

Eastern Cape

Provincial Skills Development Strategy

2011 – 2016

**Prepared by the Provincial Skills
Development Forum**

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INTRODUCTION

What is the PSDS

The Provincial Skills Development Strategy (PSDS) is a five year framework to guide the implementation of skills development in the Eastern Cape. The PSDS will contribute towards the achievement of the 12 outcomes set by government to meet national strategic imperatives and in so doing is focused on Outcome 5 of the National and Provincial Priority Outcomes, namely,

Skilled and capable workforce to support our country's inclusive growth path.

The PSDS will form a critical component of the provincial HRD Strategy that will be developed concurrently with the HRD Strategy for South Africa in 2012.

The PSDS is the product of the Provincial Skills Development Forum (PSDF) and reflects interactions with and contributions from a range of stakeholders in the Eastern Cape, including departments and leadership of the Provincial government, SETAs, Municipalities, IDZs, FET Colleges, Universities, organised Business, organised Labour, and Youth.

The intention of the PSDS is to action NSDS III (2011-2016) within the framework of provincial development priorities. The PSDS is a stakeholder agreed strategic planning guideline to significantly improve the effectiveness and efficiency of the skills development system to ensure the people of the Eastern Cape are equipped to participate in the economy and benefit from growth opportunities in the province.

The PSDS aims to build on current strengths in the provincial skills development system notably:

- Effective coordination structures, such as the HRD Council, PSDF, Artisan Forum, FET Forum, and SETA Regional Committees;
- FET Transformation programmes in eight FET Colleges, focussing on issues of curriculum review, lecturer capacity building, infrastructure development;
- Successful implementation of large scale multi stakeholder projects, such as the ECSSP, EPWP;
- Effective partnerships at project implementation level;
- Effective use of established training infrastructure including the 8 FET Colleges, the 7 SETA Regional Offices, the 4 Universities, and the 6 decentralised trade test centres.

The PSDS will assist the province to improve on current weaknesses in the skills delivery system including

- Limited capacity to measure impact of training as there is no coordinated reporting and tracking systems in place;
- Insufficient alignment between training outcomes and needs of employers and industry. In particular, skills development strategies need to be aligned to emerging economic growth areas outlined in the New Growth Path and green economy policies of government;
- Urban bias in institutional capacity and learning delivery modes;
- Poor communication and limited awareness of training and employment opportunities;
- Challenges faced by FET Colleges in responding to complex and competing demands;

- Ad hoc / unreliable funding streams; and
- Low retention rates as skilled people leave the province for employment elsewhere.

Through the implementation of the PSDS the province will address the national challenges impacting on the ability of our economy to expand and provide increased employment opportunities as identified in NSDS III, namely

- *The inadequate skills levels and poor work readiness of many young people leaving formal secondary and tertiary education and entering the labour market for the first time.*
- *The desperate plight of so many of the longer term unemployed who lack basic numeracy and literacy, do not possess entry-level skills, and do not have the work experience and work-based training needed to enable them to seek and obtain work.*
- *Continuing skills shortages in the artisanal, technical and professional fields that are fundamental to the development and growth of our economy.*
- *The need for more substantial programmes that improve qualifications, support career-pathing, enable greater flexibility and mobility and increase productivity.*
- *The failure of businesses in many sectors of the economy to equip their workforce to adapt to change as the economy becomes more knowledge-based.*
- *Systemic blockages such as: a lack of synergy between the various post-school sub-systems*
- *The absence of coherent strategies within economic and industrial sectors, compounded by the lack of systematic skills development to support and sustain growth and development.*
- *The urban bias of our economic development and therefore the urban bias in our skills development initiatives, resulting in skills for rural development being neglected.*

Why do we need the PSDS?

The PSDS is a medium term stakeholder agreed strategic planning guideline to address systemic, policy and implementation challenges in the skills development system. The PSDS identifies key role-players to drive specific goals to ensure the optimal use of resources and greater coherence in efforts; and to facilitate partnerships and joint ventures.

The Provincial Skills Development Strategy identifies provincial outputs needed to achieve the desired outcomes of NSDS III within the guidelines of key provincial policies, including

- Provincial Strategic Framework (see Appendix A) - a medium term strategic framework that unpacks the strategic objectives, priorities and targets of an electoral term;
- Provincial Growth and Development Plan - a longer term vision of the province with a range of between fifteen to twenty years;
- Provincial Industrial Development Strategy giving expression to the New Growth Path and IPAP2 focusing in particular on the auto, green, agro-processing, manufacturing and tourism sectors;
- Provincial Rural Development Strategy aimed at increasing agricultural production and diversifying economic activity;
- Public Sector Transformation Strategy that strives to create a people centred public service that is representative, transparent, accountable and efficient;

- Cooperative Strategy which aims to create a vibrant, independent cooperative sector in the province with cooperatives becoming a significant component of the economy and contributing to the social and cultural development of all communities and
- District Growth and Development Strategies and Integrated Development Plans – developed to guide the implementation of development at District and Local municipality level.

What purpose does the PSDS serve

The PSDS creates a framework to ensure an improved training delivery system in the province with an emphasis on the following components:

- Planning and reporting systems for skills development at provincial and district level per sector
- Quality and relevance of provision
- FET capacity building / institutional development
- Broadening access to training in small towns and villages through
 - Infrastructure/ institutional development
 - Establishing workplace training opportunities in small towns and villages and supporting these experiential training opportunities; and,
 - Recruiting and supporting increased numbers of learners from small towns and villages to access formal training at established colleges, etc.
- Partnerships for the implementation of specific programmes e.g. artisan development, career guidance
- Alignment to large scale government development projects such as EPWP, eradication of mud schools and green economy projects including the construction of the Joulle and the solar panels at ELIDZ,
- Resource mobilization

The current economic outcomes in the province are skewed by race, locality and skill levels. The PSDS will assist the province to align training and education programmes to the skills needed to achieve the key economic development strategies of the province (See Appendix B), namely

- **The New Growth Path**, which aims to drive labour-intensive economic growth,
- **Infrastructure development** - increasing public expenditure on infrastructure that provides employment in construction and maintenance and also improves efficiency in economic activity,
- **Industrialisation of production** - supporting building value chains in the agricultural, mining, manufacturing and services industries,
- **Investing in a green economy** – reducing the carbon footprint of the province and promoting green economic industry development. The Provincial Administration has identified the Green Economy as holding enormous potential for creating new jobs and directing the Province towards a sustainable future. DEDEA will develop a Green Economy action plan to guide green building, clean transport, energy efficient industrial processes, and waste and water,

- **Agriculture and agro-processing** - increasing the diversity of economic activity; and, focusing on integrating rural communities into mainstream economic activity by supporting small businesses and cooperatives,
- **Tourism** – guided by the Tourism Master Plan for the province, and
- **Local economic development** – supporting municipalities to identify growth sectors.

