



# 3RD SUMMIT REPORT 2018





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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>CDE</b>	Centre for Development Enterprise
<b>BPO</b>	Business Process Outsourcing
<b>DBE</b>	Department of Basic Education
<b>DHBW</b>	Baden-Württemberg Cooperative State University
<b>DHET</b>	Department of Higher Education and Training
<b>DST</b>	Department of Science and Technology
<b>DTI</b>	Department of Trade and Industry
<b>EPWP</b>	Expanded Public Works Programme
<b>FEDUSA</b>	Federation of Unions South Africa
<b>HRDC</b>	Human Resource Development Council of South Africa
<b>IR 4.0</b>	Industry 4.0, commonly referred to as the Fourth Industrial Revolution
<b>KPA</b>	Key performance area
<b>LMIP</b>	Labour Market Intelligence Partnership
<b>NALSU</b>	Neil Aggett Labour Studies Unit
<b>NDP</b>	National Development Plan
<b>NECT</b>	National Education Collaboration Trust
<b>NEET</b>	A Person Who is Not in Education, Employment or Training
<b>NIHRDP</b>	National Integrated Human Resource Development Plan
<b>NYDA</b>	National Youth Development Agency
<b>SADC</b>	Southern African Development Community
<b>SAIMI</b>	South African International Maritime Institute
<b>TVET</b>	Technical and Vocational Education and Training
<b>WIL</b>	Work Integrated Learning
<b>WITS</b>	University of the Witwatersrand

# 1. KEYNOTE ADDRESS BY THE DEPUTY PRESIDENT OF SOUTH AFRICA AND THE CHAIRPERSON OF THE HUMAN RESOURCE DEVELOPMENT COUNCIL OF SOUTH AFRICA - DAVID MABUZA.

“Programme Director; Advocate. Richard Sizani; Minister of Home Affairs; Malusi Gigaba; Minister of Science and Technology; Mmamoloko Kubayi-Ngubane; Deputy Minister Inkosi Patekile Holomisa; Head of the Secretariat of the Human Resource Development Council of South Africa Miss Brenda Ntombela; leaders of labour, business, and civil society; distinguished guests; ladies and gentlemen; allow me to extend, on behalf of government, a special welcome to all of you, including our guests from our continent and across the globe who are here to share with us their experiences on how best we can accelerate the development of our people’s capabilities.

In coming weeks, the world will commemorate late president Nelson Mandela’s birthday on the 18th of July. Had he still been alive, he would have turned 100 years this year. Madiba was an ardent advocate for education and skills development, because he saw these as best instruments to achieve equality. As we gather here, let us be inspired by his unshakable belief that it is in our hands to end the triple challenge of poverty, unemployment, and inequality that bedevils our country and many developing nations of Africa and the world.

Speaking in the United Kingdom in 2005, Nelson Mandela reminded the world that: “Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. And overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom.”

Our summit on human resource development is essentially about a search for solutions on restoring the dignity of South Africans by empowering them through education and skills, thereby affording them an opportunity to make a decent living. This is also a gathering that yearns for leadership across all sectors of society. It yearns for leaders who will work tirelessly to lessen social tensions, unite our people, and transform their lives. If, as leaders, we fail to work together to improve the lives of our people as envisaged in our Constitution, we will be risking all our democratic gains since 1994.

Through this summit, we seek to develop new networks, strengthen existing partnerships, and share the latest lessons on how, through education and skills transfer, we can create a more humane and equitable world where each individual can realise his or her full development potential, and enjoy access to available opportunities for self-advancement.

For the Human Resource Development Council (HRDC), this summit offers the promise that it will be remembered as a marketplace of innovative ideas on how we can urgently implement programmes that will succeed in massively skilling our people and absorbing them in their millions, in employment initiatives.

Therefore, this summit must be remembered by the action plans that the HRDC and its social partners will adopt and implement to change the dominant narrative of poverty, unemployment, and inequality that confronts our nation. This summit must also be remembered as a summit that ventured into solving the skills challenge of our time, and one that offered innovative solutions and concrete areas of collaboration. The key outcomes of this summit must point us to practical and concrete programmes of implementation and deepen collaborative partnerships that allow us to respond more directly to the shortage of critical skills in our economy. For us to develop capabilities to respond to global demands, we must innovate and embrace new approaches and models that fast track the acquisition and availability of critical skills.

The pace of change over the last few years has largely been shaped by technological disruption and innovation. This means that the winners in the 21st Century will be those that quickly adapt to the changing environment and meet such change with the necessary set of skills. From the presentations and papers, we hope to be apprised on latest evidence-based research and credible data on what we are doing correctly and to hear where we are facing challenges. We remain confident that the summit will strengthen and sharpen our human resource strategy to substantially reduce unemployment and expand training. Among issues of focus, should be investment in early childhood development which lays the foundation for holistic development, whilst cultivating love for lifelong learning. Cognitive learning at the foundation stage of development is necessary for the achievement of better learning performance outcomes at later stages of development and skills acquisition.

This is an important summit that cannot afford to be called another talk shop. Our debates and sharing of best practices must ultimately result in clearly defined plans that will improve the lives of our people. We must never fall into the trap of meeting to lament on the state of affairs without providing practical and actionable solutions. As we present statistics and diagrams depicting our challenges, let us always remember that our figures represent real people who have dreams and aspirations like all of us. After tomorrow, when young people read about this summit, they need to find hope that we see them as a resource for development. As a result of our history, our youth is made up of those whose prospects for employment are compounded by lack of education and requisite skills.

Over the years, a combination of the sub-optimal performance of our education system and other socio-economic determinants of poverty have produced a large proportion of unemployed youth. This is the challenge that must be confronted directly. This summit must inspire hope and confidence in the millions of young people who are not in education and training that we are a country that never gives up on their dreams and potential. Our social compact



between government, business, labour, and community must speedily create employment and training opportunities for the millions of these young people who are not in education, not in training, and not in employment. It must inspire our nation that as social partners, we are equal to the task of creating an inclusive society that prioritises the development of its youth and women. Our children at our institutions of higher education, must have the confidence that they will not complete their training only to roam the streets for years before they can get employed or start their own enterprises.

It is only through collaboration and by agreeing on a social compact for skills and jobs that we can reverse the tide of unemployment and the deepening of poverty. The theme for the summit: “Partnerships That Will Revitalise Work and Learning for the 21st Century,” is thus appropriate. It is a theme that recognises the need for greater collaboration between the education sector and industry.

This is also a partnership that calls on all society to play its part in creating training, employment, and business development opportunities for our people. Only an engaged, invested, and patriotic private sector has the key to unlock the full potential of the education and training sector. When the education sector and industry work together, we have a better chance of accelerating skills development and enhancing the employment opportunities of those that have undergone training. When the private sector understands that with all the training students can get, there is still no better place for refining training and acquiring experience than the workplace itself.

As we do so, we must not neglect the plight of those young people who are not in employment, education, or training. Our social compact between government, business, and labour must speedily reduce the unemployment among this category as well. We therefore wish to applaud a number of outstanding South African companies who are partnering with our education institutions to ensure that our graduates are better prepared for the demands of our economy.

We applaud those companies that are supporting our initiative Adopt-a-TVET College, ensuring that our curricula match the needs of industry. A number of South African business leaders and their companies are also actively involved in adopting some of our schools and investing in the training of our teachers in critical subjects like Maths and Science. We call on many more business leaders to make it their business to adequately skill our young people at educational institutions and at the workplace, through internships.

Greater collaboration is also required between social partners to inform learners and expose them early about the various career options available and those careers that are set to be in demand for many years in the future. To achieve a partnership that will revitalise work and learning for this century, means that teachers and lecturers need to approach their vocation with the greater commitment it demands.

Our summit theme on partnerships, is also a clarion call on everyone in the public service to see their work as agents of change, entrusted with the responsibility to rebuild our nation by rendering ethical and quality services to our people, at all times. It's a call for Batho Pele and Ubuntu to be the defining ethos and cornerstone of the new society that we are seeking to build. It demands that all South Africans must be driven by the new consciousness of restoring the dignity of our people by empowering them with skills and affording them a chance to work for themselves and their families. It means we must all put shoulder to wheel to “realise a developmental, capable and ethical state that treats citizens with dignity” as envisaged in the National Development Plan (NDP). And in a world of rapid social change, driven by technological disruptions and innovation, we must forge partnerships across all sectors of society where we live by the truism that learning is a life-long enterprise.

As we continue to focus on skills development, it must not be lost on us that even jobs that were considered as vocational, are now becoming high tech and require specialised knowledge and skills. Therefore, our training and skills development must be accelerated to keep up with the pace of change. By embracing education as a lifelong journey, we will be better prepared to adapt to this world that is changing at a high pace.

At the heart of this journey to the South Africa of our desires, we must embed technology in our efforts of building the skills for the future. We must ensure that no one is left on the margins of a world that rewards e-literate and e-astute citizens. By embracing technology as a resource and as an integral part of our future, we will be better equipped to derive the benefits of a global economy that is increasingly shifting from being resource-based to becoming knowledge-based. By opening the eyes of our children to what has been termed the Fourth Industrial Revolution, we stand a better chance to be at the forefront of these developments and to reap its benefits, instead of being spectators and uncritical consumers of new technologies. And all our work, plans, and policies, must never leave our people behind. Instead, we must enable their full development and exposure to technology a means to leapfrog our country to higher levels of innovation and shared prosperity.

We must also bear in mind that our shared history with the people of Africa and many developing nations must inform and shape our strategy in the 21st Century global economy. This means recognising that our competitive advantage in the world of artificial intelligence, robotics, and knowledge economy lies in investing and mining our rich culture, heritage, languages and traditions, to shape the commodities and services that will give us an edge. Like other nations who moved to higher levels of development from a similar historical experience and position as ourselves, let us also work together to invest in skills revolution and training that factors our identity and aspirations. It was Nelson Mandela who said: “My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.”

We have all the confidence that our scholars and researchers present here, will see our people in informal settlements, those living as beggars at the intersections of our roads, and some in our correctional facilities, as gems that we need to rescue and polish. We must see the young children who have to cross rivers in remote rural villages as the diamonds that will one day assume leadership of our country. It is in our hands! And this summit dare not disappoint the dreams of our people who want to contribute to their own development and that of our nation. Ladies and gentlemen, today also marks an important milestone for the HRDC, as we introduce the new Human Resource Development Strategy.

Even though this comprehensive strategy is not a panacea to addressing all challenges of the moment, it is a tool that has as its pillars - the supply of adequate skills - especially scarce skills through our post school education system. Its approach is informed by vision 2030 of the NDP. It puts our youth, our women, and people from rural areas at the centre of our skills revolution efforts. In line with the NDP, we seek to strengthen, improve, and expand the number of Technical and Vocational Education and Training (TVET) colleges. We are working hard to improve the profile of our TVET colleges and qualifications in technical skills. However, we must not be oblivious to the reality that we have many students who enter our TVET colleges and universities whose lives are dependent on state social grants. Access to education and skills training provides the best prospects for these millions of young people to escape poverty, help their families, and contribute to national development. The issue that needs to be addressed is the relationship between human resource development strategy and development. In other words, our human capital development initiatives must be linked to national aspirations of development. For the country to develop, we need a skilled workforce so that as a nation, we are able to raise our competitiveness and are able to respond to the dictates of a modern economy.

