enable them to find work in areas of skills shortages.
* Promote raising the standards of market driven skills in the province in order to ensure employment opportunities.
* Ensure that the particular needs of public service staff are addressed, including the training needs of people whose jobs are at risk through restructuring.
* Identify gaps in the supply of skills in all sectors and promote initiatives that will lead to meeting the demand needs.
* Advocate the development of effective management, governance, administration, financial and other systems essential to high quality public service delivery.
* Provide support to sub-sectors with poor infrastructure, facilitating the sharing of resources and a simplified process for accessing resources.
* Promote the link between Employment Equity Plan, Human Resource Plan and Workplace Skills Plan.

Lastly, the provincial government notices that migration from rural to urban areas does not necessarily lead to employment but that unemployment should be addressed by a number of other strategies. These should include the following:

The development of new economic initiatives as outlined earlier in this strategy and the provision of formal and skills development programmes to support these initiatives, and the provision of programmes that will lead to job creation through the SMME sector - especially in those districts where there are fewer formal employment opportunities.

Employment and Skills Needs

A crucial part of the skills planning process is to identify skills gaps and needs. This requires intensive needs analysis, which must be done in the constituency organisations and workplaces. There has been extensive stakeholder involvement in the planning process. The needs of diverse constituencies in the province have been identified in workshops of key stakeholders and role-players, presentations to constituent organisations and interviews with key informants.

From the numerous discussions and presentations, a number of critical skills needs have surfaced. Some are described below.

The education and training skills required by an ETD service provider, are diverse and extensive, and the scenario outlined in this strategy- for the province in years to come - will extend to cover the range and depth of skills needed. It is anticipated that WSPs will identify the needs of all employees in the public administration in order to equip them with skills for effective and efficient service delivery.

Scarce and technical skills are vital. Many organisations do not have access to what many regard as basic necessities – word-processors and electronic spread sheets and databases, for example. Computer skills are essential, not only for effective administration and communication in all economic sectors, but also for service providers, who will increasingly be expected to build IT into their practice.

There is a cluster of training needs associated with change in the province – change management, life skills, diversity management, strategic management and planning. The provincial government and economic sectors will want to play their part in job creation initiatives. This will require the development of skills related to internships and learnerships – planning, implementation, monitoring, etc.

There are ETD practices such as mentoring; coaching and counselling that require training, and RPL, to achieve the agreed standards.

The development of the small and medium enterprise (SME) sector will require entrepreneurial skills.

There are many people in the province involved in "development". These may include an educator or OD ETD practitioner who extends his or her role to helping a learner gain access to work. It includes many community leaders and activists who facilitate processes that lead to development (for example the building of a community centre or the starting up of a community radio station), and it includes those employed in communities as development practitioners. There are particular skills needs associated with community development that need attention.

There are skills required to further develop the sector. Assessors are needed and assessment will become an essential part of the ETD practitioner’s role. Internal and external quality assurance processes will need to be developed and understood. Skills Development Facilitators (SDFs) need to be trained not only to take on their new role, but also to attain the standards and qualifications that are soon to be made available. The concept of RPL is relatively new to South Africa. ETD practitioners and institutions will need to be assisted to gain expertise in this area. Research skills will also be important for the province in order to make informed choices by decision makers.

There are many people who do not have basic reading, writing, numeracy and communications skills. It will be a particular challenge in the municipal area to ensure that every person employed has access to Adult Basic Education and Training (ABET), and from this starting point can gain access to other learning opportunities. There are many children of school going age who do not attend school in the municipal area. It will be a particular challenge to ensure their participation in General Education & Training and in Early Childhood Development programmes.

Target Groups

Strategies to meet the Growth and Development Summit Objectives:

When the GDS report was studied it was found that the mention of the Education, Training and Development sector mainly related to implementation across sectors with special emphasis on skills development for beneficiaries. Examples of this include the school feeding scheme, the construction, renovations and cleaning of public buildings. There are, however, focused areas where this HRD strategy will contribute to the GDS targets. These include the following:

* + - 1. Partnerships: Identify key partnerships in the province (in/out ETD sector) and establish MoUs with them. These could include funding agencies, the media, Youth Commission, DoL etc.