The PSDS will assist key stakeholders in the development and implementation of their programmes, particularly:

- Training providers, i.e. FET Colleges, Universities, Technical Schools, Private Providers, Schools
- SETAs
- Funding agencies, i.e. DBSA, ECDC, NYDA, NSF
- Business and labour
- National, Provincial and Local government
- Civil society organisations.

The Provincial Skills Development Forum will use the PSDS to develop annual implementation plans, highlighting cross-sector, cross-SETA and cross-stakeholder partnerships and projects. The PSDF will monitor and support the implementation of the strategy by all its member organisations.

Linkages between the PSDS and the NSDS

The PSDS implementation plan is based on the eight priority goals identified in NSDS III that have been customized to address provincial priorities. In this way, the province has set seven priority goals to be achieved. The implementation plan attempts to identify priority action needed to achieve the desired outcomes within the Eastern Cape.

The PSDS supports and subscribes to the seven (7) key developmental and transformation imperatives identified in NSDS III, i.e.:

- **Race** – NSDS III prioritises confronting racial inequalities, with a particular focus on giving more opportunities to previously (and currently) disadvantaged South Africans. This requires focused attention on skills provision for blacks in general and Africans in particular.
- **Class** – Directly related to racial inequalities, South Africa still remains one of the most unequal societies in the world today. These social inequalities are also being reinforced by a lack of access to skills by the overwhelming majority of our population, especially the workers and the poor. NSDS III will therefore pay particular attention to provision of skills in a manner that significantly reduces these yawning social inequalities in our economy and society.
- **Gender** – Ours is still a society that reflects huge disparities between men and women, including access to skills for effective participation in the labour market and society. This calls for particular attention to be paid to access to skills by women, especially black women, so that they can effectively participate in society as required by our constitution. In addition, all our skills development initiatives must contain within them specific programmes and strategies to promote gender equality in skills development, in employment and career development and in our economy as a whole.
- **Geography** – Given the urban bias of our economic development, our country has not paid adequate attention to rural economic development and provision of skills for rural development.

Given the fact that government has now prioritised rural development, our skills development system must increase its focus and attention on the production of skills for rural development. However, we must make a distinction between training of rural people and skills for rural development. The former has tended to train rural people only in order to migrate to the urban areas, whilst the latter will aim to train rural people for development of the rural areas themselves.

- **Age** – *Whilst all South Africans, youth and adults, must be given access to skills development, our young people are the most disadvantaged when it comes to access to education and training. For instance, the single largest category of the unemployed are those aged under 35. Therefore, NSDS III must pay particular attention to the training of our youth for employment.*
- **Disability** – *Despite commitments from NSDS I and II to increase opportunities for training and skills development for persons with disabilities, we are still far from achieving our goals in this regard. Therefore, NSDS III aims to significantly open up opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability.*
- **The HIV and AIDS pandemic** – *Given the threat of the HIV and AIDS pandemic for the future growth and development of our country, and its particular impact on the youth, all our skills development initiatives must incorporate the fight against this pandemic and management of HIV and AIDS in the workplace. We need to ensure that we do not train our youth and adults for the grave but for the workplace and effective participation in society.*

Strategic Intent

Vision

The province has a skilled, capable and employable population that participates in and benefits from the province's economic growth and development, securing decent and sustainable livelihoods.

Mission

To establish a successful and sustainable, effective and efficient coordination and planning platform to implement the province's skills development strategy for 2011-2016.

Guiding principles

Stakeholders are united in a common aim to develop an effective co-ordinated skills development implementation system informed by the NSDS III, fairly spread throughout the province, characterised by relevance, quality, impact and effectiveness.

There is a commitment to develop close links and partnerships with relevant stakeholders (public and private) to achieve increased learner enrolments and achievements through quality training programmes that are relevant to the social and economic needs of the country, the province and its districts taking into consideration age, gender, race, disability, HIV and AIDS profiles and ensuring equity and transformation objectives are achieved.

Integrated effort ensures that sound institutional capacity exists to research, develop, implement, manage, monitor and evaluate the impact of the training interventions.

Skills development strategies create an environment and engender a culture in which all participants share a sense of responsibility for quality training and learning and the positive contribution they are making to the world of work.

Provincial Goals

1. The Eastern Cape Province has a comprehensive skills development information system which enables stakeholders to coordinate skills planning, monitoring and evaluation processes efficiently and effectively.

A credible information platform for skills development planning, monitoring and evaluation is established and maintained to ensure

- Reliable information on skills development is available to support monitoring and evaluation, and
- Information enables strategic planning, additional resource allocations, and annual improvements to provincial skills development plans and strategies.

The information platform for coordinated skills development supports resourcing for skills development in the province

- Support and resourcing for the PSDP implementation strategies and plans is secured through the provincial HRD Forum, SETAs, the NSF and other components of the HRDS-SA and enhances resource allocations from SETAs, Provincial Treasury and donors

2. Learners in the Eastern Cape have increasing access to quality learning programmes at accredited institutions and work places which enables them to achieve relevant qualifications and access occupations in the formal economy (public and private)

A skills development enabling environment is established in the Eastern Cape through partnerships

- Through the co-ordinating role of the OTP a partnership enabling environment is created and project implementation is monitored through quarterly reports to the PSDF.

Learners (pre-employed, employed and unemployed) have increasing access to post-school (Intermediate and Higher Education and Training) learning programmes

- Partnerships and joint projects between accredited providers, industry, SETAs and government departments identify and provide learners with increasing access to recognised occupational learning programmes and enable these learners to access relevant jobs.