This strategy addresses the increasing competition in the global economy, while simultaneously addressing inequality and reducing poverty throughout our country. It is a strategy informed by our need to accelerate development and match the supply and need for a skilled workforce. Our demand strategy aligns with large-scale employment growth, supported through skills training at lower levels. It addresses the urgent need for large-scale employment, especially for our young people and women who face the brunt and indignity of unemployment.

Collaboration and partnerships between government, business, labour, and communities is the backbone of the plan. It is a plan that calls for human solidarity and action, starting today. I have no doubt that our conversations and discussions at this summit will be inspired by the urgent need to work together to give opportunities and new hope to our people, especially our youth. Equally, it should provide us with insights from elsewhere on what social innovations we can employ, to address this challenge of youth unemployment. Let us together think, innovate, plan, act, and finally prosper. Once again, I wish you a fruitful summit and look forward to receiving your report and recommendations. I thank you. Thank you very much."



## 2. OVERVIEW BY THE HEAD OF THE SECRETARIAT - BRENDA NTOMBELA.

### The 2014 Summit

The inaugural HRDC Summit was held in 2014 and the theme was: *“Unearthing South Africa’s Potential for Growth and Development.”* The specific objectives of the 2014 Summit were to:

- Provide a greater understanding of the numerous roles that the council plays in human resource development in the country;
- Report to all relevant stakeholders about the research conducted by the HRDC Technical Task Teams thus far; and to identify future research needs related to human resource development;
- Solicit commitments from different stakeholders towards the implementation of recommendations aimed at removing obstacles in the human resource development processes in our country; and
- Launch the National Integrated Human Resource Development Plan (NIHRDP).

An overall assessment of the 2014 Summit highlighted the need for the HRDC to increase effectiveness of the following areas of human resource development in the country:

- The TVET colleges, and especially the relevance of their curricula to industry requirements;
- Foundational learning, with specific reference to teacher development and curriculum;
- Overall education and training in South Africa; and
- Improvement of the HRDC Secretariat to service the council and provide the required support effectively.

### The 2016 Summit

The aim of the 2016 Summit was to increase social partner participation and to ensure that all social partners took ownership of the outcomes of the HRDC project. As such, the theme for the 2nd summit was: *“Partnerships for Skills – a Call to Action.”*

The summit provided feedback on the implementation of the projects recommended to the HRDC at the 2014 Summit. Essentially, the HRDC was calling on all social partners and stakeholders to join hands and collaborate to resolve challenges and improve the quality and quantity of human capital in the country.

The main objectives of the 2016 Summit were to:

- Provide a greater understanding of the roles of the HRDC in human resource development in South Africa; and
- Identify and present strategic partnerships in human resource development.

As best stated by the Deputy President during his keynote address: *“...we look to this summit and particularly to the HRDC to engineer a skills revolution that will fundamentally change our society in many ways... to initiate and coordinate measures... to pursue and ensure... human capital required to meet social and economic needs.”*

The key priority of this summit, was to forge partnerships for skills development and to interact with other international partners with the aim to learn and ensure effectiveness in future projects. TVET colleges were once again the primary focus of the intended partnerships and collaborations. The HRDC focused on a system-wide improvement of human resource development in the country.

The preparation for this last summit was an exciting period in which we purposefully worked to obtain relevant content that is aligned with the direction that our country is taking. Most importantly, we aimed to ensure that this 3rd Human Resource Development Council of South Africa Summit, is a constructive event that will help stimulate ideas and partnerships which will in turn contribute towards realising the human potential of all South Africans. As such, the theme of the summit was: *“Partnerships That Will Revitalise Work and Learning for the 21st Century.”* The outcomes exceeded all our expectations and will enable the council to assist our country in building a platform for effective partnerships between post school education and training institutions and industry that will accomplish the desired impact.

### 3. EXECUTIVE SUMMARY

Following presentations on topics that addressed the summit's objectives, the delegates were invited to breakaway sessions. The sessions comprised four commissions which aimed to explore and discuss these topics in more depth, each led by a panel of experts and a facilitator. Following on the two previous summits of 2014 and 2016 that focussed on the development of skills, the theme of the 3rd HRDC Summit was: *"Partnerships That Will Revitalise Work and Learning for the 21st Century."*

There is no doubt that despite the many initiatives, the challenges of unemployment, poverty and inequality continue to hinder economic growth in South Africa, and that efforts need to be intensified to address these.

Accordingly, the key objectives of the summit were to:

- a. Explore opportunities for persons who are Not in Education, Employment or Training (NEETs) to be able to contribute to the economy;
- b. Investigate which requirements are necessary to ensure that South Africa prepares the workforce of the future; and
- c. Understand how partnerships can strengthen WIL opportunities.

### 4. SUMMIT PROGRAMME

DAY ONE – PLENARY SESSION	
ASSEMBLY I AND II	
08:00 – 09:00	<b>REGISTRATION, TEA AND COFFEE</b>
09:00 – 09:15	Entertainment and national anthem by Ekurhuleni East TVET College Choir
09:15 - 09:30	Opening Remarks: Programme Director: Advocate. Richard Sizani - HRDC Member
09:30 – 10:00	Keynote address - Honourable David Mabuza, Deputy President of the Republic of South Africa and the Chairperson of the Human Resource Development Council of South Africa
Launch: The Human Resource Development Strategy towards 2030	
10:00 – 10: 20	Dr Raphael Dingalo - Chief Executive Officer of the HRDC Botswana: A Solution to Supply and Demand Mismatch
10:20 – 10:40	Prof Dr Axel Gerloff - Baden-Württemberg Cooperative State University (DHBW), Germany: Synergy of Theory and Practice
10:40 – 11:00	<b>TEA BREAK</b>
11:00 – 11:20	Prof Michael Rogan - Associate Professor, Rhodes University: Pathways Through Education, Training and Into the Workplace
11:20 – 11:40	Ms Nicola Galombik – Founder and Board Chair, Harambee Youth Employment Accelerator: Partnerships That Work
11:40 – 12:00	Dr Roze Phillips – Managing Director, Accenture Consulting in Africa: Digital Puts One in Three Jobs at Risk
12:00 – 12:20	Dr Phil Mjwara – Director-General, Department of Science and Technology (DST): Society 5.0
12:20 - 12:30	Programme Director Closes Plenary Session
12:30 – 13:30	<b>LUNCH</b>



## Breakaway Sessions (Four Commissions)

<b>BREAKAWAY SESSIONS: FOUR COMMISSIONS (13:30 – 17:00)</b>		
<b>TEA BREAK: 15H00 – 15H30</b>		
<b>COMMISSION 1 - Youth Unemployment and Empowerment</b>		
Venue 1	Facilitator	Panel
Assembly I and II	Prof Richard Levin	Prof Stefan Schirmer – Centre for Development Enterprise (CDE) Ms Mamphokhu Khuluvhe – Department of Higher Education and Training (DHET) Prof Mike Rogan – Rhodes University
<b>COMMISSION 2 - Partnerships That Work</b>		
Venue 2	Facilitator	Panel
Fabia I	Dr Octavia Mkhabela	Mr Vusi Cwane – Sasol Ms Hellen Ntlatleng – Ekurhuleni West TVET College Mr Bernard Ngosi – Harambee Youth Employment Accelerator
<b>COMMISSION 3 – The Fourth Industrial Revolution</b>		
Venue 3	Facilitator	Panel
Fabia II	Mr Goodwin Khosa	Dr Roze Phillips – Accenture Consulting Ms Ilse Karg – Department of Trade and Industry (the dti) Dr Phil Mjwara – DST Mr Dennis George – Federation of Unions South Africa (FEDUSA)
<b>COMMISSION 4 – Work and Learning</b>		
Venue 4	Facilitator	Panel
Julia Room	Prof Peliwe Lolwana	Prof Dr Axel Gerloff – DHBW Dr Raphael Dingalo – HRDC Botswana Mr Gideon Potgieter – Resolution Circle (Pty) Ltd Mr Odwa Mtati - South African International Maritime Institute (SAIMI)
<b>17:00 – 19:00 COCKTAILS AND NETWORKING: GALLERIA RESTAURANT</b>		
	Remarks by Programme Director – Ms Cornelia September	
	Entertainment – Organic Lounge Band	
<b>DAY TWO – PLENARY SESSION</b>		
09:00 – 09:15	Opening remarks - Programme Director - Mr Gwebs Qonde: Director-General (DHET)	
09:15 – 09:45	Keynote address - Honourable Minister Naledi Pandor – Higher Education and Training (HET)	
<b>COMMISSIONS REPORT BACK</b>		
09:45 – 10:00	Remarks by Programme Director: Mr Bheki Ntshali - Deputy Chair – HRDC	
10:00 – 10:10	Commission 1: Youth Unemployment and Youth Empowerment	
11:10 – 11:50	Commission 2: Partnerships That Work	
11:50 – 12:30	Commission 3: The Fourth Industrial Revolution	
12:30 – 13:10	Commission 4: Work and Learning	
13:10 – 13:15	Closing - Honourable Minister Naledi Pandor – HET	
13:50 – 14:30	LUNCH AND DEPARTURE	

## 5. PRESENTERS

			
<p><b>Dr Roze Phillips</b></p>	<p><b>Ms Mamphokhu Khuluvhe</b></p>	<p><b>Mr (Vusi) Cameron Cwane</b></p>	<p><b>Dr Phil Mjwara</b></p>
<p><i>“Digital Puts One in Three Jobs at Risk”</i></p>	<p><i>“List of Occupations in High Demand:2018”</i></p>	<p><i>“Principles of Partnership that Works: Sharing the Sasol Journey”</i></p>	<p><i>“Technology and Jobs in the 4th Industrial Revolution”</i></p>
<p>Human Capital Lead at Accenture for the Spain, Portugal, Africa and Israel regions</p>	<p>Director: DHET: System Monitoring and Economic Analysis</p>	<p>Vice President: Corporate Affairs Sasol</p>	<p>Director-General: DST</p>

			
<p><b>Dr Dennis George</b></p>	<p><b>Prof Stefan Schirmer</b></p>	<p><b>Ms Ilse Karg</b></p>	<p><b>Mr Bernard Ngosi</b></p>
<p><i>“The 4th Industrial Revolution”</i></p>	<p><i>“Centre for Development Enterprise”</i></p>	<p><i>“4th Industrial Revolution: Industrial Digitisation &amp; Human Development”</i></p>	<p><i>“Youth Employment Accelerator”</i></p>
<p>General Secretary: FEDUSA</p>	<p>Associate Professor: School of Economics and Business Sciences at Wits</p>	<p>Industrial Policy Development division of the dti</p>	<p>Public-Private Partnerships Manager: Harambee Youth Employment Accelerator</p>



**Mr Odwa Mtati**

*"Progress Update - Maritime Skills Development"*

Project Team Leader:  
SAIMI



**Dr Raphael Dingalo**

*"Partnerships: A Solution to Supply and Demand Mismatch"*

Chief Executive Officer:  
HRDC, Botswana



**Mr Gideon D. Potgieter**

*"Work and Learning"*

Resolution Circle



**Prof Dr. Axel Gerloff**

*"Synergy of Theory and Practice"*

Professor of Economics and International Business at DHBW Mosbach, Der Campus Bad Mergentheim



**Prof Michael Rogan**

*"Understanding Pathways to Education, and Training and Into the Workplace"*

Associate Professor in the Neil Aggett Labour Studies Unit (NALSU):  
Rhodes University



**Ms Nicola Galombik**

*"Partnerships That Work"*

Founder and Chairperson of the Board of Harambee Youth Employment Accelerator



**Ms Hellen Manakedi Ntlatleng**

*"Principles of Partnerships that Work, Be Accountable, Regardless"*

Ekurhuleni West TVET College Principal and CEO

## 6. PRESENTATIONS

### 1. Partnerships: A Solution to the Regional Labour Market Challenges

Dr. Raphael Dingalo  
 Chief Executive Officer  
 Human Resource Development Council- Botswana

#### Challenges

Economic growth remains the major challenge constraining the attainment of SDGs in the SADC region.



