



# 3<sup>RD</sup> HRDC SUMMIT 2018

*Partnerships revitalising  
work and learning*

## HRDC Summit Report



REPUBLIC OF SOUTH AFRICA



**HRDC**  
HUMAN RESOURCE DEVELOPMENT COUNCIL  
of South Africa



HUMAN RESOURCE  
DEVELOPMENT COUNCIL SUMMIT  
Partnerships revitalising work and learning

10 MAY – 11 MAY 2018

EMPERORS PALACE CONVENTION CENTRE

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## KEY NOTE ADDRESS

Programme Director, Adv. 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 HRDC, Ms 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 realize his or her full development potential, and enjoy access to available opportunities for self-advancement.

For the Human Resource Development Council, this Summit offers the promise that it will be remembered as a market place 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 show. 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 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 work place 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 of Adopt-a-TVET College and 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 work place 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.

And in a world of rapid social change driven by technological disruptions and innovation, we must forge partnership 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 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 4th 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 as 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 peoples 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, 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, 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 National Development Plan. 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 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 the state social grants.

Access to education and skills training provides the best prospect 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 skilled workforce.

Our demand strategy aligns with a 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.

## A SOLUTION TO SUPPLY AND DEMAND MISMATCH

Dr Raphael Dingalo who is the Chief Executive Officer of the Human Resource Development Council in Botswana kicks off the Human Resource Development Council Summit by providing insights on the importance of finding solutions to the supply and demand mismatch. Dingalo cites the founding values and objectives of HRDC Botswana as an organisation that sought to respond to some challenges in the country. He highlights that a key priority was to contribute to the knowledge economy by matching supply to demand.

He laments the state of unemployment and the regrettable reality of graduates who are unemployed as well as those who do not manage to progress beyond senior secondary grades and the unlikelihood of employment under those circumstances too. 'Unemployment is one of the biggest challenges facing countries in the Southern African Development Community', expresses Dingalo, echoing the sentiments of Deputy President, DD Mabuza. He attributes this to slow economic growth. 'We know that there is low and subvert economic growth in the SADC region. We also know that agricultural based economies are severely affected by dramatic changes such as drought'. Dingalo cites this in context of the agriculture sector being a big driver of the economy in the region.

Dingalo introduces and outlines the basis of the SADC Industrialisation & Strategy Roadmap, endorsing it as a strategy that emanates from the knowledge economy. 'The SADC Industrialisation & Strategy Roadmap looks at industrialisation as a champion of economic and technological transformation because if you want to grow the economy and deal with the challenges of unemployment, then you need to champion industrialisation, especially in the context of the 4<sup>th</sup> industrial revolution', Dingalo explains. He goes on to say the Roadmap also prioritises regional integration and geography as a context for industrial development and economic transformation and he goes on to reinforce that we cannot run away from regional integration as the task to address these challenges needs a collective effort, as a region. Dingalo also identifies the importance of competitiveness as a highlight of the Industrialisation & Strategy Roadmap. He reinforces this by suggesting that the region needs to move away from the mind set of competitive advantage and instead work together as a region.

Dr Dingalo goes on to provide insights on the knowledge economy landscape which the HRDC Botswana is set on championing. 'The knowledge economy is defined by four pillars - skilled labour, institutional structures, a vibrant innovation landscape, an ICT infrastructure and assets. Again, we are talking here in the context of the 4<sup>th</sup> Industrial Revolution which is formed and grounded on ICT infrastructure. There is a need for skilled neighbour and an educated workforce. That is why we are here'. Dingalo goes on to express the importance of institutional structures as structures that will incentivise entrepreneurship and the use of knowledge. He also highlights the importance to forge the relationship between civic organisations, civic community and the private sector to ensure a positive impact on the citizenry.

Dingalo introduces HRDC National Human Resource Development Plan, currently being developed. This looks into the skills requirement that will be able to support the looming 4<sup>th</sup> Industrial Revolution. Dingalo presents the priorities of Education & Training, Sustainable Growth and Transformation at the heart of HRDC Botswana's mammoth task and its relentless resolve to champion the cause. He goes on to encourage other countries to follow suit, stating that this is not only the responsibility of HRDC Botswana, but also the responsibility of all stakeholders, civil society, the private sector and academia.

Dingalo goes on to warn against restricting ourselves to our countries and internal efforts, but to acknowledge that there are a number of HRDC's that champion the same cause. 'There is HRDC South Africa that has brought us to this Summit. There is also HRDC Mauritius and there is also HRDC Botswana but these are no means the only HRDC divisions that are driving the economy in the region. The major question is how do we strengthen our partnerships?' Dingalo optimistically proclaims that the region can succeed if it unites for this cause because 'of the power of partnerships'.