Learners have increasing access to quality institutional and workplace learning experiences

- Learners and graduates have increasing / increased access to work places for structured work place learning associated with occupational recognition – through work placements, internships, learnerships, apprenticeships, skills and work experiential programmes

Learners have increasing access to quality institutional and workplace learning experiences

- Quality of institutional and work place learning programmes is developed and secured to ensure quality of learning outcomes, relevance to skills required and access to jobs / occupations

3. Partnerships between SETAs, employers, private providers and public FET colleges result in increased capacity to meet industry and employment needs throughout the province

Quality of institutional learning programmes and delivery is enhanced

- Standards for delivery of learning programmes are set and monitored across accredited providers and improvement in training capacity reported – (Curriculum and quality, collaboration)
 - Programmes include NCV, N1-N3, Occupationally-directed (Apprenticeships, Learnerships, Skills Programmes)

Quality training provision is increased to meet economic and social development needs

- Flagship programmes and providers identified and supported to address
 - Centres of Excellence
 - Expanding the scope of FET Colleges
 - Promoting inter provider training relationships

Access to quality training provision in rural areas is increased

- FET Colleges are supported to develop campuses in small towns, form partnerships with private training providers to expand access to vocational and technical learning programmes to learners in rural areas

Lecturer, assessor, trainer and coaching capacity is enhanced

- Programmes agreed and implemented to build the capacity of lecturers, assessors and moderators at institutions and for mentors and coaches at workplaces

4. Foundational education levels are increased in the province through adult and youth language and numeracy skills development projects

Adult and youth literacy and numeracy skills needs are addressed and increasing numbers of people gain foundational skills to enhance access to further training and jobs

- Coordinated and comprehensive strategy to raise the employability and sustainable livelihoods base of post-school youth and adults across the province is designed, implemented and monitored

5. Cooperatives, small enterprises, NGOs and worker / community training initiatives are supported with skills training and development to expand and contribute to provincial economic and employment growth

SMEs & cooperatives are supported through skills development initiatives to sustain viable operations

- The skills needs of small and emerging businesses and cooperatives are identified by SETAs in their sectors, through their skills planning research,
- The province translates these sectoral SME and cooperative needs into a set of SME and cooperatives skills training programmes that will be offered in partnership with DTI and SETA support to assist with SME and cooperatives development, especially in rural and disadvantaged (poor) areas

Worker, NGO and community-based education and training programmes are supported and their impact measured and reported on.

6. Capacity of public service workers is enhanced through the Provincial HRD Forum coordinating the efforts of provincial and local government to build the capacity of employees.

Provincial strategy for public sector hrd agreed, implemented and monitored

- OTP coordinates formulation of provincial HRD strategy for the public sector aligned to DPSA's HRD Strategic Framework: Vision 2015.
- HRD strategy is implemented, monitored and evaluated

Public sector skills development needs in priority areas addressed

- Capacity is built across the public sector in the identified priority areas:
 - Leadership development;
 - Management and administration;
 - Specialised / technical skills
 - Public service induction

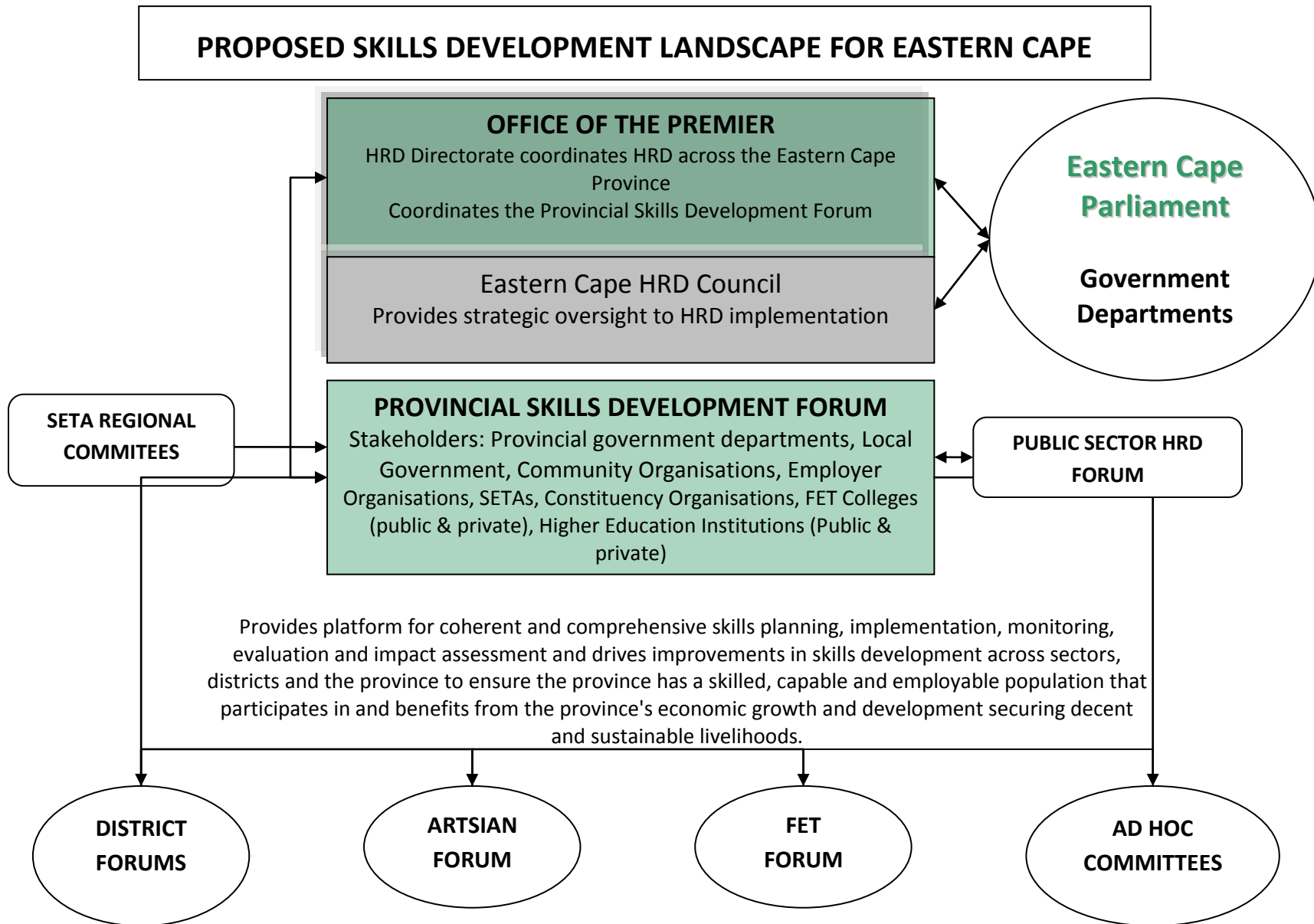
7. Career paths mapped to qualifications in all sectors and sub-sector are communicated effectively, contributing to improved relevance of training and greater employability, mobility and progression within the province

Provincial career information system is established

- An integrated system for providing information to learners, communities and workers on learning opportunities and employment possibilities is established and continuously updated.