**Agriculturally-Based Economies** are being negatively affected by climatic changes in particular droughts.



Declining, low or stagnating economic growth characterises most SADC region economies.



**Rising unemployment among** young people is one of the biggest challenges facing countries in the Southern Africa Development Community (SADC) region.



## SADC Industrialisation Roadmap

The strategy is anchored in three pillars namely;

- industrialization as champion of economic and technological transformation;
  - competitiveness as an active process to move from comparative advantage to competitive advantage; and
  - regional integration and geography as the context for industrial development and economic prosperity.
- These are ingredients of a Knowledge economy
  - The six prioritised value chains gives SADC countries an opportunity to partner and diversify their economies through sharing of resources and knowledge

### Botswana NHRDP: Driving the Knowledge Economy



NHRDP calls for an active and proactive roadmap to interlinking education and training to sustainable growth placing Botswana at the centre of their country's transformation to a knowledge-based economy and society.

### HRDCs Driving the Knowledge Economy Agenda

- HRDC South Africa
- HRDC Mauritius
- HRDC Botswana
- Other Government Ministries in SADC countries dealing with Human Resource Development



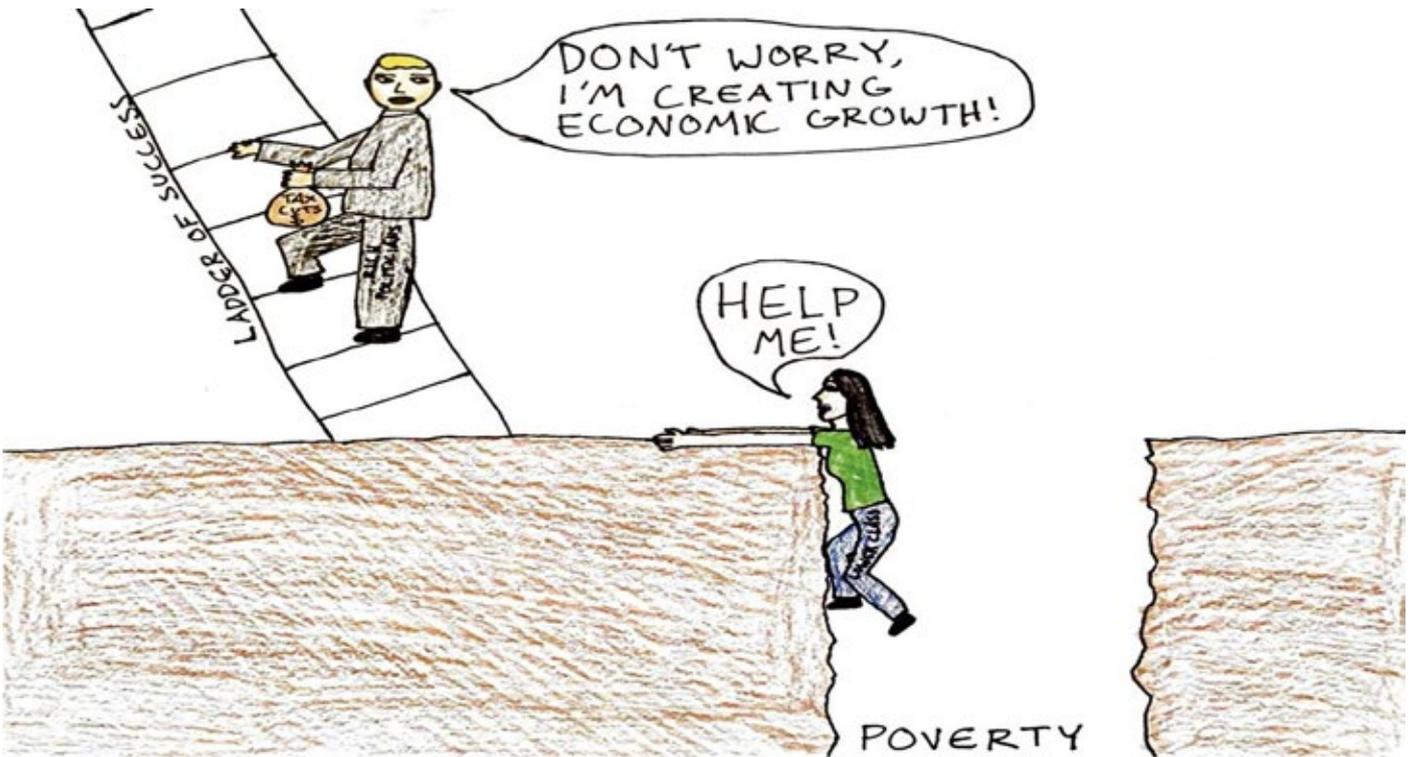
But they are working in isolation



## Partnerships



As drivers of the knowledge economy, HRDCs in the region must form strong partnerships and be the epicentre of the SADC Industrialisation Strategy Without moves towards becoming a knowledge economy, the SADC Industrialisation Strategy will be a challenge





## 2. Synergy of Theory and Practise

The Teaching and Learning Model of the Baden-Württemberg Cooperative State University

Prof Dr. Axel Gerloff  
Duale Hochschule Baden-Württemberg  
Baden-Württemberg Cooperative State University Head of International Relations



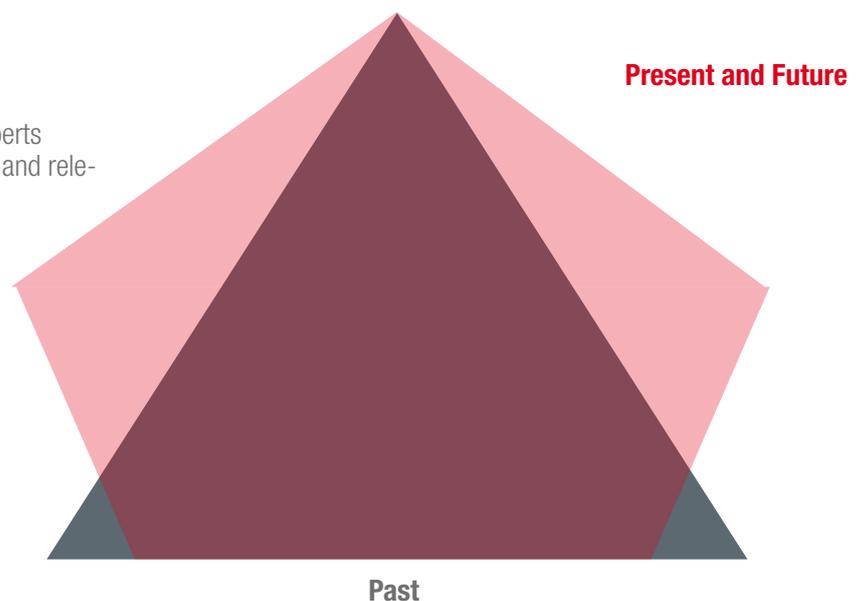
### Higher Education in Germany – 2015/2016

121	UNIVERSITIES
220	UNIVERSITIES OF APPLIED SCIENCES
58	COLLEGES OF ART AND MUSIC
1	COOPERATIVE STATE UNIVERSITY
2.8	MILLIONS STUDENTS
40.2	BILLION € CURRENT PUBLIC EXPENDITURE
6.7	BILLION € THIRD-PARTY FUNDING
	NO TUITION FEES IN PUBLIC INSTITUTIONS

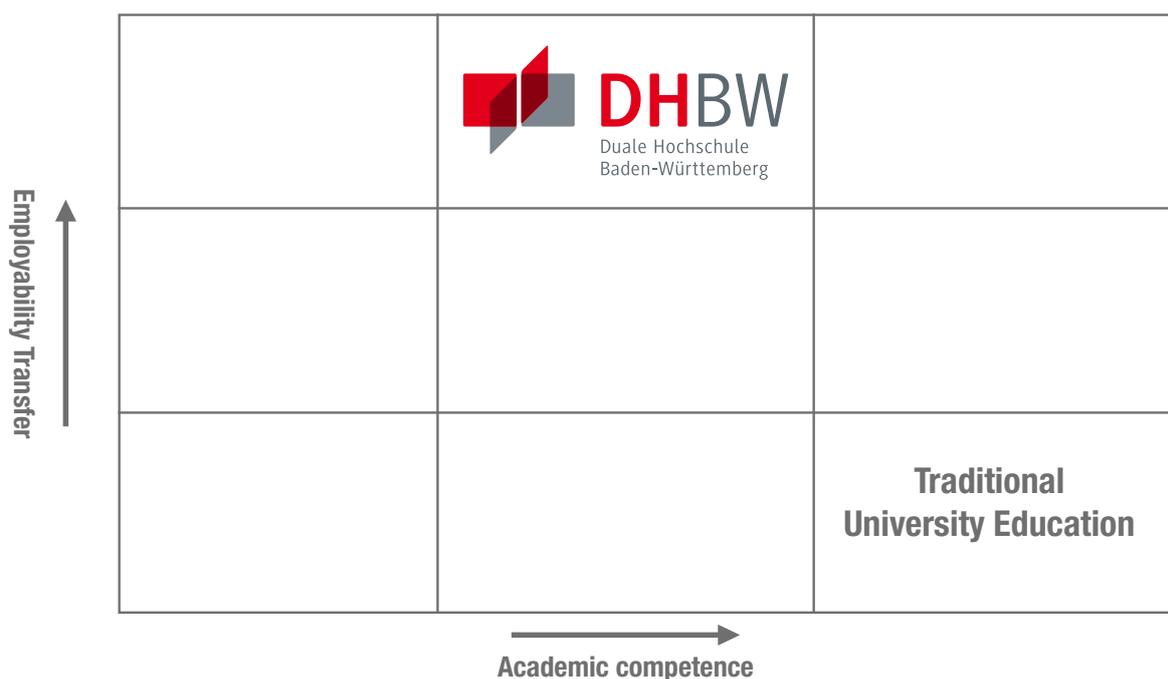
### Shift of Qualification demand

#### QUALIFICATION LEVEL

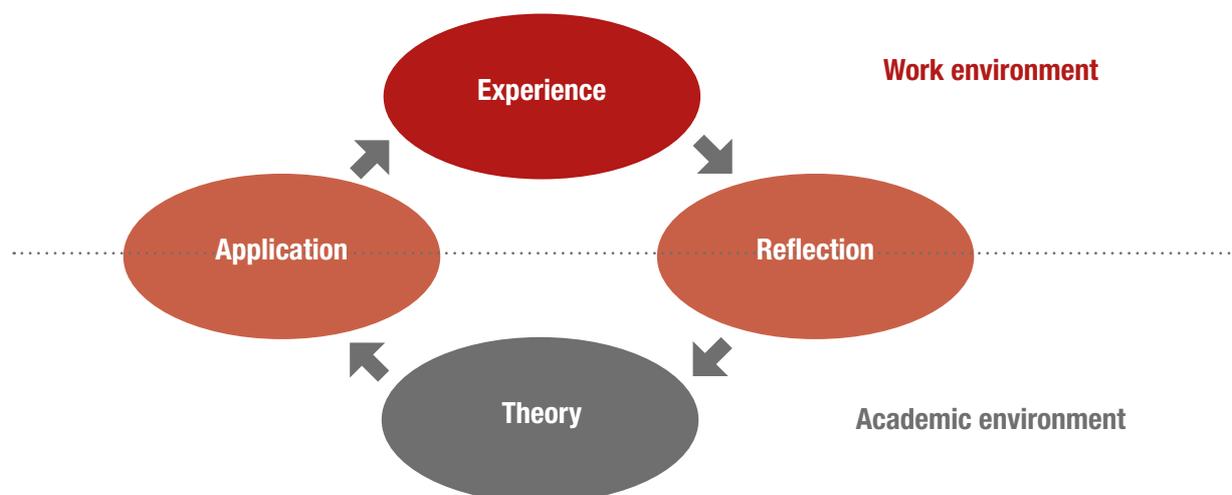
Executive Managers, Project Managers, Technical Experts  
Bachelor- & Masters Degrees with high employability and relevant curricula  
Vocational Qualifications  
Unskilled Labor