To further strengthen these partnerships, Dingalo calls on HRDC's of the region and members of the knowledge economy to unite. Dingalo cements that The SADC Industrialisation Strategy will depend on this and furthermore, on addressing the labour market challenges. 'It is important that we address these labour market challenges and one of the ways of addressing those is to know where we are. In order to understand where we are as a region, we need to interrogate the labour market information systems and the labour market education systems in the region'. Dingalo firmly calls that targets must be set to achieve these objectives. In conclusion, Dingalo expresses that it is these priorities and attaching a great deal of importance to the human capital that is available as this will assist the HRDC in dealing with issue of the supply and demand mismatch. 'It is important that we meet supply with demand and once we have established the labour information systems, we will be able to deal with challenges where in one country there are demands and another country there is capacity. In this way the region will be able to match supply and demand. 'We must desist to compete with each other because we will not be able to reach our objectives of economic growth and dealing with unemployment, especially youth unemployment. We must work together through stronger partnerships'.

## SYNERGY OF THEORY & PRACTICE

Prof Dr Axel Gerloff, representing the Baden-Wuerttemberg Corporate State University (DHBW), Germany brings to the Summit a new perspective, sharing the modelling behind his institutions philosophy on establishing the synergy between theory and practice, modelled on partnerships between corporates and academia. Gerloff narrates the relationships the university has forged with corporates and business which have translated to a strong growth rate. Gerloff also narrates the significance of providing students with a hybrid education, encompassing theory and practice, rendering them ready to join the workforce in a manner that is productive and valuable.

This model also speaks to the needs of students who cannot afford tuition where the state funds their education, providing theory and training for all deserving students, in the hopes that they will become active participants in the German economy. 'We work with over 9000 cooperatives and we not only provide them with students, but we are also knowledge partners. We are also deliberately decentralised so that our 34 000 students can reach out to small and medium enterprises in the region'. Gerloff goes on to address the evolving landscape of the labour market stating that there is a shift of qualification needs. 'Now, in the present and in years to come, with the change of technology, we need a higher and radical trained-based qualification and more masters' qualifications. This is something that our school takes up by combining theory and practical experience'. Gerloff attributes this outlook as a response to the changing world of work.

Gerloff goes on to breakdown the curriculum as one that seeks to equip students with both academic clout and practical experience which positions itself more valuable than a degree that is purely research based. 'The academic training must be able to be applied in work experience'. Gerloff outlines their interesting selection process where companies select students who are then registered at the university where they proceed on a three-year undergraduate programme. 'Each semester, practical training and academic training is combined'. Opportunities for Honours and Masters Studies are also readily available.

Gerloff attributes the success of this model to the skills that students leave university with and because the curriculum is a collective effort between the institution and corporates. He states the advantages for students from a financial perspective as well as corporates also sponsor the students – students who could not afford to study who can now receive financial support. The close relationship between the institution and corporates also makes work opportunities easily accessible to students. Gerloff also highlights the merits of companies working with the university as it presents an incentive to get well-equipped talent with the relevant education. As a result, part of the modelling is that the companies deploy representatives to teach at the school as a knowledge transfer strategy.

'The companies can see to it that the students are trained and familiarised with work ethics and corporate philosophy and this allows them to identify talent to recruit the young professionals that they need as skilled workforce'. Gerloff proudly states that there is an extremely low drop-out rate. '80% of our students graduate which is a high number, compare to other universities. About 90% of our students get employed after graduating which is very important for our employment policies'. This serves as a motivator which the high pass rate can be attributed to. Gerloff goes on to reinforce the sentiments of the Deputy President regarding South Africa's history where access to tertiary education and work opportunities was restricted to the minority. 'The instrument of our school is that it includes students that are first generation students. We have a lot of students who come from families that do not have an academic background so the state funding their education is important from a social policy perspective'.

Gerloff provides the institutions international outlook, beyond its federal state. He outlines its international strategy pillars including the provision of an inter-college experience to their graduates where they would spend a semester abroad to some of its partner companies. Another pillar is that of specialised programmes for its corporate partners where they train international students at the university in Germany and they support their corporate partners abroad by developing study programmes, abroad. As a result, the university has been approached by a number of corporates abroad, asking if some of the programmes can be modified according to the local needs. Gerloff speaks of their allegiance to South Africa through their recent exploratory workshop in Cape Town where companies and government representatives called to ask for an opportunity to establish that sort of a relationship with South Africa.

In conclusion, Gerloff outlines the prerequisites that render this system successful and emphasises at the core of it the need for the corporate sector to have a vested interest in training students as the synergy between theory and practice cannot be achieved in the absence of this interest. He lords the universities 40-year journey on the back of an initiative of companies that realised that there was and continues to be a need for a more academic and practice areas of study. He lastly presents the university as a willing partner to support other institutions by assisting in structuring such a programme because its implementation has to be designed in a way that speaks to each countries specific needs. He reaffirms the previous speakers who have emphasised team work in achieving these objectives because the synergy between theory and practice cannot be done without the partnerships between academic institutions and corporates. Corporates interest in contributing to the curriculum and in a combined effort, a successful programme can be implemented.