* + - 1. Investments: The SETAs play a role in the social sector and would therefore play a role in investments and sponsorships in ETD sector.

* + - 1. Poverty reduction: The SETAs, in collaboration with business, government and civil society, will play a role in the social plan and the education and training of all citizens to ensure productivity and contribution to society. This will in turn ensure employability and the reduction of poverty.

* + - 1. Identify scarce skills in various sectors and train unemployed and youth to fill positions in the sectors.

* + - 1. Promote the development and sustainability of SMMEs in the municipal area.

* + - 1. Job Creation Ensure that the local government meets the targets set for learnerships.

* + - 1. Promote BEE and SMMEs in the municipal area

* + - 1. Prioritise ABET provision and implementation throughout all sectors

Strategic Objectives

The Provincial HRD Strategy was developed around four strategic objectives, all aligned to the five national objectives. Each strategic objective was further broken down into components to ensure measurability and achievement. These components: are success indicators, actions required and responsible agencies. The framework for the strategic objectives outlined in the table below, forms the core of the Provincial HRD Strategy.

* Strategic Objective 1: Improving Foundation for Human Development

* Ensure participation of previously disadvantaged Individuals & those affected & infected by HIV/AIDS

* Identification of Skills Gap Research on the status quo in terms of skills gaps e.g. Sector Skills Plans Labour market analysis report

* Strategic Objective 3: Increasing employer participation in lifelong learning to achieve employment equity targets
* Indicator Indicative Action Responsible Agents. Labour market Changes Private sector firms prepare and implement Workplace Skills Plans.
* Compliance with the Skills Development Legislature Provincial DoL SETAs Office of the Premier.
* Private and public sector commitment to skills development. 70% of the workers are at NQF Level 1.DoL SETAs Government.
* Youth unemployment: Pro-rata share of national target on learners to be placed in Learnerships and Internship programmes Provincial DoL SETA’s all sectors.
* Unemployment levels: Develop at least one Investor in people standard per sector by 2009.SETAs.
* All employers: Public sector education and training to support service delivery.
* WSP including transversal skills.
* Pro-rata share of learners participate in the Internship and Learnership
* Programmes NCED.
* Skills development for SMME sector
* Encourage 40% of existing SMMEs to register/form partnership and register at the SETAs. Department of Economic Development & Tourism.
* Social Development
* Initiatives: Develop a social master plan for the Municipal area.
* Design a framework for co-ordination and implementation.
* Assist out of school youth and unemployed people into employment.
* Indicator Indicative Action Responsible Agent Expenditure on Research and Development Coordination of research to be centralized
* Identification of economic sectors with significant growth and employment potential. Planning and Policy development within the province must be based on research conducted.
* Number of people assisted to enter and complete programmes leading to high-level quality skills. Identify high-level scarce skills in the municipal area and establish a bursary scheme to support learners entering these programmes.
* Identify employers to support the work based aspect of the programme.
* Identify the generic scarcity of skills relevant to the area and place learners into programmes.
* Apply for NSF and SETA funding to support generic programmes
* Number of young people assisted to form new ventures. Set up the system and criteria for new venture Creation with participating SETAs

Effective Institutional and Structural Implementation Mechanisms.

A strategy is as good as its implementability. Care should be taken to ensure that there are appropriate and effective institutional and structural mechanisms in place to maximise implementation. The local municipality, as major role player, will ensure that all stakeholders ensure the successful implementation of the Provincial Human Resource Development Strategy.

DEPARTMENT OF LABOUR

DEPARTMENT OF EDUCATION

NATIONAL HRD STRATEGY

NATIONAL SKILLS AUTHORITY

NATIONAL SKILLS DEVELOPMENT STRATEGY

NQF

SAQA

SECTORAL SKILLS PLAN

SETA’S

NORTHERN CAPE EDUCATION DEPARTMENT

PROVINCIAL DOL

PROVINCIAL SKILLS DEVELOPMENT FORUM

- SETA’s -

- Learnerships and skills programmes

- Funding

- Planning for skills development

- Social skills development

- Provincial skills plan

- New funding incentives

LINE DEPARTMENT

IMPLEMENTING

AGENTS

In conclusion this document seeks to outline the basis for an aligned framework with the Northern Cape Province’s HRD strategy.