## Changing requirements faced by Higher Education Sector



## Curriculum: Academic and Workplace Learning



## Advantages for Enrolled and Prospective students

- Unique combination of vocational and academic education
- Curriculum development and teaching by academic staff and industry experts
- Close supervision due to small classes
- Financial independence
- Early career launch due to the short time-to-degree
- Excellent prospects on the labour market





## Advantages for Education, Labor, Economic and Social Policy

Compact study period (3 years)

Extremely low drop-out rate: approx. 80% of the students successfully complete their studies

Graduates enjoy high employability upon graduation (approx. 85 - 95%)

Instrument for the inclusion of prospective students from underprivileged educational backgrounds



## DHBW'S INTERNATIONALISATION STRATEGY:

Contribute to the competitiveness of our cooperative partners in the global environment

### Provide our alumni with intercultural competence

Increase of student and staff mobility

- Semester abroad programmes
- Short-term programmes abroad

### Support of our cooperative partners in the global environment through

- Development of specific customised programmes at DHBW
- Development of dual study programmes abroad

## Prerequisites for the implementation of cooperative education in the international context

**Companies, and public authorities that invest proactively in appropriately trained graduates**

**Local, State and National Authorities that accredit and certify the cooperative education model**

**Local academics and employees that respectively teach and develop via the cooperative education model**

**Know-how with respect to the structuring, implementation, quality control and operation of cooperative degree programs**

### 3. Understanding pathways through post-school education and the labour market in South Africa: the Labour Market Intelligence Partnership (LMIP)

Prof Michael Rogan  
Rhodes University

#### Labour Market Intelligence Partnership (LMIP)

##### Agriculturally-Based Economies

are being negatively affected by climatic changes in particular droughts.

<http://www.lmip.org.za/>



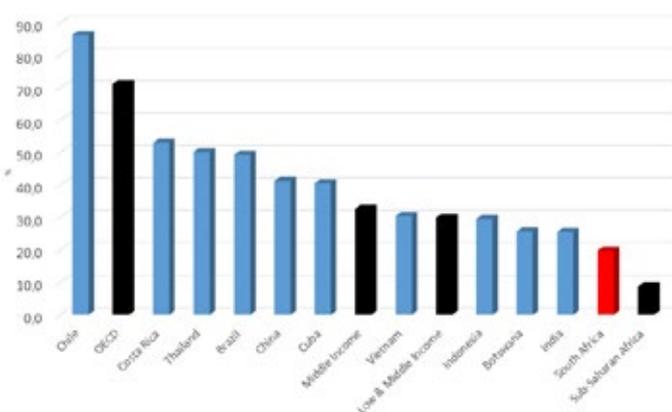
The LMIP project is undertaken by a research consortium led by the Human Sciences Research Council, and is funded by the Department of Higher Education and Training



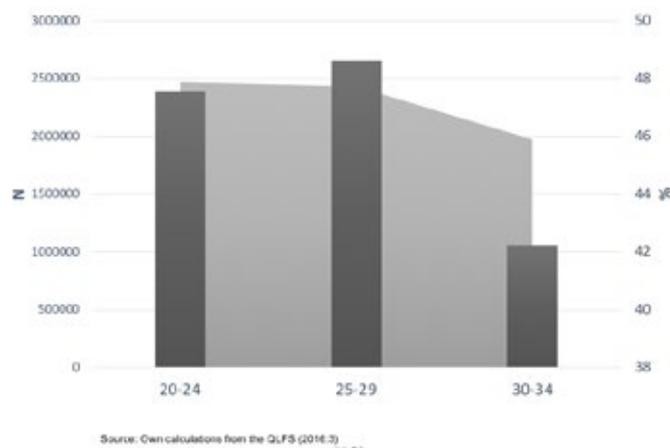
#### Theme 5: Pathways through Education and Training and into the Labour Market

#### South Africa In Global Comparison

Gross Tertiary Enrolment Ratios (2014)

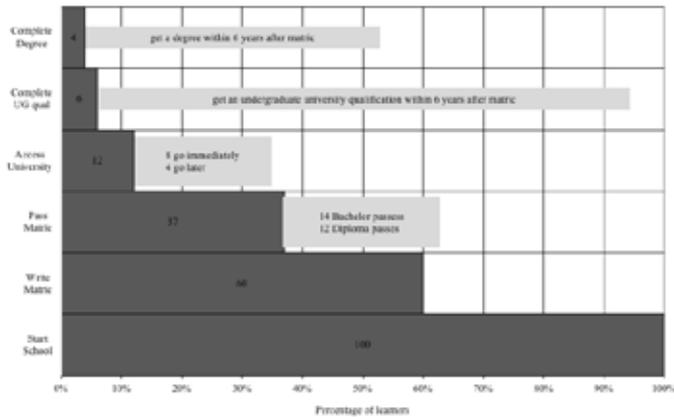


'NEETS' BY AGE GROUP, 2016



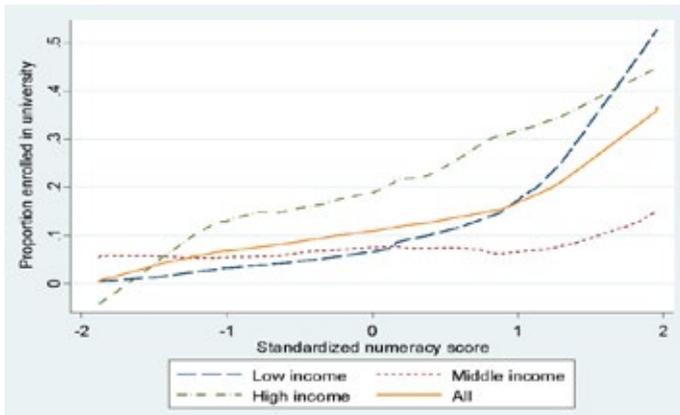


## The 2008 NSC cohort (van Broekhuizen et al.)



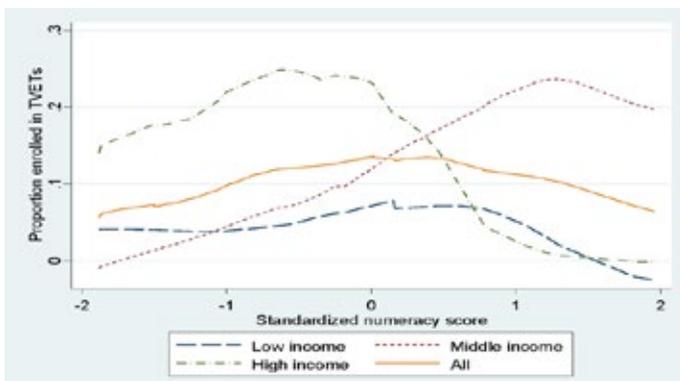
Source: Authors' own calculations using integrated unit-record 2008 NSC and 2009 - 2014 HEMD data.

## University enrolment (Branson and Kahn)



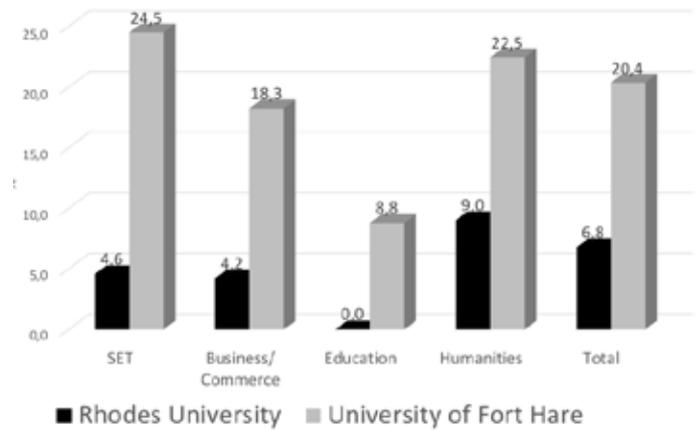
Source: Authors' own calculations from the National Income Dynamics Study

## TVET enrolment (Branson and Kahn)



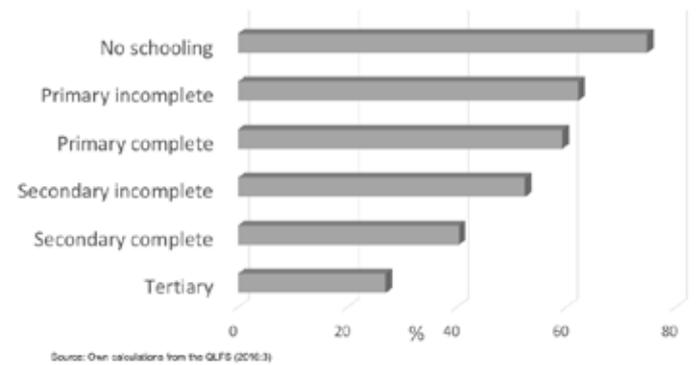
Source: Authors' own calculations from the National Income Dynamics Study

## Unemployment rates among university graduates (Rogan & Reynolds)



Source: Authors' own calculations

## 'NEETs' status by levels of education (age 20-34)



## Conclusions:

- Unevenness in access to higher education and vocational training
- Inequalities persist in race and in schooling quality
- Some of these disadvantages carry over into the labour market
- Strong differences across the components of the PSET as well as between institutions (e.g. HBUs vs. HWUs)
- An urgent need to improve the quality of data in order to monitor the outcomes of the 'massification' of the PSET system