## **PATHWAYS THROUGH EDUCATION, TRAINING & INTO THE WORKPLACE**

Speaking on the pathways through education, training and into the workplace, Associate Professor at Rhodes University, Professor Mike Rogan presents to delegates context to descriptions to findings and research that has been undertaken to legitimise this discourse. He cites the different themes emanating from research he will be extrapolating from which was undertaken by the Labour Market Intelligence Partnership around post-school education and the labour market in South Africa. The LMIP is a unique partnership between the Human Sciences Research Council, funded by the Department of Higher Education & Training.

Rogan cements the country's wealth of research findings across university institutions not just on technical education, but also on alternative education and workplace training. Rogan implores delegates to remind themselves of what they aim to do and achieve through the National Development white paper as far as education is concerned. He highlights some of those aims: To achieve double enrolments between 2015 and 2030 'and if you stop to think about what that actually means, it means that we have a lot of work ahead of us'. He also asserts the aim to improve and increase access to vocational education in the technical colleges and then in the university sector, a three-fold increase in particular subjects such as STEM subjects. 'I think we all agree that speaks well to the conversations around technological development and the changing nature of work'.

Why the need to increase enrolments? Rogan states that South Africa doesn't fair well against its international counterparts when it comes to access to tertiary education as it always finds itself in the bottom half in the world in this regard. In his presentation, Rogan presents infographics that illustrate South Africa, categorised as a lower income country, struggling to enrol sufficient number of students, compared to middle to upper income countries. The conclusion here is that low income countries struggle to enrol enough students, resulting in high youth unemployment rates.

Rogan goes on to analyse the age dynamics which suggest that young people, between the ages of 20 years old to 24 years old, just under half are unemployed. He moves to the age group of 25 years old to 35 years old, where unemployment sits at 49%. Rogan expresses the urgency to correct this problem.

The crisis, Rogan asserts is in the inaccessible doors to tertiary education and the consequential unemployment rates particularly affecting young people. Citing a study based on schooling and leaders done by colleagues at the University of Stellenbosch where they beg the question: Why do so many young people not go to university? He answers this question by suggesting a blockage in our current education system. 'For every one hundred school goers, only about 67 write matric and this already cuts down how many young people further their studies into matric. Even smaller than that, 12 of that hundred get a qualification after entering university.' Rogan's statistical breakdown serves as a startling disparity in the tertiary education landscape.

He goes on to present some answers as to why some young scholars cannot progress into university, citing research conducted by the University of Cape Town. They looked at recent matriculant's and tried to understand how academic performance was linked to progressing into university. The findings show that the quality of education scholars receive in their early childhood development years into high school, translates at a better chance at entering university and this chain continues into the workforce as a solid and reputable schooling background increases the chances of employment. The unfortunate facts emanating from this findings is that academic performance is intrinsically linked to an opportunity to succeed which suggests that academic ability is centred in

career progression, excluding those who are vocationally skilled, stemming out of technical colleges. 'I strongly suggest we have a new conversation around the value of TVET colleges and vocational training'.

Rogan also laments biases and perceptions attached to certain tertiary institutions also pose a threat to the likelihood of employment. Rogan affirms this through a case study between graduates from Rhodes University and the University of Fort Hare who, because of social class difference, fair differently when seeking employment. The study is based on research done three to four years after the graduates attained their degrees where it shows that 'the employment rate of graduates from Rhodes University are three times than that of their counterparts at University of Fort Hare – with the same level of degree'.

In conclusion, in an attempt to answer the question on how to enhance better pathways through education, training and into the workplace, inequality comes top of his assessment. Rogan regrets that is a startling finding that reinforces some previous findings about a highly uneven education system and 'unfortunately, factors such as what you studied and which institution you studied at won't give you the same opportunities'. Rogan cements his presentation by suggesting solutions that include developing partnerships through the LMIP, partnerships with universities and collective engagements on developing policy.

## PARTNERSHIPS THAT WORK

Founder and Board Chair of the Harambee Youth Employment Accelerator, Nicola Galombik has extensive experience in the landscape of alleviating poverty through job creation and has set out her organisation to take heed of the unemployment challenges of uneducated youth. She joins the panel to present the significance of partnerships that work and the art of achieving this.

She asserts the importance of driving solutions and action orientated solutions specifically focused on the pathways of young people, as most young people ‘as we have heard in the previous presentations, are not in education or training or work’. Galombik articulates Harambee’s key objectives in providing solutions to these particular young people. Centred in the philosophy, is how to accelerate young people without the sufficient schooling and training background to enter and participate in the economy.

Galombik begins to sharing findings on the different cohorts of young people that are exiting the education system, at different points: ‘A large number of grade 10’s and a large number of grade 12’s and some, in a very uneven fashion who are in and out of post-school education and also some who are in and out of temporary work.’ This speaking to the complexities of youth unemployment and she then presents the responsibilities to put the individual journeys of young people at the centre of the job creation discourse. It is from this premise that Harambee works with its partners.