Capacity to provide career and employment / sustainable livelihoods information is enhanced

- Institutional capacity is improved to support job seekers and learners in accessing employment opportunities and career choices.



IMPLEMENTATION PLAN - PROPOSED

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)	REQUIREMENTS
NATIONAL GOAL: Establishing a credible institutional mechanism for skills planning captured in an integrated database that is accessible to stakeholders		
PROVINCIAL GOAL 1: The Eastern Cape Province has a comprehensive skills development information system which enables stakeholders to coordinate skills planning, monitoring and evaluation processes efficiently and effectively.		
<p>OUTCOME 1.1 CREDIBLE INFORMATION PLATFORM FOR SKILLS DEVELOPMENT PLANNING, MONITORING AND EVALUATION IS ESTABLISHED AND MAINTAINED</p> <p>Reliable information on skills development is available to support monitoring and evaluation.</p> <p>Information enables strategic planning, additional resource allocations and annual improvements to provincial skills development plans and strategies.</p>	<ul style="list-style-type: none"> ▪ YEAR 1: <ul style="list-style-type: none"> ○ Central provincial data and information point is established ○ Agreements on using data from different information systems secured. ○ Mechanisms to secure regular information flows from national, sector and regional/district points are operational ○ First analyses to support monitoring, evaluation and planning is available ▪ YEAR 2: Data and information is received and processed on agreed time lines ▪ YEAR 3: Data flows and information quality meet requirements for supporting M&E and planning ▪ YEAR 4: Centralised provincial data and information mechanisms are reviewed, amendments and improvements identified ▪ YEAR 5: Enhancements implemented <hr/> <ul style="list-style-type: none"> ▪ Communication theme: <ul style="list-style-type: none"> ○ The success of this outcome is based on information sharing: from stakeholder structures to the OTP for the development of a provincial picture for all to locate their efforts and achievements against the provincial picture – sectors, institutions and districts 	<ul style="list-style-type: none"> ▪ Lead: OTP as coordinator of PSDS ▪ National info: DHET (Skills, FET, HE) and HRDC ▪ Sector info: DHET SETA branch and SETAs for provincial information ▪ Province: Districts <ul style="list-style-type: none"> ▪ Capability within OTP (physical and human resources) ▪ IT ▪ Data / information storage and quantitative analytical system ▪ Qualitative analytical system / mechanism ▪ Standardised report and data flow formats - system and report formats are simple and stream-lined to maximize participation and timely ▪ Negotiations and leadership support to secure agreement and flows from DHET ▪ Other: Go for the data that can be reported quickly and reliably and that the province / PSDS needs. Structures reporting in to this centralised hub shouldn't feel like it's a duplication of other reporting processes
<p>OUTCOME 1.2 INFORMATION PLATFORM FOR COORDINATED SKILLS DEVELOPMENT</p>	<ul style="list-style-type: none"> ▪ YEAR 1: <ul style="list-style-type: none"> ○ Mechanism to coordinate project proposals, partnerships, resource applications and allocations established 	<ul style="list-style-type: none"> ▪ Lead: OTP as coordinator of PSDS ▪ National info: DHET (Skills, FET, HE) and <ul style="list-style-type: none"> ▪ Knowledge base of sources of funding and requirements for submission of proposals – SETA discretionary and project

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
<p>RESOURCING</p> <p>Support and resourcing for the PSDS implementation strategies and plans is secured through the provincial HRD Forum, SETAs, the NSF and other components of the HRDS-SA and enhances resource allocations from SETAs, Provincial Treasury and donors</p>	<ul style="list-style-type: none"> ○ PSDS identifies resource requirements and sources and ○ First analyses to support monitoring, evaluation and planning is available ▪ YEAR 2: Data and information is received and processed on agreed time lines ▪ YEAR 3: Data flows and information quality meet requirements for supporting M&E and planning ▪ YEAR 4; Centralised provincial data and information mechanisms are reviewed, amendments and improvements identified ▪ YEAR 5: Enhancements implemented 	<p>HRDC</p> <ul style="list-style-type: none"> ▪ Sector info: DHET SETA branch and SETAs for provincial information ▪ Province: Districts 	<ul style="list-style-type: none"> ▪ funds, NSF categories / windows; Departmental projects and initiatives ▪ Process for jointly looking at proposals and ensuring alignment with PSDS and funding source requirements
<p>NATIONAL GOALS: <i>Increasing access to occupationally-directed programmes and skills</i> <i>Encouraging better use of workplace-based skills development</i> <i>Training of employed workers addresses critical skills, enabling improved productivity, economic growth and the ability of the work force to adapt to change in the labour market</i></p>			
<p>PROVINCIAL GOAL 2: <i>Learners in the Eastern Cape have increasing access to quality learning programmes at accredited institutions and work places which enables them to achieve relevant qualifications and access occupations in the formal economy (public and private)</i></p>		<p>PROJECTS: <i>COEGA-DPW (Artisan Skills); Technology Innovation Stations, East London IDZ, PetroSA "Green" Public Buildings and Infrastructure</i> Priority areas identified for development of occupational ready skills: Public Service Delivery; Artisan Development;; Financial management; Management and Leadership, Infrastructure and construction; Tourism</p>	
<p>OUTCOME 2.1 A SKILLS DEVELOPMENT ENABLING ENVIRONMENT IS ESTABLISHED IN THE EASTERN CAPE THROUGH</p>	<ul style="list-style-type: none"> ▪ The OTP collects and analyses government and economic development information – strategic plans, annual reports, project reports ▪ The OTP and DEDEA identify project / partnership opportunities and funding / resource opportunities to support collaboration and cooperation 	<p>Champion: OTP / DEDEA/ SETAs / HRDC (oversight)</p> <p>Information partners: Government line</p>	<ul style="list-style-type: none"> ▪ Project and economic development information flows need to be secured to ensure that partnerships are built around development initiatives and projects