## 4. Solving Youth Employment through Partnerships

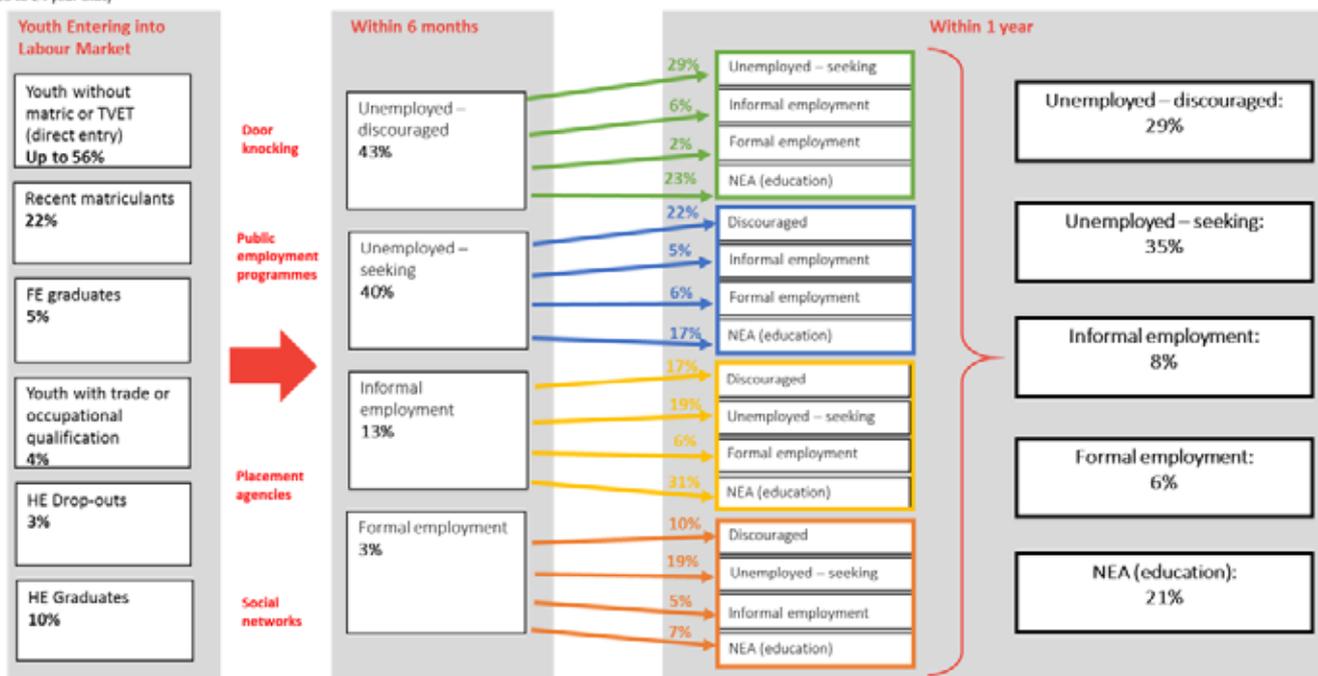
Ms Nicola Galombik  
(Founder and Chairperson of the Board of Harambee Youth Employment Accelerator)

### Low learning to earning transitions

Only 6% of youth entering the labour market find formal employment within a year. Large pool of NEETS.

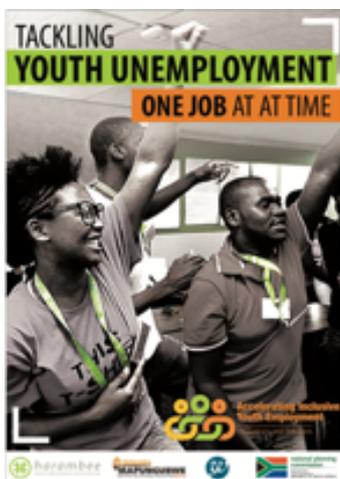
#### Labour market Youth Transitions – African Youth

Based on SALDRU (2008) analysis of the Stats SA Labour Force Survey Panel (15 to 24 year olds)



Source: SALDRU (2008) Stats SA Labour Force Survey Panel (15 to 24 year olds)

### Multi-sector work programme on youth pathways to earning, initiated in 2014



Accelerating Inclusive Youth Employment Convening (2014)



Solutions Exchange (2015)



Accelerating Inclusive Youth Employment Convening (2016)



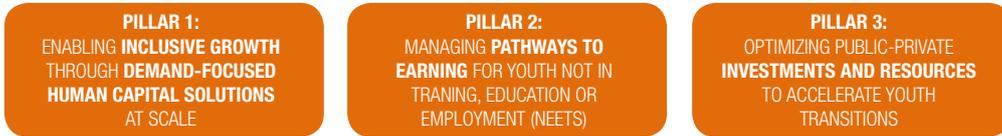
Solutions Exchange (2017)





## 3 Year work Programme

Breakthrough Initiatives to Accelerate Youth Pathways from Learning to Earning



**CROSS CUTTING: ENABLING THE ECOSYSTEM**

**RESULTS:**

- GROW POOL OF WORK-READY YOUTH TO MEET DEMAND IN CRITICAL SKILLS AND GROWTH SECTORS
- GROW NET NEW JOBS/ OPPORTUNITIES

**RESULTS:**

- INCREASED NUMBER OF NEETS THAT ARE ON PATHWAYS TO EARNING
- REDUCE YOUTH UNEMPLOYMENT RATE

**RESULTS:**

- WORK SEEKER SUPPORT PACKAGE
- INNOVATIVE PUBLIC PRIVATE FUNDING SOLUTIONS
- OTHER RESOURCING MODELS

## Breakthrough Initiatives to Accelerate Youth Pathways to Earning

**PILLAR 1: ENABLING INCLUSIVE GROWTH THROUGH DEMAND-FOCUSED HUMAN CAPITAL SOLUTIONS AT SCALE**

Job-family and sector-based “action labs” that can address real-time demand-supply matching and human capital development for growth

Advanced Sales and Service, Administrative, Business Services

Digital, Technology and Analytics

Installation/Maintenance/Repair Technicians and Operators - Logistics, Manufacturing Agri-Processing, Infrastructure

Professional Social Services (e.g., health, education, early childhood)

Tourism, Conservation, Environment

## Pillar 1: BPO Sector Initiatives





# Pillar 1: BPO Sector Initiatives

Business Services Action Lab



BPO sector Joint Programme Management Office (PMO) will create **30,000 new jobs** in business services with a **20% inclusive hiring mandate**



## Pathways to work across multiple environments





## Pillar 2: Pathway Management

LOW TRANSITIONS FROM LEARNING TO EARNING

Only 6% of youth entering the labour market find formal employment within a year

Job Family	How Many?	Description	Example Jobs	Work Environment			
Elementary	3.1M	Basic physical work	Helpers, cleaners, hand packers, sweepers, security guard, basic construction, mining labourers, farm labourers, factory workers	Corporates	SMMES	Self-Employment	Entrepreneurship
Operating/Driving	1.0M	Operating a machine or vehicle	Motorcycle/scooter drivers, car, taxi, van, truck drivers. operators of machin-tools				
Simple Sales and Service	1.2M	Performing simple repetitive task in customer/service environment	In-store promoters; in-store assistants; cashiers and front of house personnel, waiters, bartenders, digital ambassadors, data capturing				
Job Family	How Many?	Description	Example Jobs	Work Environment			
Creating Manipulating	1.5M	Creating and manipulating with tools. Hand work.	Artisans; carpenters, mechanics and fitters, electrician, plumbers, flitters, bricklayer, sheet metal worker, welder, butcher	Corporates	SMMES	Self-Employment	Entrepreneurship
Advanced Sales and Service	1.3M	Performaing complex task in customer/service environment	Call centre agent, technical sales reps, general clerk/admin support; claims processing, computing, statistical analysis, data mining, app testing				
Analytics and Technology	0.2M	Higher order problem solving and analytical computing in digital environment	Coding, design, hardware and software operations, cyber security, business analysis, cloud computing, statistical analysis, data mining, app testing				
Entry level professionals/ Junior managers	1.5M	Coordinating of entry level activity or certified professional	Entry level professionals/graduates (e.g, assistant teacher, nurse, engineer, police officer) OR first line Junior manage/team leader of entry-level staff				

Harambee's Pathway Manager and work-readiness interventions cover key job families and work environments

## Pillar 3: Optimising public-private investments and resources to accelerate youth transitions

- **Work seeker resources package** to break down barriers like transport, data, information
- **Financing of youth pathways management and public employment services for NEETS**
- **Extend and grow pathways through Expanded Public Works Programme (EPWP)**
- Extend ETI and private funding of **Youth Employment Service (YES)**
- **'Pay-for-performance' models to address critical skills and improve conversion rates**

Youth  
Employment  
Service



BONDS 4 JOBS



ISFAP

IsiSasa Student Financial Aid Programme

## 5. Digital - A Growth Multiplier

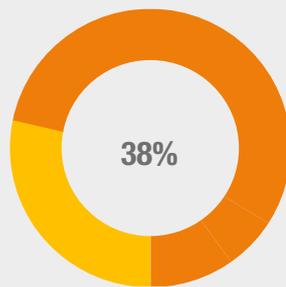
Dr Roze Phillips  
New Skills Now SA

Future value creation lies in humans and machines

### WORKING TOGETHER

to create new user experiences, new products, new services, new possibilities.

If businesses fully commit to AI and invest in human-machine collaboration, Accenture estimates they could boost revenues by



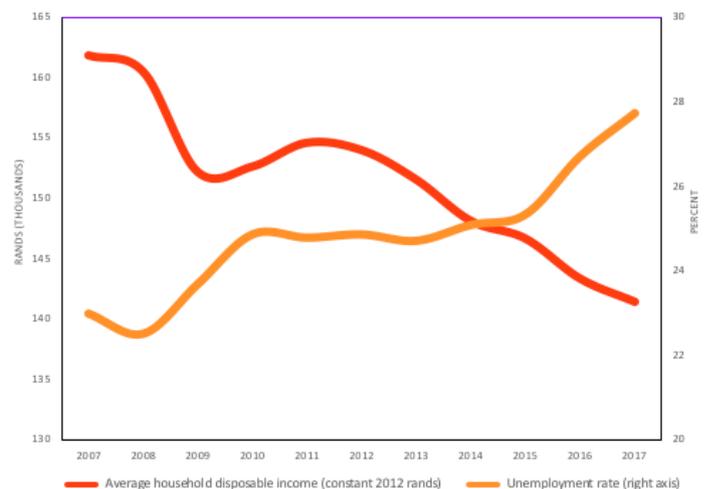
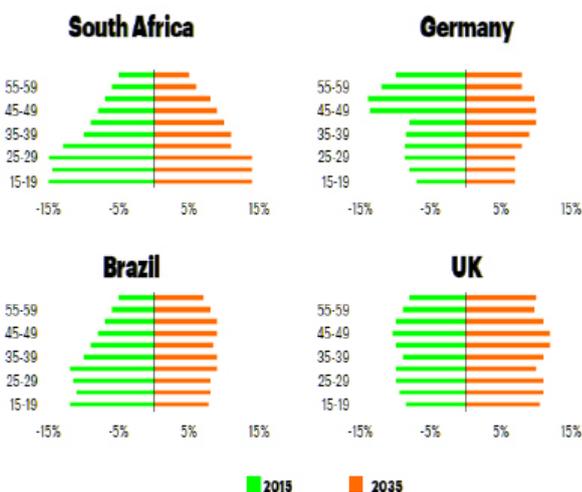
IN THE NEXT 5 YEARS and generate higher levels of employment and profitability

**As a market, we have embraced digital.**

However, while South Africa scores well in terms of digital competitiveness compared to its emerging market peers – our challenge is to translate this into economic growth