Galombik proudly states that 6 % of youth in this cohort, have been able to find formal employment. ‘What Harambee has been able to demonstrate is how significant the potential of this group of young people is. With over a million young people who have applied to the Youth Employment Accelerator over the last 5 year years, we have been able to measure their fluid intelligence and we have been able to collect data, assessing their human capital, their ability to solve problems and we found that we have a high potential amongst these young people. And yet you find that their ability to perform well in a grade 6 maths test, it does not correlate. And that reinforces what we already know, but the key message it gives us is that we need to unlock this human capital and we cannot simply rely on current institutional models to do so’.

Galombik presents the need for disruption, breakthrough solutions and new ways of unlocking human capital of a huge pool of needs and an urgent need to accelerate their transitions to work. She goes on to reiterate sentiments made by President of the Republic of South Africa, Cyril Ramaphosa who spoke at Harambee’s Solutions Exchange in 2017 where he said: ‘There is nothing wrong with the young people in our country, we need to open the pathways for them. Give them the wings and they will go’. Galombik cements this is at the heart of Harambee’s objectives through effective multi-sector partnerships, with government, business in the private sector, donors and social financing agencies and other social partners.

Galombik goes on to articulate that key factors they have found to roll out their work: The need for human capital solutions that allows young people exiting school to empower themselves. ‘We need disruption to unlock the human capital and to understand what the opportunities are in the economy to match’. The need to manage young people’s pathways which are often laced by barriers of poverty, lack of access to networks, transport costs, high cost of data some out of many pathway barriers is emphasised by Galombik, calling on interventions to make the transitions less constrained by circumstantial factors.

‘The other thing we need to prioritise is rethinking our financing priorities. We need to also invest in those pathways and in those new human capital solutions. This, while we also fix our existing traditional forms of schooling’.



Galombik shares Harambee's multi-sector partnership model which started in 2014 and their several leadership, social sector and business partnerships where they have been able to develop a work programme. She goes on to outline the three pillars of the work programme, namely: 1) A demand focused human capital solution where there are entry level job opportunities that do not traditionally demand a formal education 2) The process of path-waying young people and the needed platforms to do in a systematic basis and 3) innovations to finance these solutions.

She returns to Dr Dingalo's sentiments on the supply and demand mismatch, naming some job opportunities that can match supply and demand including business services, digital analytics, installation, maintenance and repair technician operators, professional social services such as early childhood development education and work in the tourism sector. She cites action labs as a tool to increase employment pathways for young people through the skilling of young people, successful when there are fruitful partnerships with government.

Some current partnerships that are successful that Harambee has committed to include those with government and business where they have collectively set a target to attract 30 000 new global BPO jobs to South Africa in the next three years where company CEO's have signed a paper, committing to this goal. This, all in part of the efforts to solve supply and demand problems. Harambee has its eyes set on TVET Colleges as prospective partners, to meet the demands of technicians by setting up programme management teams to find breakthrough solutions. 'There are hundreds and thousands of job opportunities in SME's, micro-enterprises, municipalities and private sector'. Keeping up with the times, Harambee is also looking into the digital and data analytics environment and stresses that these jobs do not need university qualifications. Galombik articulates the merits of this transition as a pathway of young people into the digital economy.

Galombik touches on the social and care economy where again, formal tertiary education is not a necessity with the alternative of fast and relatively cost-effective skilling programmes. 'It is this transition from learning to earning that we are most focused on and trying to find the shortest possible interventions'.

Harambee prides itself in the strides it has made through its partnerships with the Department of Labour, the Gauteng government through initiatives such as Tshepo 1 Million working at a city level to run pathway programmes to contribute to the city's economic hub.

In conclusion, Galombik speaks of the ongoing vision to create an efficient and effective portal for young people to transition into the labour force. She also addresses the existing realities of unemployment and the looming 4<sup>th</sup> Industrial Revolution, Galombik states the importance of a shifted mindset that looks into entrepreneurship and enterprise driven kinds of solutions as alternative pathways for young people. 'We have to rethink everything if we are going to unlock young people's potential'.

In a positive note, Galombik ends by celebrating the outcomes of Harambee's existing multi-sector partnerships and cements her message that execution of solutions must be done well as a collective to achieve the 2030 vision.

## DIGITAL PUTS ONE IN THREE JOBS AT RISK

In a candid and equally sobering introduction, Managing Director of Accenture Consulting, Africa, Dr Roze Phillips paints a fast changing picture of the world of work. In what she titles, 'creating South Africa's future workforce', she stresses the importance of shaping a new narrative that is centred on African values as we envision the future of the workforce.

Citing biblical and adages, Phillips speaks of the evolution of the human condition and how, with each industrial revolution and technological development, the need for human capital and manual labour is slowly becoming obsolete. The move 'from the physical world to the development is the challenge' but Phillips says not all is doom and that there is opportunity to partner human capital and machinery.