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
<p>PARTNERSHIPS</p> <p>Through the co-ordinating role of the OTP, a partnership enabling environment is created and project implementation is monitored through quarterly reports to the PSDF.</p>	<ul style="list-style-type: none"> ▪ Annually this analysis and project / partnership identification forms a key point in the PSDS review and evaluation to highlight gains made and challenges encountered in collaboration and cooperation efforts 	<p>departments, development projects, SETAs, DHET FET Curriculum, CHE,</p>	
<p>OUTCOME 2.2 LEARNERS (pre-employed, employed and unemployed) HAVE INCREASING ACCESS TO POST-SCHOOL (INTERMEDIATE AND HIGHER EDUCATION AND TRAINING) LEARNING PROGRAMMES</p> <p>Partnerships and joint projects between accredited providers, industry, SETAs and government departments identify and provide learners with increasing access to recognised occupational learning programmes and enable these learners to access relevant jobs.</p>	<ul style="list-style-type: none"> ▪ Partnerships / projects address the needs for development of intermediate (middle level) skills in XX industry / economic sectors including XX artisans across both private and public employers <ul style="list-style-type: none"> ○ Collaboration between employers (public and private) and FET Colleges secured through partnerships – increasing number of collaborative partnerships year-on-year ○ Strategy agreed to implement artisan development programmes in rural areas ▪ Partnerships / projects address the needs for development of high level skills in XX industry / economic sectors across both private and public sectors <ul style="list-style-type: none"> ○ Collaboration between employers (public and private) and FET Colleges secured through partnerships – increasing number of collaborative partnerships year-on-year ▪ SETAs assist and support intermediate and high levels skills development training for current employees and ensure funds are available to support skills development for specialisations within occupations ▪ OTP, equipped with the necessary information sourced 	<p>Champion: OTP, HRDC, oversight DOE and HEIs in province?</p> <p>Implementing Partners: Government line departments (to meet technical skills needs, employers, organised labour, FET Colleges, Universities of Technology, Universities, NSF projects</p> <p>Support info: DHET FET Curriculum, CHE, Oversight PTOC and HE? Sector Forums</p>	<ul style="list-style-type: none"> ▪ <i>PFETSF must be reactivated for collaboration of FETs</i> ▪ <i>Provincial Artisan Development Forum established</i> ▪ Provincial information available on number of graduates in areas identified as scarce skills, especially those requiring work experience to complete qualification requirements or register ▪ PSDF to establish an <i>ad hoc</i> standing committee to represent the PSDF in national FET curriculum and qualification progression and recognition debates, present the PSDF's input to these national forums and report back to the PSDF ▪ Increased participation of business in PSDF and sector

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
	<p>from the skills development database, will lead the prioritisation of occupational ready skills and the necessary training intervention.</p> <ul style="list-style-type: none"> ▪ Increase in access to occupational learning programmes, skills and <i>qualifications</i> increases by XX% per year for intermediate skills and by XX% per year for high level skills ▪ Recruitment, assessment and enrolment targets set and agreed; ▪ Learner retention and support mechanisms agreed and in place. ▪ Learner achievements monitored and work placement post learning agreed and implemented. ▪ Articulation from ABET to FET and FET to HE to be identified and proposals submitted to DHET and the Quality Councils 		<p>forums</p> <ul style="list-style-type: none"> ▪
<p>OUTCOME 2.3 LEARNERS HAVE INCREASING ACCESS TO STRUCTURED WORK PLACE LEARNING</p> <p>Learners and graduates have increasing access to work places for structured work place learning associated with occupational recognition – through work placements, internships, learnerships,</p>	<ul style="list-style-type: none"> ▪ Workplace Database accessible to stakeholders for placing learners in apprenticeships & learnerships ▪ More employers (public and private) are participating across all sectors and providing increased opportunities for workplace based training and learning <ul style="list-style-type: none"> ○ SETAs incentivise employers who implement workplace learning and training. ○ Investigate environment for increasing participation of employers –e.g. is this a pay for skills problem, company size problem, scheduling problem? Also 	<p>Champion: SETAs Implementing Partners: Government departments, municipalities, Employers, Economic growth and development projects Funding sources: NSF,</p>	<ul style="list-style-type: none"> ▪ "Campaign" to establish common understanding of role and purpose of structured work place learning for employers and learners – "automatic" formal employment after graduation is not part of the agreement, i.e. purpose is for full certification and access to

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
apprenticeships, skills, and work experiential programmes	applies to public sector – PSDF to focus on solution development and sharing of best practice <ul style="list-style-type: none"> ▪ Approach developed and agreed to working within the current and proposed labour and skills legislation to ensure learners in the workplace are covered for occupational health and safety, travel between different work experience learning sites, etc. (SETA Forum) ▪ Database of qualified artisans in the Eastern Cape Province is established and maintained 	SETAs, donors, govt departments	employment opportunities not guarantee of employment at the employer offering structured work experience – employers to maintain work experience learning "posts" so that intakes can continue and grow year-on-year <ul style="list-style-type: none"> ▪ Memorandum of understanding or other formal agreement mechanisms between partners to be developed. ▪ Database of provincial trade test assessment centres and SETAs to facilitate establishment of trade test centres through NAMB ▪ SETAs to strengthen SETA– stakeholder interactions (provincial forums / regional committees). ▪ Reports must reflect all stakeholder intakes for workplace learning and this information must be included in the analyses and reports for Provincial Goal 1. ▪ Networking and information sessions initiated by OTP and held at agreed intervals
OUTCOME 2.4 LEARNERS HAVE INCREASING ACCESS TO QUALITY INSTITUTIONAL AND WORKPLACE	<ul style="list-style-type: none"> ▪ Accredited service providers will be used in the PSDS <ul style="list-style-type: none"> ○ All providers will be encouraged to seek and achieve accreditation status ○ The number of accredited providers in the 	Champion: DOE & SETAs Implementation Partners: Training	<ul style="list-style-type: none"> ▪ SETAs to conduct provider workshop in the province on current accreditation processes and on the enhancements and