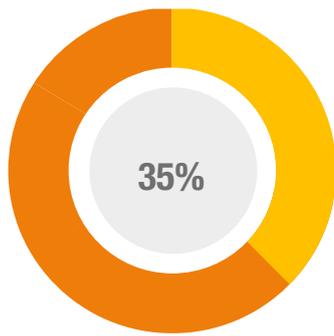


## Our demographic dividend lies dormant

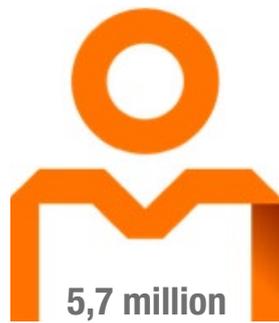




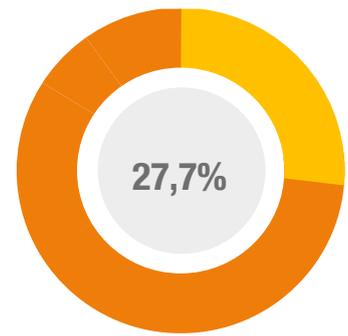
## Impact of automation on the workforce of South Africa – the risk is real



**Of jobs currently at risk in South Africa**



**In numbers – this is the amount of jobs at risk in South Africa**



**Unemployment reached a 14-year peak of 27.7% in 2017**

*Comparatively:*

*In Germany, 28% are currently at risk; while in Brazil it is 52%*



Technology, digitisation, operating model redesigns and changes in the ways that employees want to work and engage with HR are making a significant impact on the way Mapule and her team need to work. HR chat bots, emerging crowd sourcing models, multi-generational liquid workforces and advancements in learning are only some of the changes that are impacting how Mapule and her team do their current job. To meet the needs of a diverse and changing workforce, Mapule and her team will need to improve their data and analytical skills. They will also need to refocus on the truly human side of their work as the employee experience becomes a critical factor to attract and retain talent. Ultimately Mapule, as the HR manager, will need to learn how to leverage technology to find and hire the right talent on-demand, develop employees' skills so they remain relevant and deployable, and develop and support a new agile workforce capable of digital-speed adaptation.

### HR business practitioner

#### Mapule

Profession: HR Business Practitioner  
Country: South Africa  
Age: 42

### Anticipated task and skills shifts

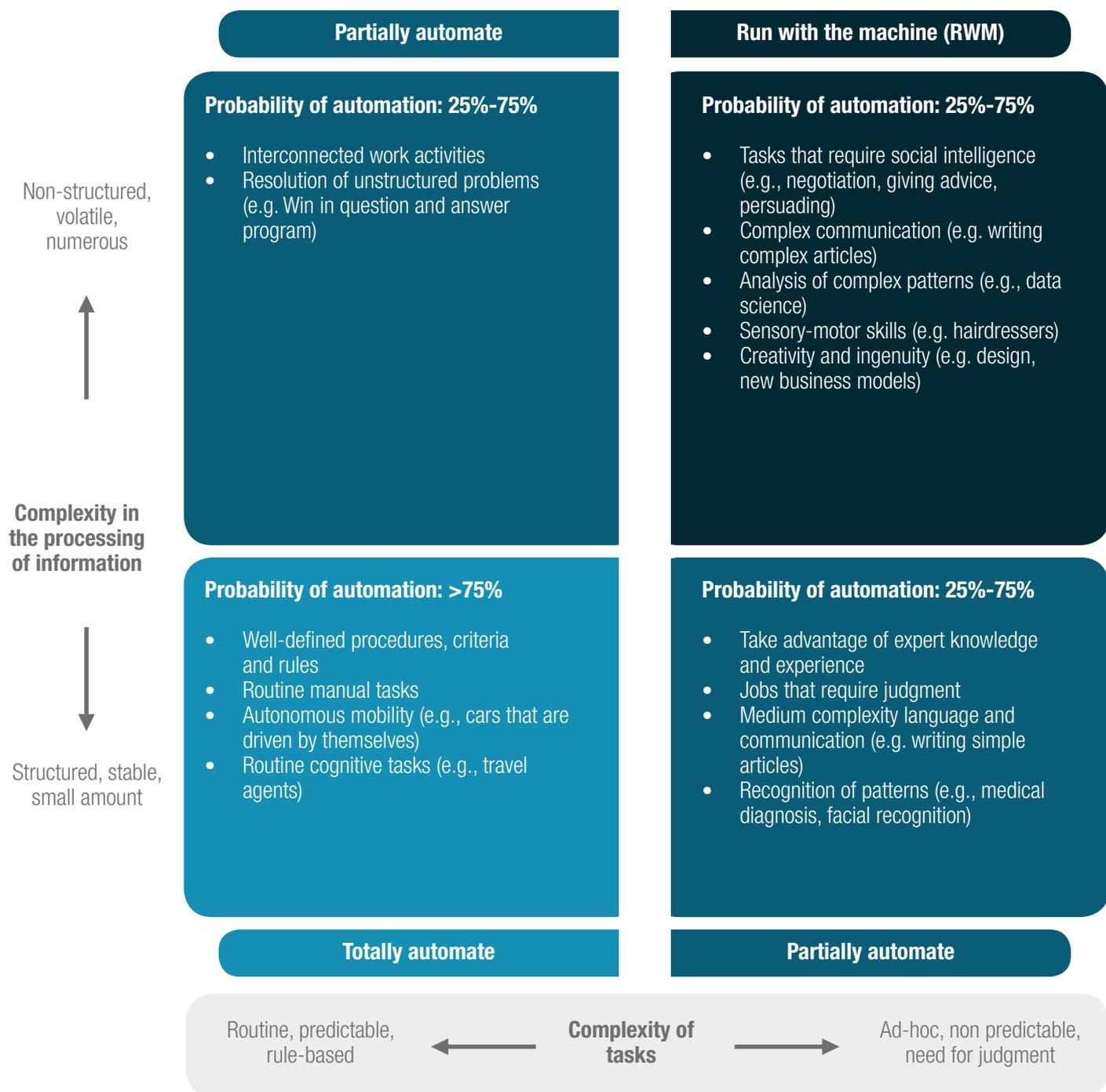
#### Today

- Prepare and maintain records related to the employee lifecycle, from hiring to termination
- Engage with employees to interpret and explain HR policies

#### Tomorrow

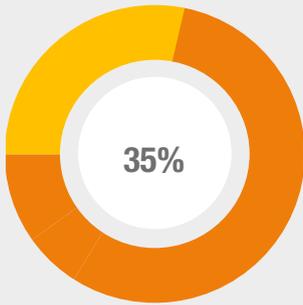
- Use applicant tracking software and HR information systems to streamline HR processes
- Apply analytics to available company and external data to develop insights on hiring trends
- Use analytics to match available skills to tasks and projects
- Increase focus on finding and hiring the right recruits and developing current employee skills
- Coach, mentor, facilitator, negotiator, work scenario planner

**the more intensive the use of human-like skills to perform a task,  
the less likely this task will be automated**



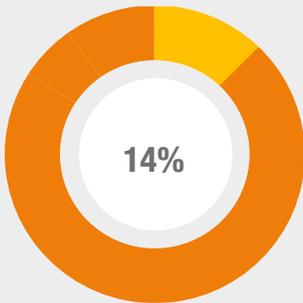


From:



5,7 Million Jobs

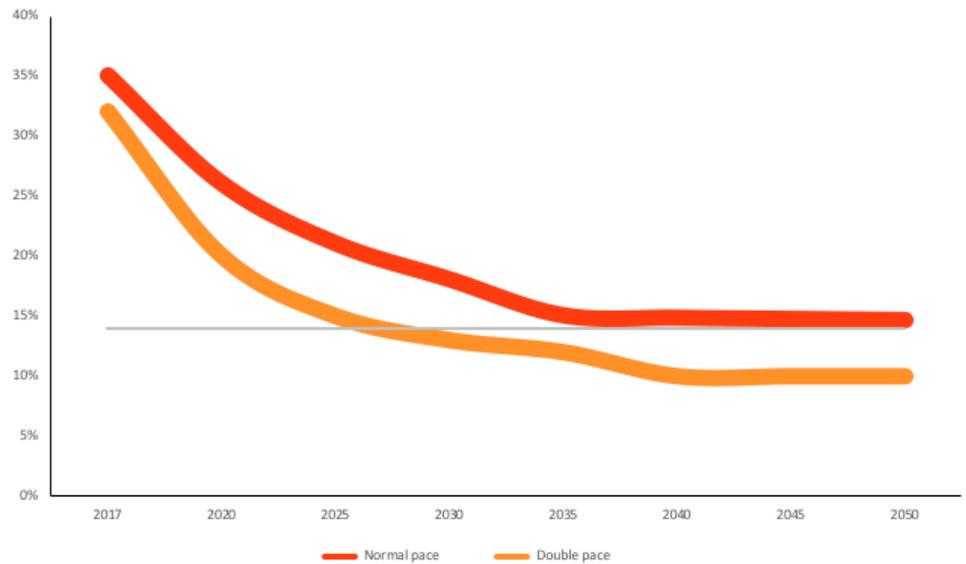
To:



To 2,5 Million Jobs by 2025

## By doubling the pace at which its workforce acquires relevant skills, South Africa can reduce the share of jobs at risk of automation

Figure 7: Doubling the pace of learning will reduce jobs at risk of automation in South Africa from 35 percent to 14 percent by 2025.



Work used to be a place to go to. Now it is a place to which we connect... virtually.

Technology is uncoupling work from finite hours and locations.

One job, one employer for life is old school.

Your co-workers are freelancers and robots.



**“Instead of teaching students to answer questions, we should teach them to ask them. Beyond creating better employees, we must aim to create better leaders and innovators.”**

- RAYA BIDSHAHRI, SINGULARITY UNIVERSITY

## Introducing new skills now

LEARNING NEW SKILLS NOW CAN HELP UNLOCK ADVANTAGES IN THE DIGITAL ECONOMY.



### Apply We'Q

Skills to interact, build relationships and show the self-awareness needed to work effectively with others in person and virtually

### Build digital know – how and culture

Skills and know-how to use, manipulate and create technologies and data as well as right attitude towards tech

### Create and solve

Skills to approach problem solving creatively, using empathy, logic and novel thinking

### Learn to earn

Foundational skills to get work and be ready for the workforce

### Cultivate a growth mindset

Skills to stay relevant, continuously learn and grow, and adapt to change

### Specialise for work

Relevant skills to address local market priorities and industry needs

## PRIORITIES FOR LEADERS

### REIMAGINE WORK

Shift from workforce planning to work planning



### PIVOT THE WORKFORCE

Shift from workforce planning to work planning



### SCALE UP NEW SKILLING

Shift from workforce planning to work planning





## 6. Technology and Jobs in the 4th Industrial Revolution

Dr Phil Mjwara  
Director-General  
10 May 2018

### Convergence of physical, digital and biological spheres

#### Physical

Autonomous vehicles, robotics, 3D printing, new materials.