Zooming into our healthcare sector, Phillips presents projections that state that human capital and machine collaborations could increase revenue by 50% and job creation by 10%. To provide context, she makes reference from a 2017 Harvard study where pathologists were researching breast cancer biopsies by creating a machine algorithm that also detects breast cancer biopsies. The machine proved to be 92% accurate and the pathologists were 96% accurate. This brings us to the endless possibilities that the digital age presents to the workforce. 'When the human being and the machine work together, 99.5% accuracy is guaranteed', Phillips states. She brings it back to the South African context where she makes reference to young local medical practitioners looking into similar disease detections, particularly for HIV related illnesses where they can identify tuberculosis earlier. The question is not whether digitalisation will decrease jobs, but what kind of work we will be doing to match digital developments.

Phillips however speaks of the threat to economic efficiency that digitalisation poses because where the machine will replace human capital, economic efficiency will be compromised. 'Economic growth as opposed to economic efficiency is when you harness the capability of humans alongside machinery, but we have not done this which can be seen in increasing unemployment rates'. Phillips also stresses how South Africa needs to upskill its people because, unlike other countries such as Italy, we still have many young people who need to be productive.

Phillips then presents the likelihood of existing and high profile professions whose custodians would assume they are absolved from the replacement by machinery and to everyone's surprise, a barber and hairdresser are the least likely to be replaced by machinery because hairdressing is an art and the human condition will forever be in need of human skills and human interaction. As opposed to professions such as surgery, welding and stock trading. This presents an opportunity for us to rethink the labour landscape, encourages Phillips.

Phillips implores Human Resources departments and organisations to innovate and find cutting edge solutions to retain staff. Reskilling is at the heart of this. By unlearning and relearning and constantly changing the content of the work is the only way we will survive the digital age. 'There is also a group of people whose job content cannot change even on the back of a changing and moving economy. A taxi driver will always be a taxi driver, but if you are not responding to an evolving customer base and not evolving into digital platforms like Uber, you will be replaced', warns Phillips.

Organisational change is imminent in this changing era including how output is determined where we will see freelancing ascend into mainstream workflows. Phillips says that this will need organisations that will be open to and adjust to change with ease. 'New services, products, business models' are just some of the changes needed to keep up.

In conclusion, Phillips stamps her address by calling on responsible leadership to lead human interest change, alongside digital developments. ‘We need to be responsive to change’ and this will need us ‘to reimagine what digitalisation means to us and being people centred and not human capital centred, will strengthen our leadership capability and how we respond to change. Ubuntu is the way that we are going to change our society because inclusive social and economic growth is going to help us be better and work with machines so that human resources do not become obsolete’.

## SOCIETY 5.0

To discuss what is termed, Society 5.0, Director-General, Department of Science and Technology, Dr Phil Mjwara takes to the podium to make his representations on digital technologies and how we should start thinking about the 4<sup>th</sup> Industrial Revolution. Dr Mjwara speaks of digital technologies and their convergence interact with biological systems and exactly why we should always be cognisant that it's more than just digital technology.

Presenting the different ages of technological developments from yesteryear including technology improving the world of agriculture and computing. Essentially, Dr Mjwara lords science as an integral part of the many technological advancements we owe our development and convenience to. He states that how we will engage with the 4<sup>th</sup> Industrial Revolution as it is society that is going to be affected most by this development. Making international observations such as Sweden where the health sector in such countries has seen some remarkable findings on the study of the brain which are advanced, owing to technology and science evolving with the digital age. He echoes the sentiments of Dr Phillips who too speaks about the merits of digitalisation when it comes to health discoveries that can prevent certain life threatening through early detection and treatment.

Mjwara poses the question: Is South Africa ready for these fast changes? He confidently answers, 'yes' as the DST has invested in plenty research and capacity to ready itself for the 4<sup>th</sup> industrial revolution. Mjwara stresses that it is here that scientists are needed to work together to respond to these industrial changes. Staying true to the narrative of partnerships that work, Mjwara celebrates the department's strides in its partnership with industry in developing the ICT RDI Roadmap Strategy (2013). He also highlights other key areas around Society 5.0 including the convergence of physical, digital and biological spheres, asserting that cyber physical systems will define the 4<sup>th</sup> Industrial Revolution.

Mjwara also commends the role of the Council for South African Research in these strides and 4<sup>th</sup> Industrial Revolution readiness through its Product Lifecycle Management Platform; Converging Technologies Platform; Aeroswift Photonics and Additive Manufacturing; Accelerated Capacity building in data science; its Mobile laboratory at the Tshwane-based Innovation Hub and the Go Metro lab which is a transport logistics app amongst other established and functional technological advancements. All innovations that speak to the progressive and futuristic outlook that the department is cognisant of.