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
<p>LEARNING EXPERIENCES</p> <p>Quality of institutional and work place learning programmes is developed and secured to ensure quality of learning outcomes, relevance to skills required and access to jobs / occupations</p>	<p>province will be increased</p> <ul style="list-style-type: none"> ▪ Work place readiness: SETAs to fast-track work place approval / accreditation processes and to monitor quality of work place training facilities and processes <ul style="list-style-type: none"> ○ SETAs to establish agreed generic standards for work places that take on learners in structured work place learning programmes and to report on ongoing monitoring ○ SETAs to report quarterly on implementation and emerging trends (e.g. learner drop-outs, lessons learned, successes, learning inhibitors) 	<p>providers, FETs, HEIs,</p>	<p>changes that will be introduced through the establishment of the QCTO and the implementation of the Occupational Qualifications Framework</p> <ul style="list-style-type: none"> ▪ <i>Consolidated provider database.</i> ▪ <i>Increased capacity of providers in the province.</i> ▪ UMALUSI/CHE / NAMB / QCTO /ETQAs to coordinate the monitoring and improvement in training and learning capacity in line with their quality bench marks.
<p>NATIONAL GOAL: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities</p>			
<p>PROVINCIAL GOAL 3: Partnerships between SETAs, employers, private providers and public FET colleges result in increased capacity to meet industry and employment needs throughout the province</p>		<p>PROJECTS: EPWP, IDZ projects, National FET Curriculum Review, QCTO and SETA pilot projects</p>	
<p>OUTCOME 3.1 QUALITY OF INSTITUTIONAL LEARNING PROGRAMMES AND DELIVERY IS ENHANCED</p> <p>Standards for delivery of learning programmes are set and monitored across accredited providers and improvement in training capacity reported</p> <ul style="list-style-type: none"> ▪ Programmes include NCV, N1-N3, Occupationally-directed (Learnerships, Skills Programmes) 	<ul style="list-style-type: none"> ▪ YEAR 1: <ul style="list-style-type: none"> ○ Generic standards for College learning programme delivery are agreed in the province – verified and communicated to all stakeholders and the DHET ○ Formats for reporting on achievement of standards and challenges agreed ○ Capacity challenges identified and partnerships with industry / government departments agreed for capacity support ▪ YEAR 2: Reports from providers received and analysed for provincial achievements and presented to PSDF ▪ YEAR 3: Additional requirements for capacity enhancements identified and support for implementation 	<p>Lead: DOE</p> <p>Implementing partners: FET Colleges, SETAs, partnership projects, industry, government departments</p> <p>Info sources: DHET FET Branch, QCTO</p>	<ul style="list-style-type: none"> ▪ DOE to participate in PSDF ▪ <i>PFETSF</i> to be established in the province and participates in national curriculum review process ▪ OTP/PSDF secretariat to coordinate the verification and communication of impact of quality training.

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)	REQUIREMENTS
	secured <ul style="list-style-type: none"> ▪ YEAR 4: Learner and employer satisfaction surveys carried out at identified providers improvements identified ▪ YEAR 5: Impact of capacity enhancements on learning delivery assessed – generic standards reviewed for next planning cycle 	
<p>OUTCOME 3.2 QUALITY TRAINING PROVISION IS INCREASED TO MEET ECONOMIC AND SOCIAL DEVELOPMENT NEEDS</p> <p>Flagship programmes and providers are identified and supported to address</p> <ul style="list-style-type: none"> • Centres of Excellence • Expanding the scope of FET Colleges • Promoting inter provider training relationships 	<ul style="list-style-type: none"> • Partnerships to increase training provision to meet provincial growth and development imperatives are identified and implemented <ul style="list-style-type: none"> ○ Links to Outcome 2.1 - <i>OTP through access to government and economic development information identifies opportunities and resources for collaboration and partnerships</i> ▪ Colleges are supported to obtain directives from DHET to enable them to broaden their scope of programme delivery offerings and participate in skills development aligned with provincial growth and development imperatives and which do not negatively effect other College delivery priorities ▪ Cooperation between private and public FET Colleges and employers (public and private) and industries based on programme implementation and sharing of resources.(project collaboration) <ul style="list-style-type: none"> ○ XX programmes through partnerships implemented ○ Standards for partnerships, programme development and delivery are agreed, implemented, monitored and evaluated 	<p>Lead: OTP and IDZs</p> <p>Implementing partners: FET Colleges, private providers, SETAs, Govt department training facilities, company-based training centres</p> <ul style="list-style-type: none"> ▪ DOE to establish common understanding of DHET directives ▪ SETAs provide guiding principles and set up norms and standards in order to identify the centres of excellence. ▪ Signing of MOUs and SLAs between the mentioned parties
<p>OUTCOME 3.3 ACCESS TO QUALITY TRAINING PROVISION IN RURAL AREAS IS INCREASED</p> <p>FET Colleges are supported to develop campuses in small towns, form partnerships with private training</p>	<ul style="list-style-type: none"> ▪ Infrastructure development plans by FET Colleges for outreach to rural areas are identified <ul style="list-style-type: none"> ○ Plans developed in accordance with provincial development needs, infrastructure costs and potential additional resource partners ▪ Link to rural development strategy and projects (e.g. mud schools; EPWP) ▪ Lobby decentralisation of training – training providers 	<p>Lead: DOE</p> <p>Implementing partners: FET Colleges, SETAs, DHET</p>

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
providers to expand access to vocational and technical learning programmes to learners in rural areas	must go to small towns; securing work place mentoring and coaching in small towns ▪ Support FET College expansion initiatives, i.e. development of rural campuses		
<p>OUTCOME 3.4 LECTURER, ASSESSOR, TRAINER AND COACHING CAPACITY IS ENHANCED</p> <p>Programmes agreed and implemented to build the capacity of lecturers, assessors and moderators at institutions and for mentors and coaches at workplaces</p>	<ul style="list-style-type: none"> ▪ Staff: Gaps in training provision identified <ul style="list-style-type: none"> ○ Review of institutional (public) staff capacity and training / upskilling / knowledge needs and requirements conducted– academic and training ○ Review of structured work experience training and coaching requirements conducted ○ Review of assessor and moderator training and upskilling needs and requirements conducted ▪ Comprehensive plans agreed to address gaps through partnerships with DHET, SETAs, workplaces and HEIs combining national plans and resources with local resources and initiatives including using retired lecturers and industry specialists to assist with supporting learners ▪ Staff development tracked and reported on ▪ Learners at institutions and workplaces improve outcomes and learner satisfaction survey in Year 4 reflects positive learning experience outcomes ▪ The introduction of the QCTO is a key element of the strategy for the next five years to ensure that practitioners are adequately equipped and that institutional capacity exists to implement the system efficiently. 		<p>Lead: DOE</p> <p>Implementing partners: FET Colleges, employers, HEIs; Private FET;</p> <p>Support partners: DHET, SETAs, UMALUSI, CHE</p> <ul style="list-style-type: none"> ▪ Aligning institutional capacity to work readiness and occupation requirements and labour market (Capital, Human Resources and Programmes) ▪ Industry training capacity improvement projects ▪ Employers ▪ DHET strategy for lecturer (FET and HE) qualification and skills improvement <p>DHET – providing successful completion of accredited prerequisites to move between components of NQF levels</p>
<p>NATIONAL GOAL: Addressing the low level of youth and adult language and numeracy skills to enable additional training</p>			
<p>PROVINCIAL GOAL 4: Foundational education levels are increased in the province through adult and youth language and numeracy skill development projects</p>		<p>PROJECTS:</p>	
<p>OUTCOME 4.1: ADULT AND YOUTH LITERACY AND NUMERACY SKILLS NEEDS ARE ADDRESSED AND INCREASING</p>	<ul style="list-style-type: none"> ▪ PSDF formulates a comprehensive and collaborative strategy to address the low general education levels in the province among post-school youth and adults <ul style="list-style-type: none"> ○ A provincial database tracks training and work opportunities, and reports on implementation of the 		<p>Champion: DHET, OTP, Basic Education ABET programmes and centres, Youth development agencies</p> <ul style="list-style-type: none"> ▪ OTP to report on the implementation of the strategy to the PSDF on agreed time frames (during annual reviews) ▪ OTP/DHET/DoE/PSDF