#### Biological

Genomic diagnostics, treatment, engineering



#### Digital

IoT, Blockchain, disruptive business models



### Which Paradigm?

#### INDUSTRIAL REVOLUTION



1ST

2ND

3RD

4TH

Mechanization, water power, steam power

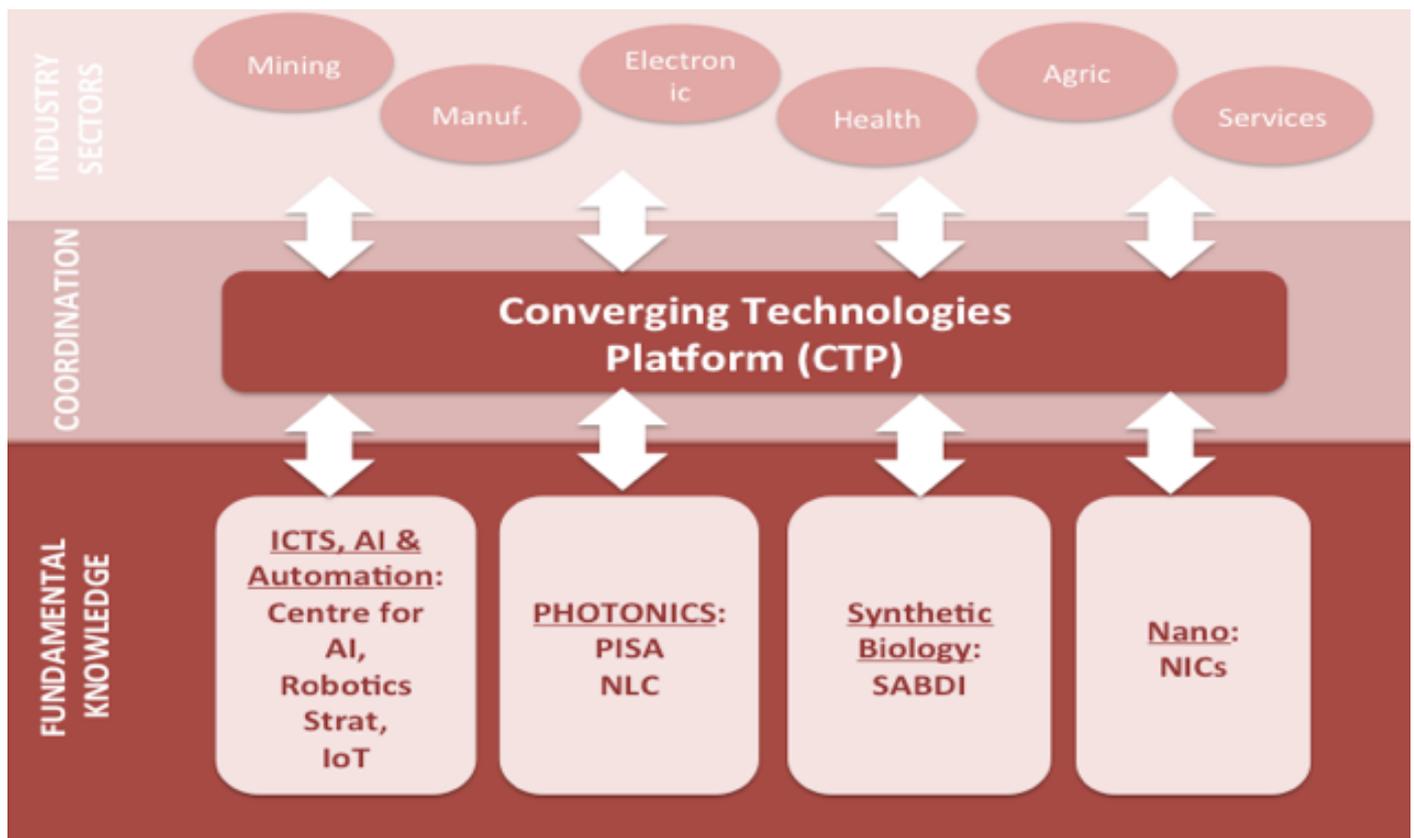
Mass production assembly line, electricity

Computer and automation

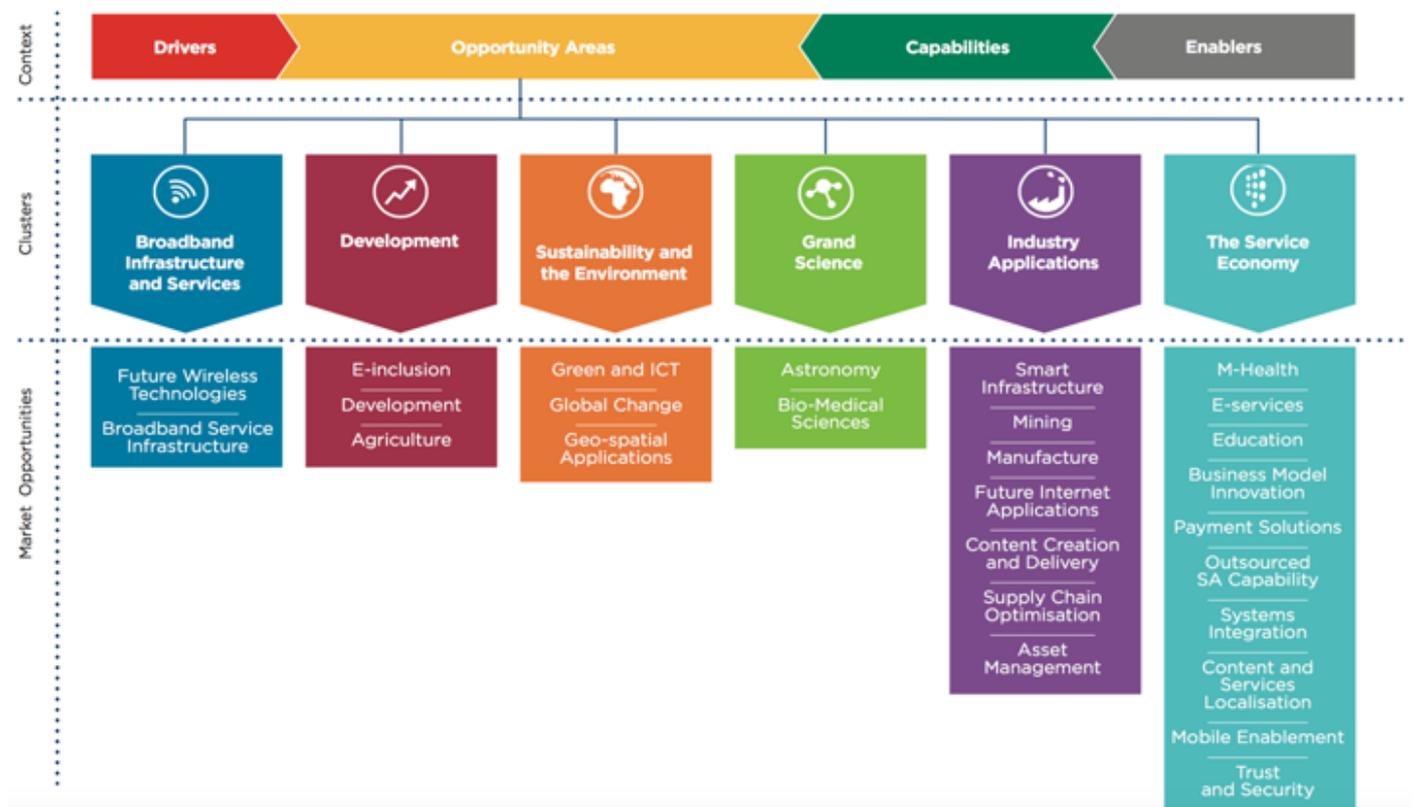
Cyber Physical Systems

Source: The 4 Industrial Revolution (by Christoph Roser at AllAboutLean.com)

## Converging Technologies Platform



## ICT RDI Roadmap (2013)





## Mobile Laboratory Southern Africa (MLAB)



- In 2017/18, 26 start-ups.
- Number of youth trained in coding skills (Skills Academy) in last three years is 394.
- Expansion of the mLab outside to Limpopo, Northern Cape and Mpumalanga.
- Target to train 60/year/province for 3 years.

Some of the mLab startup graduates: GoMetro, AftaRobot, Afroes and Tour2.0

## GOMETRO

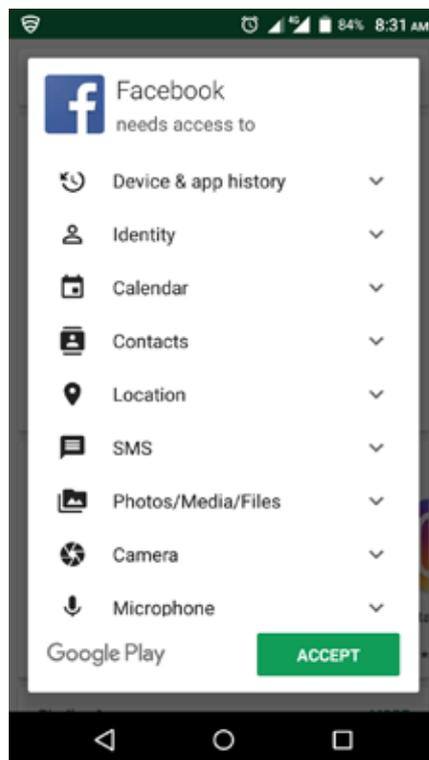


## Risks of increased digitalization



Source: Shutterstock and venturebeat.com

# TRUST AND SECURITY



Source: id:analytics



## Industries and Skills Gaps

**Global shortfall of 2.9-million data scientists with 1,000's required across corporate South Africa (Source: Business Report).**

**Industries that could benefit from the 4th Industrial Revolution (RIF)**

Skills in highest demand on LinkedIn, South Africa. (Source: LinkedIn, 2017)	Domains related to RIF	Industry
<ol style="list-style-type: none"><li>1. Statistical analysis and data mining</li><li>2. Java development</li><li>3. Network and information security</li><li>4. Mobile development</li><li>5. Perl/Python/Ruby</li></ol>	Artificial Intelligence Data analytics Internet of Things 5G Networks	E-Commerce (Smart logistics) Health Production lines Telecommunications

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## Conclusions

Digitalisation and digital disruption are a reality, and South Africa needs to embrace this global trend or risk becoming less and less competitive on the global stage, despite the associated risks and fears.

The DST is currently investing in the technological building blocks of the Fourth Industrial Revolution, and plans to develop a public-funded science, technology and innovation plan of action over the next 12-18 months for socio-economic impact in the context of this revolution.

Through smart investments in research and development, informed by the country's developmental challenges and societal imperatives, the DST is helping to support South African industry to grow and create more jobs through building scientific, technological and knowledge-based capabilities which are relevant to the era of rapid technological change that we live in today.

## 7. COMMISSIONS

### 7.1 Commission 1: Youth Unemployment and Empowerment

#### The following comments were made:

- It must be decided which kind of economy will best absorb labour and the economy must be transformed accordingly;
- Options for rural development and creation of livelihoods must be explored, e.g. a land reform strategy that generates opportunities for all, in industries such as agriculture, etc.;
- The advantages of city densification should be leveraged;
- The work of the HRDC should be linked with the National Youth Development Agency (NYDA).
- The DHET should strengthen career guidance and youth development strategies, as well as identify opportunities for the youth;
- The TVET stigma within the higher education sector should be addressed;
- TVETs should become a greater priority of government; and curricula should not be purely academic or theoretical;
- More information dissemination is required to find organisations that are willing to support youth entrepreneurs, and
- Government departments should pool resources for youth development and stop working in silos.

#### OUTCOME STATEMENT: COMMISSION 1

There should be an improved understanding of the labour market to ensure optimal economic growth and absorption of the youth into employment, and the role of the informal sector in the provision of opportunities should be strengthened.

Government should coordinate the current policies better, create centres of support for the youth, identify opportunities for them, and stop playing a gatekeeping role and improve access to education and qualifications instead. The harnessing of youth entrepreneurship by organisations must be rallied and the importance of recognition of prior learning (RPL) must be realised.