In conclusion, Mjwara reaffirms the solutions that science and technological advancements can present to existing and future problems facing civilisation. He provides an example of cyber-crimes and how these can be prevented through harnessed capacity to implement security measures in cyber space. He stresses that as cyber space becomes oversaturated, some will use it to threaten security and such malicious developments, must be pre-empted through sophisticated innovations. Mjwara concludes his address by calling on the presence of mind of industry and stakeholders to acknowledge the significance of partnerships that work by expressing that in order to invest in real life problems through efficient technological solutions, will have to start with partnerships as these are critical in accelerating digital capacity.

## COMMISSION 1: YOUTH UNEMPLOYMENT & YOUTH EMPOWERMENT

The first commission of the Summit puts the spotlight on youth unemployment and youth empowerment with a panel that comprises of Professor Stefan Schirmer from the Centre for Development Enterprise (CDE), Ms Mamophuku Khuluve from the Department of Higher Education and Training (DHET) and Professor Mike Rogan from Rhodes University, facilitated by Professor Richard Levin.

Prof Schirmer shares his insights on a current CDE project undertaken last year that brought the organisation to some findings and recommendations. He states that CDE has tried to highlight the startling statistics of youth unemployment. A job society that suggests that 'South Africa is not made for young people and this needs to change through real transformation'. He outlines the project they undertook which essentially identified unemployment hotspots where the largest numbers of unemployed trended. They went all over the country where they discovered how different all of these areas were and they spoke to young people in small workshops and discussions, covering eight of the nine provinces.

'One of the most glaring realities that faced us is in some of the worst places with the least hope for employment, places like Bushbuckridge where the legacy of apartheid still shows'. Schirmer attributes a lagging a policy movement that is centred in the democratic project. He argues that little to no thought has been applied to some of these spaces, including former homelands.

On the issue of the migration of project, Schirmer argues that some of the cities and big towns do not cater these groups of the population stemming from isolated and rural spaces that render them stuck and neglected and excluded from economic opportunities.

In Bushbuckridge, 75% of the youth is unemployed. Pretoria, Cape Town and Johannesburg have large numbers of unemployed people, but the lowest rate of employment opportunities as these serve as the country's economic hubs. When engaging the locals, Schirmer says nobody seemed to have a plan out of this situation. 'Protecting local workers and entrepreneurship seemed to be a priority rather than speaking of new ideas for job creation. When we spoke of employment, government employment was the only option the locals mentioned'. Schirmer says that in spite of great opportunities stemming out of these areas, there are very little prospects of entrepreneurial success because, according to Schirmer, the people who are likely to succeed in entrepreneurship, are people who are already in work as he asserts that it is mere impossible to have an entrepreneurial inclination when you come from a home where nobody has worked, let alone where you have worked.

Schirmer lastly introduces the sentiment of empowering young people to seek opportunity, to have an eye for it and to create solutions. In towns where there is potential such as Rustenburg, Schirmer says more can be done through institutional interactions between government and business, the creation of special economic zones, partnerships and collaborations. Most areas and the job creation continue to depend on national reforms and this presents an urgency to create inclusive growth through policy and other instruments. Schirmer acknowledges that this is not as simple as it seems, but is certainly a start. 'We need to encourage apprenticeships and internships, to extend the youth wage subsidy and protect the labour force'. In conclusion, Schirmer cements the agenda of the CDE founded on the principles of faster growth, supporting urbanisation which will attract people from places of low growth.

Ms Mamphokhu Khuluve contributes to the discussion by presenting the work the Department of Higher Education and Training has been doing in collaboration with the Human Sciences Research Council in findings speaking to the demand for certain qualifications. Khuluve emphasises the need to do skills need identification and outlines the department's current list of qualifications in demand. This refers to occupations that are in high demand and in the context of their methodologies, the department looks at the occupations that have great chance of employment and those that are likely to grow in popularity in the near future.

Khuluve outlines the importance of this exercise as a way to respond to the growing and ever-changing needs of the economy as far as skills is concerned. Knowing this data assists in allocation of budgets for certain bursaries to assist the youth in getting funding in a field of study that will raise employment prospects. In this way, Khuluve states that youth employment can be addressed. Khuluve highlights the extents of their research, including taking a look at the skills demand lists from various Seta's. 'there are about 369 Occupations that are considered to be in demand including technician and association, services and sales workers, agriculture and fisheries related occupations', to name a few.

In conclusion, Khuluve reaffirms the efficacy and accuracy of the department's research methodologies in addressing and alleviating youth unemployment by empowering the youth through education that increases their prospects of employment.

Closing off the commission, Professor Mike Rogan briefly summates and reinforces his sentiments during his plenary address. He provides particular context to other nuances emanating from the discussions, especially in the context of the future of work and emphasises the need to be able to sufficiently assess the labour market.

Rogan reinforces the basics of the labour market in line with the education system. He states that keeping our eye on the future of work cannot be a substitute to addressing present realities and challenges in the education system. We have to transform access to education and the labour market by undoing existing damages whilst keeping up to consistent changes. In conclusion, Rogan emphasises that education is a valid stepping stone to access opportunity in the work force and asserts that this and the need to look into the future of the labour force must be balanced in approach.