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
<p>NUMBERS OF PEOPLE GAIN FOUNDATIONAL SKILLS TO ENHANCE ACCESS TO FURTHER TRAINING AND JOBS</p> <p>Coordinated and comprehensive strategy to raise the employability and sustainable livelihoods base of post-school youth and adults across the province is designed, implemented and monitored</p>	<p>strategy.</p> <ul style="list-style-type: none"> ○ Projects and programmes are monitored and good practices and challenges identified ○ RPL assessment possibilities to be incorporated into training programmes with agreed guidelines and criteria for RPL assessment and within the national guidelines ○ Strategy to include development of ABET and foundational learning practitioners and training facilitators ○ DBE and DHET / SETAs to develop short courses and customised learning programmes to meet current ABET and foundational learning shortfalls ○ DBE and DHET / SETA programmes to link with on going programmes such as KHARIGUDE programmes. <ul style="list-style-type: none"> ▪ Youth Development Agency to co-ordinate the establishment of partnerships with the youth sector and report on agreed intervals to the PSDF. ▪ PSDF constituencies agree to roles and responsibilities for recruitment, enrolment, support, placement and funding of ABET and foundational learning programmes ▪ OTP to co-ordinate funding with the SETAs and NSF. <hr/> <ul style="list-style-type: none"> ▪ Communication strategies with youth, the unemployed, women and other priority groupings improved. ▪ Youth Development Agency to be a custodian of a communication strategy that will include the use of social networks and youth forums to reach the youth, the unemployed, women and other priority groups and will report on the impact of such a strategy at agreed intervals 	<p>Implementing partners: SETAs, OTP, Community centres, Industry foundational and ABET centres, FET Colleges, Department of Labour, Youth organisations, Labour organisations, Women's organisations, Community and Constituency organisations</p>	<p>secretariat to coordinate the management of a provincial skills database by the SETAs for the purposes of tracking training interventions and beneficiaries within that same period.</p> <ul style="list-style-type: none"> ▪ OTP/DHET/ to co-ordinate the management of a provincial database of work opportunities by the DoL for the same period.

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
NATIONAL GOAL: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives			
PROVINCIAL GOAL 5: Cooperatives, small enterprises, NGOs and worker / community training initiatives are supported with skills training and development to expand and contribute to provincial economic and employment growth		PROJECTS:	
<p>OUTCOME 5.1 SMEs & COOPERATIVES ARE SUPPORTED THROUGH SKILLS DEVELOPMENT INITIATIVES TO SUSTAIN VIABLE OPERATIONS</p> <p>The skills needs of small and emerging businesses and cooperatives are identified by SETAs in their sector through their skills planning research</p> <p>The province translates these sectoral SME and cooperative needs into a set of SME and cooperatives skills training programmes that will be offered in partnership with DTI and SETA support to assist with SME and cooperatives development, especially in rural and disadvantaged (poor) areas</p>	<ul style="list-style-type: none"> ▪ YEAR 1: <ul style="list-style-type: none"> ○ OTP with Department of Economic Development and Environmental Affairs identifies projects to support skills development needs of small, emerging businesses and cooperatives including links to Cooperative Fund and role of district and local municipalities in supporting small business and cooperative development ○ Provincial SME and cooperatives skills development priorities analysed across sectors and aligned with provincial growth and development plans and the provincial rural and poverty eradication plans ○ Small business and cooperative training programmes and courses identified and database of providers and programmes / courses developed. SME and cooperatives priorities identified and local customised training and mentoring identified ○ A provincial database of SMEs and cooperatives supported with skills development is established and mechanisms to evaluate and report on the impact of training are developed and agreed – database is accurate and reliable ▪ YEAR 2: <ul style="list-style-type: none"> ○ PSDF identifies projects and districts for support and partnerships with training providers established ○ Sector projects are established by sector stakeholders, supported by the NSF. Projects implemented and monitored ○ OTP/DHET/SOCIAL DEVELOPMENT to co-ordinate the establishment of sector projects by sector 	<p>CHAMPIONS: OTP and DEDA, local and district authorities, DTI in the province</p> <p>Implementing partners: Participating SMEs and Cooperatives, Department of Social Development, FET Colleges and private training providers, Youth Development Agency, Sustainable livelihoods projects, SETAs</p> <p>Support partners: DHET Skills Branch, NSF</p>	<ul style="list-style-type: none"> ▪ Effective and efficient district forums - District Forums established as sub-forums of PSDF to increase participation of civil society in skills planning and implementation in the province. ▪ PSDF secretariat in consultation with PSDF researches, develops and implements mechanisms to ensure establishment of District forums. ▪ OTP to facilitate working relationships between partners providing services to Cooperatives. OTP to compile and manage the database of active Cooperatives ▪ OTP utilises information resourced from the skills development database to analyse skills development priorities; secure partnerships with DTI and co-ordinate small business support.