The HRDC should also give a voice to the youth and listen to their plight, to obtain their buy-in for charting the way forward.

### 7.2 Commission 2: Partnerships That Work

#### The following comments were made:

- Partnerships should be partnership-focused and outcome-based;
- Solution-specific policy should be developed, and legislative and regulatory changes should be recommended to enable delivery (where appropriate);
- The value of investments that have already been made must be recognised, and ways to leverage these must be explored;
- An appropriate institutional mechanism must be built to enable delivery;
- Potential glitches must be pre-identified and contingency plans must be implemented to mitigate them;
- All stakeholders should hold each other accountable;
- Progress should be monitored and reported on; and
- The output and outcomes of partnerships should be regularly communicated.

#### OUTCOME STATEMENT: COMMISSION 2

- The HRDC, through its committees, should develop a guide for the effective establishment of partnerships, and distribute it;
- More platforms should be created for the discussion of partnerships, with the ultimate aim to establish inter-sectoral collaboration;
- Those who venture into partnerships should be incentivised, especially private sector organisations that are willing to assist in skills development;
- The establishment of partnerships should be included as a KPA for officials who are dealing with partnerships; and
- More advocacy should take place for partnerships for WIL.



## 7.3 Commission 3: The Fourth Industrial Revolution

### The following comments were made:

- Pragmatic first step: Relevant organisations such as the HRDC, dti, Department of Basic Education (DBE), DHET and the National Education Collaboration Trust (NECT), as well as business and labour, should explore and propose the future of jobs in South Africa;
- A set of cross-sectoral action steps must be outlined at macro- and meso level of the economy, and micro level assessments in specific sectors must be incentivised;
- Macro:
  - » National vision re IR 4.0;
  - » Which jobs and kind of economy; and
  - » Comprehensive assessment of impact.
- Meso:
  - » Programmes that connect national strategy and sector-based actions.
- Micro:
  - » Foundational learning; and
  - » TVETs and universities.

### WHAT ARE THE GAPS?

1. Limited access to connectivity is a significant obstacle that constrains our participation in IR 4.0 – Broadband ('Every child must play *Pokémon*');
2. The jobs and skills that South Africa should prioritise are not mapped out clearly enough;
3. There are insufficient training programmes in our country; and
4. The NDP does not adequately provide for IR 4.0.

### OUTCOME STATEMENT: COMMISSION 3

A practical national blueprint will help ensure more focused efforts by the various sectors and fast track actions to provide for IR 4.0.

## 7.4. Commission 4: Work And learning

### The following comments were made:

- Educators should be properly trained so that their teaching is aligned to 4IR;
- Learners should be afforded equal time for practical and academic learning;
- Learning competencies should be aligned with sector demands;
- Partnerships should be established between institutions of learning across the globe;
- Legal regulations should be amended to encourage the private sector to fully participate in the education system;
- The multiple pathways to learning assessment tool should be implemented;
- As coordinators, the HRDC should also be responsible for coordinating efforts to link work and learning;
- The HRDC should undertake research among several institutions and different stakeholders, to share best practices and obtain information that will enable evidence-based decision making;
- Entrepreneurship should be integrated into the curricula to create job creators, rather than job seekers;
- Sector-based curriculum programmes should be developed;
- An Industry Advisory Committee should be established, that comprise both regional and global members;
- The Southern African Development Community (SADC) Industrialisation Strategy should be implemented, to form partnerships that will ensure that countries share expertise, knowledge and advice;
- The HRDC should fully coordinate the gathering and dissemination of data within the education sector, to ensure a focused approach; and
- Cost-sharing initiatives should be explored to provide learners with relief in the payment of academic tuition fees.

### OUTCOME STATEMENT: COMMISSION 4

- The implementation of multiple pathways to the world of work, such as systemic partnerships between institutions of learning and industry, learning from other countries and the encouragement of inter-country institutional partnerships;
- The consideration of speciality colleges;
- The undertaking of research among several institutions, to share best practices and to enable evidence-based decision making; and
- The integration of entrepreneurship into curricula, to grow job creators as opposed to job seekers.

Overall, the summit advocated the requirement to look beyond the present and into the future, and to develop realistic and implementable plans that will effectively address the needs of today's youth and generations to come.

## 8. CLOSING REMARKS BY MINISTER OF HIGHER EDUCATION AND TRAINING - MINISTER GNM PANDOR

“Ladies and gentlemen, let me acknowledge the Director-General, Qonde, the Chair of our portfolio, Ntombifuthi September, the Deputy Chair of the Human Resources Development Council, Mr Bheki Ntshalintshali and I also wish to make reference to Miss Brenda Ntombela who is our Secretariat and who does excellent work for the Human Resources Development Council. Allow me to also acknowledge any council members present here, our various partners and distinguished guests. When I walked in, the first thing I thought is, for a summit of such an important subject, I must admit that this is a small summit, given where we are as a country on human resource development and the massive task that we face. So I hope for future summits, we are going to reimagine it to really secure the broadest support and participation of South Africans in this important endeavour of our country. This is a critical challenge and it is an area that we fail to find responses to, at our peril. This is the heart of the matters we prescribe, so I am pleased to have the opportunity to speak to you about this important subject of partnerships, of work, of learning.

I have been away from the coal face of education for several years and this is going to be an interesting tutorial for me, this particular summit, and I'm most interested in hearing the reports of the commissions. I'm keen to get a sense of what we're doing and how we believe we will grapple with this need to build solid partnerships with industry, with employers, in order to give young people in our country hope that they have never really had before. I regard this summit as a very important meeting which, for me provides a platform for us to reflect on skills and employment creation, as well as our advances or failures in this challenging task of securing more, competent, enabled, absorbed, active, and skilled human resources. That is how I would describe what we need to do. In this year, 2018, you will hear all political leaders refer to former President Nelson Mandela and Mama Albertina Sisulu, two great South Africans who served as living examples of commitment, discipline and sacrifice. I believe their lives should give us the courage to vigorously pursue the human resource development objectives that draw us together, each year.

It is my view that we have at least five objectives that form the basis of our interactions and our evolving partnership. First, we need to offer practical opportunities for skills development to a very diverse range of young people and adults. Sometimes, we class all young people as the same. I think we need to develop a deeper appreciation that we are dealing with a very diverse and multi-faceted population group that requires very flexible, imaginative, creative responses to their specific needs. So, this skills set must go well beyond formal education and life skills training. I believe that our partnerships will perhaps include and focus on critical literacy and numeracy skills and include occupational and professional programmes which lead young people into work and entrepreneurship positions and lead working people into

leadership in their organisations and workplaces. So, what we do, must in other words make a difference.

What we have to do is a practical realisation of opportunity beyond the training. That those young managers that we take through our leadership programmes, become leaders. Those young people we take through our best training programmes become employees, or even better, entrepreneurs. I worry when we talk about partnerships for work and learning. We're not talking about partnerships for business. We're saying to young people: 'ready yourselves to be employees', and I fundamentally differ with such a definition. I believe, what we need to talk about much more, and to infuse in the discourse is: "Prepare yourself, yes maybe to be an employee, but even better, to have your own enterprise and to employ others." This is the characteristic we must infuse in our young people.

Perhaps the notion of entrepreneurship has become quite narrow and maybe that is why we do not refer to you starting your own business, because we are thinking of business as having a spaza shop. But actually, if you have a laptop, you could start a whole range of services which could generate an income for you. We need then, when we have summits, to really have summits that give hope to young people, and that clearly indicates to them that we understand, and we have solutions. We need to move away from defining the problem. We are all good at defining, but what young people want, are solutions. They want responses, they want to know your presence means that tomorrow, next week, next month, their lives will be different. Otherwise, if we rely on us interacting in this way, and defining everything very well, and using good English but next month as a 24-year old, I'm still in the same space. That's very wrong. They must know that when we gather, something will change, so we also have to change how we interact.

What I want in the next summit is that we invite 100 young people and businesses to form firm partnerships with those young people to ensure a future. Our summits must provide hope to young people and must clearly indicate that we know their plight and we have solutions. Recent statistics on unemployment, point to troubling levels of unemployment, especially among young people. Those reports speak to troubling levels of unemployment of young people, particularly in our country. Our summit has to help us move beyond numbers and into concrete programmes. The NDP outlined what South Africa needs to do: Address poverty, inequality and unemployment.



So, the second task we must embrace, is creating innovative partnerships to advance our national goals. I'm really pleased to see a significant presence of partners here and I hope the conclusion of our deliberations will be concrete collaboration and shared programmes for young people.

The NDP set us the following human resource development tasks:

- We must reduce income inequality and discrimination, substantially, by 2030.
- The number of SMMEs and the variety of businesses must be expanded.
- Skilled artisans should be produced in increased numbers, especially in scarce skills domains.

All these targets require us to establish partnerships between industry and colleges, between innovation hubs and our universities, colleges and community colleges and strategic use of research to design these partnerships. I also hope that we will champion the cause against income inequality. I also hope that Stats SA will not only publish the problem, but also the solutions on what works.

Third, the use of research to influence our decisions, is critical. We tend to brainstorm responses rather than support our think tanks and universities to investigate possible models for realising our goals. I'm really pleased that the modus operandi of the HRDC includes a full programme of commissioned research and integration of research outcomes into programmes they initiate. I believe a significant growth of such research and initiatives is possible. We should begin to make better use of our research to reach answers.

Fourth, there is an abundance of possible partners in South Africa and globally. We must use them to good effect. In working with the council, I have been encouraged at seeing the competence of non-governmental organisations and of state owned enterprises in their training advances. I believe a significant growth in initiatives is possible, and believe that as a summit, we will be able to report on the advances we have made.

Fifth, and finally, greater efforts should be directed at supporting our TVET colleges and community colleges to become premier trade and occupational skills development institutions. We should build a seamless relationship between the private sector and public institutions and develop successful skills development models through international partnerships. Our history off course, of apartheid, is a history of inbuilt insularity. We need to get rid of this insularity. We hope, as the Department of Higher Education and Training, to work with our colleges to develop innovative specialist focus areas in each region in our country. I believe we are preparing global citizens and we can do so in any institution. If we succeed in broadening the programme, offer developed quality staff and excellent infrastructure, I am convinced we will succeed in the ambitious skills targets of our 2030 strategy. All I have is ideas, and I know that South Africa is the best place on the African continent to address the challenges of human resource development."

## 9. CONCLUSION

The golden thread that wove through all presentations and deliberations at this summit was the Fourth Industrial Revolution, from a multitude of different perspectives and elements, that all apply to skills, jobs, education and training, in the past, present or future.

“Born Before Technology” is thus no longer a cloak of honour to be worn with pride, but an issue that must be critically addressed. We all need to be technology savvy. Not only to survive, but also to be able to innovate, create, disrupt, revolutionise, transform or realise any of those words we use to illustrate the change that is necessary to help our country to prosper.

The summit delegates acknowledged that there are already many pockets of work taking place in this arena.

But what is required, is improved coordination, integration and linkages of it. It is vital to drive congruence and coherence amongst all these good pieces of work, and to begin to build value chains between programmes and initiatives.

The formation of the Summit Content Standing Committee is the first outcome of this summit. The mandate of the committee is to transform the recommendations of the 2018 Summit into tangible deliverables and to ensure that by the next summit that is planned for 2020, the outputs from previous summits have already been taken into consideration.

The members of the committee consist of delegates and presenters from the 2018 Summit, as well as organisations involved in human resource development in South Africa.



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