Some questions and comments that emanate from the floor:

*Question 1: There is lack of knowledge when it comes to youth coming from underprivileged areas. What job and training opportunities are available to them? How do we also raise TVET Colleges to world class standard?*

Response: We need conscious awakening where small efforts will translate into huge contributions. How we engage our domestic workers and our gardeners' who continuously show us they have zeal and potential. Instead we overlook them and not mentor and guide them to better than themselves. We need to be aware to these raw skills and displays of potential and invest in them through development.

*Question 2: We seem to have forgotten township skilled individuals from artisans as well as those in the rural area. How do we plan on taking these human resources with us as the industrial revolution evolves?*

Answers that come out of these comments and questions start on the reality that there has been a classist approach to job where cleaners would not be rated like fitted suited professionals.

Essentially, some of the jobs have been so degraded and consequentially, have been isolated from the broader discourse around empowerment and economic participation. 'We as a society are not championing the role of promoting all jobs to make even the unpopular and unromantic ones appealing to the youth'.

*Question 3: How do we ensure employment prospects for learners coming out of TVET colleges? Why are we also not introducing a curriculum that will empower young people to become entrepreneurs?*

*Question 4: What are we doing to hone skills that will be needed for new and innovative developments in the economy? How are building capacity for what's to come?*

*Comment: I have an issue with the tender system that does nothing for young people, instead it encourages conspicuous consumption, instead of empowering young people and in turn, contributing to the economy.*

Response: This is an unfortunate reality for the labour force that must labour whilst the employer goes seeking for tenders and networking to attract more business. It's the nature of business and different roles in the workforce.

*Comment: With many years' experience in the recruitment industry, I can attest that quality of education can isolate someone from economic participation, such as life orientation and maths literacy. How do we translate these from being content driven to being experiential driven so that they do not go to waste?*

Response: Life orientation is not a difficult subject and by virtue of attending school from Grade 1 to Grade 12, you learn those soft skills without having to be formally taught them. Same applies to maths literacy. It is not difficult to count from zero to infinity and this shouldn't be formalised in curriculum because this is going to cause a brain drain of society.

*Question 5: In most cases, we are looking for candidates living with disabilities and when we do find them, they are not upskilled. How do we address this skills gap?*

## COMMISSION 2: PARTNERSHIPS THAT WORK

In the second commission, panellists and delegates discussed and unpacked the notion of partnerships and their significance. The panel comprising of Sasol's Vusi Cwane, Ms Hellen Ntlatleng from the Ekurhuleni West TVET College and Mr Bernard Ngosi from the Harambee Youth Employment Accelerator under the facilitation of Dr Octavia Mkhabela.

First to share insights is Mr Vusi Cwane who presents the objectives, challenges, successes and shortcomings of Sasol's partnership with the TVET college space. Cwane shares that the journey started in August 2013, where some sort of governance/ structure was formalised. The HRDC meeting that was held in Sasolburg in 2014 helped spearhead the private sector in adopting a TVET. There was a pledge that was done to strengthen TVET capacity which was signed on behalf of government, on behalf of labour and industry. Sasol coerced the agreement, as it knew that the need for such skills would be generated more especially if they were done through partnerships. In formalizing this agreement, clarity was needed on the roles of each players. The TVET's role would be to provide the academic theory. Cwane also explains that industry also provides some theory in collaboration with the SETA, but most importantly they bring the practical work integrated learning aspect where students can translate theory into practical. Sasol redeveloped the curriculum jointly to ensure that interest from a business perspective is responsiveness to industry needs. The TVET needs to ensure responsiveness to academic needs.

Cwane presents a brief Introduction into Sasol's Partnerships:

- Close to Sasol there is TVET College called Flavius Mareka and another called Gert Sibande in Secunda.
- Sasol recruits students to join the academy and they go through their training. They run a skills academy in the plant.
- The Flavius Mareka TVET does the theoretical training these students gain experience of work and exposure as part of their preparation.

He goes on to express the role of partners which was to create access to experiential learning:

- The role of the partnership from Sasol is to provide a controlled and safe simulator environment because plants can be scary, a lot of hazardous products are used.
- In order for students to practice something one has to create a simulated environment. But as industry you can do this because the business is well aware of procedures and environment.
- Sasol follows the same processes used in the company but with a different strategy e.g. Use old water that has died as if it is a chemical instead of harmful chemicals for a practical and you get the same result.

How did they ensure successful job placements for job candidates?

- Once students have finished, if they are not placed they are not happy and as a company you'll see that YOU didn't manage to place ALL of them.
- Job placement is a real learning expectation and at the end of the day these students go back home, back to their townships.

He explains that they went on to ensure etiquette capacity and skills transfer:

- You have to have capacity for what you want to do and be aware that you are in the process of transferring skills, whether skills to students or institutions.



- The institution is transferring the academic strength, the business is transferring practical operational strength.