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
	<p>stakeholders, Facilitates funding by NSF and facilitates implementation and monitoring ,aligning rural development strategies and the municipal IDP and LED strategies</p> <ul style="list-style-type: none"> ○ XX SMEs and Cooperatives identified for skills development and XX people supported to access training and complete programmes ▪ YEAR 3: <ul style="list-style-type: none"> ○ Quality of training and learner retention monitored and evaluated – good practice and successful interventions identified ▪ YEAR 4: <ul style="list-style-type: none"> ○ Additional learner and support intake ○ Evaluation of cooperatives and SME training and support against sustainability and decent livelihoods indicators ▪ YEAR 5: <ul style="list-style-type: none"> ○ PSDF evaluates SME and Cooperatives skills development and support projects - identifies best practice and challenges and designs projects for the next planning cycle 		
<p>OUTCOME 5.2: WORKER, NGO AND COMMUNITY-BASED EDUCATION AND TRAINING PROGRAMMES ARE SUPPORTED AND THEIR IMPACT MEASURED AND REPORTED ON</p>	<ul style="list-style-type: none"> ▪ COMMUNICATION STRATEGY AGREED WITH DEDEA, DTI, SETAs and DHET FOR ENSURING SME AND COOPERATIVES PARTICIPATION AND ONGOING SUPPORT ▪ PSDF agrees a process for developing understanding of this outcome and a communication strategy to increase participation in trade union training; NGO training and CBO training and capacity building of their members, i.e. internally focussed in order to increase capacity to participate in stakeholder structures and negotiation and development processes ▪ OTP /DHET to facilitate the investigation of the education interventions that will address the skills development needs of the NGOs; CBOs and trade unions and work with organised labour, NGOs and CBOs to source relevant 	<p>Champions and implementing partners: Organised labour, NGOs and CBOs</p> <p>Support partners: SETAs, NSF, PSDF, DHET Skills Development branch</p>	<ul style="list-style-type: none"> ▪ PSDF to establish ad hoc committee to develop communication and project outlines ▪ Ad hoc committee to engage with ETDP SETA as the mandated authority for organised labour and NGO skills development support

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
	funding of training interventions <ul style="list-style-type: none"> ▪ Standards and criteria for reporting and evaluating impact assessment are agreed and evaluations reflect increased stakeholder, community and constituency representation and participation 		
NATIONAL GOAL: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state			
PROVINCIAL GOAL 6: Capacity of public service workers is enhanced through the Provincial HRD Forum coordinating the efforts of provincial and local government to build the capacity of employees.			PROJECTS:
OUTCOME 6.1 PROVINCIAL STRATEGY FOR PUBLIC SECTOR HRD AGREED, IMPLEMENTED AND MONITORED OTP coordinates formulation of provincial HRD strategy for the public sector aligned to DPSA's HRD Strategic Framework: Vision 2015. HRD strategy is implemented, monitored and evaluated	<ul style="list-style-type: none"> ▪ HRD Forum develops annual implementation plan to achieve goals of PSDS and Vision 2015 ▪ Every department develops annual implementation plan and submits to DPSA ▪ Every district municipality and metro develops annual implementation plan and submits to DCoG ▪ OTP compiles annual HRD implementation report for province ▪ Platform for monitoring, evaluation and impact assessment is established <ul style="list-style-type: none"> ○ Identification and agreement of evaluation and impact assessment tool 	<ul style="list-style-type: none"> ▪ Lead: OTP ▪ Implementing partners: All line departments, district municipalities and metro ▪ Oversight: DPSA and DCoG 	
OUTCOME 6.2 PUBLIC SECTOR SKILLS DEVELOPMENT NEEDS IN PRIORITY AREAS ADDRESSED Capacity is built across the public sector in the identified priority areas: <ol style="list-style-type: none"> 1. Leadership development; 2. Management and administration; 3. Specialised / technical skills 4. Public service induction 	<ul style="list-style-type: none"> ▪ Identification of mandatory training programmes required to improve efficiency, career pathing and professionalisation in public sector employees <ul style="list-style-type: none"> ○ Province participates in public sector curriculum and training programme reviews and development ○ Training outcomes are reported and captured in HR system to support career pathing and progression (HR Connect) ▪ Training interventions are monitored and reported ▪ Interventions include occupationally-directed programmes linked to efficiency, progression and professionalisation (cross-reference to Goal 2) 	<ul style="list-style-type: none"> ▪ Lead: OTP ▪ Implementing partners: Government departments, district municipalities and metro ▪ Oversight: DPSA / PALAMA 	<ul style="list-style-type: none"> ▪ Reporting formats and time frames ▪ Needs analysis ▪ Identify systems for monitoring

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)		REQUIREMENTS
NATIONAL GOAL: Building career and vocational guidance			
PROVINCIAL GOAL 7: Career paths mapped to qualifications in all sectors and sub-sectors are communicated effectively, contributing to improved relevance of training and greater employability, mobility and progression within the province			PROJECTS
<p>OUTCOME 7.1 PROVINCIAL CAREER INFORMATION SYSTEM IS ESTABLISHED</p> <p>An integrated system for providing information to learners, communities and workers on learning opportunities and employment possibilities is established and continuously updated</p>	<ul style="list-style-type: none"> ▪ A comprehensive career guidance system established, linked to awareness campaigns. "Expert" counsellors are needed to provide informed advice. ▪ Up to date information on career pathways from SETAs are provided to career centres, public and private providers and to communities ▪ PSDF coordinates "campaign" for participation in exposing learners to the world of work – short term learning placements, job shadowing, take a girl child to work ▪ The use of the generic occupational skills framework (the OFO) to be encouraged across all stakeholders by the PSDF ▪ Coordinated career guidance outreach programmes between all role-players 	<p>Champion: OTP</p> <p>Implementing Partners: SETAs, Department of Labour, Private & Public Providers, Organized business, Organized labour, SAQA, QCTO</p>	<ul style="list-style-type: none"> ▪ Structured communication plan ▪ Career Expos ▪ Trained learner career counsellors
<p>OUTCOME 7.2 CAPACITY TO PROVIDE CAREER AND EMPLOYMENT / SUSTAINABLE LIVELIHOODS INFORMATION IS ENHANCED</p> <p>Institutional capacity is improved to support job seekers and learners in accessing employment opportunities and career choices</p>	<ul style="list-style-type: none"> ▪ OTP works with Labour Centres to capacitate them on occupational qualifications, SETA and sector identified skills / occupational demand ▪ Life orientation educators to be made aware of career paths within public and private sectors and linked to NATIONAL CAREER CENTRE ▪ Educators and Labour Centres focus on expanding services to rural areas and small towns 	<p>Champion: PSDF and OTP, DBE (focus not only on career guidance by general teachers but sector specific subjects)</p> <p>Implementing partners: Government departments, Private sector, FETs & HETs, SETAs, Public bodies, Media, organised labour, Youth</p>	<ul style="list-style-type: none"> ▪ Structured Stakeholder Communication Plan including <ul style="list-style-type: none"> ○ Career Expos ○ Needs analysis ○ Calendar of events (annual) ○ Distribution of information ○ Media Plan ○ Call Centres ▪ <i>Innovative communications outreach to youth using Social Networks – Mixit, Twitter, FaceBook –link to eLearning platform and include radio and media (especially coverage for</i>

PROVINCIAL OUTCOME	OUTPUTS (INCLUDING MILESTONES & INDICATORS)	REQUIREMENTS
	Development Agency	<i>rural areas)</i>