Cwane cites the gaps and challenges:

- A broad problem is the notion that the artisan trade is not seen as attractive.
- When Sasol held a career guidance student programme most learners thought that the academic orientation is a lot “cooler” and this trade isn’t.
- The wear makes it even less cool, e.g. overalls. Whereas if you go to university after you obtain your degree you have an “office”.
- Sasol has requirements for artisans, the programmes attract scientists/engineers.
- Sasol has machines that produce chemicals, that produce petrol and those machines need to be operated by skilled people so it is a business imperative.
- The concern Sasol wants to also address are the outputs that come from TVETs. E.g. The Company will get a situation where a student will qualify but can’t get a job, this is where they have to try other avenues to address those skills shortages.
- Managing expectations of students: they expect to be placed, how do you manage and deal with that? How do you continue to attract people if the expectation was not met?
- The other challenge is the capacity to absorb students for Work Integrated Learning (WIL). This is why you need partners to provide WIL.

Another challenges was the inconsistency in standards:

- At the TVET’s the students do the theory for two years. They finish. At the end they have forgotten the first two years. Then they are thrown into the practicality of the industry.
- When the students come to plants they are scared because the plant has hazardous substances, they have the theory but it’s all over the place.
- When Sasol runs the programme it is modularized. Elements of the practical are incorporated.
- The theory of the academic side is explained, also you take the operation of the business and break it down into elements.
- The period of the programme is shorter (6 months).
- When the students have understood they do another theoretical block and then practice.
- Sasol’s academy has one standard and in the partnership there is another standard. (2 years vs. 6 months)

Another issue was the lack of alignment on stipends offered:

- Business pays slightly more whereas the college may pay slightly less, students may as a result of this strike and protest on issues like these.
- This is where we ask ourselves are these students here for a stipend or are they building their future to create employment.

Also, there was an imbalance between technical skills and developing a total person:

- Developing the curriculum is not easy in practice, the business and the institution has a calendar and their own responsibilities. If these are synchronised right from the beginning the rest becomes easier.

Both partnerships have to be cognisant that they are developing people and their skills must also equip them to deal with real life challenges as training them with academic theory is just not enough.

- There are other things that come into factor, this is why the design of the programme is important and adding these factors is important.

Cwane makes some reflections on their successes between the period of 2016 and 2018, citing that:

- More than 371 students received theoretical technical training and WIL experience
- Of these, 70 have already qualified
- 13 of which are permanently employed by Sasol
- 57 of these students are doing WIL with two local municipalities in Secunda
- Sasol has provided students with a unique opportunity to match classroom theory with experience of real life work environment.

What would he say are the key lessons learnt?

- There is never a good time to start a partnership
- Ensure integration of all elements of the programme. It needs to be seen holistically from curriculum to recruitment
- TVETs should broaden their reach to industries with similar skills requirement e.g. Sasolburg
- Funding from the SETA and other industry partners should be leveraged.

In closing, Cwane shares principles of partnerships that work:

- Roles and responsibility that are clearly defined and agreed by all participants
- Alignment of expectations of critical players involved in the execution. What did you expect etc.?
- Sharing of a common vision beyond operational requirements in line with the partners brand promise to society. Why do you exist as Sasol or a TVET? What is your role and duty to society? What do you expect from your partnership? If you answer these questions there's a good chance you'll make the partnership work
- Clearly define measures of success and monitor process. If you don't have agreed measures, they won't be done. That is something where Sasol admits they haven't done well
- Deliver on commitments made- Sasol has also made blunders
- Develop a curriculum which meets industry requirements
- Provide coaching and mentoring support for students- students are young and need to be nurtured right through. They can't be put into an intimidating and foreign environment. Allocation of coaches and mentors is vital, they must be told before time and provide structure
- Have proactive management that will change material impact on program as it has to anticipate, prepare and have a contingency plan to nurture partnership.

Ms Hellen Ntlatleng from the Ekurhuleni West TVET College shares the landscape of the college comprising of 2100 students. The college has a unit within the college that deals with partnerships

and another one that assists in placing students. She goes on to define problems in partnerships which include:

- Employers being resistant in opening up the workplace for students
- A lack of proper mentoring at the workplace, more especially in the production line
- Colleges are challenged to be responsive intuitions of choice in assistance to the government
- As a country, we have achieved moderate growth in the formal economy and attracted foreign investment but there has been a failure to skill the nation for these new challenges to the structure of our economy
- Colleges are left with the distinct challenge to develop rapidly ensuring that people benefit from this development
- The government has made significant progress towards making South Africa a more just inclusive development but deep inequalities associated with extra ordinary high levels of poverty and joblessness still exist
- TVET's are responsible institutions of choice in assisting the government.

Principles of Partnerships:

- Colleges are cognisant of the demand for skills in various industries in the economy on the one hand and the supply of people on the other- an institution needs to ensure that the two talk to each other without importing skills
- Colleges are challenged to be responsive institutions of choice in assistance to government
- Artisan Development is a priority to strengthen manufacturing and beneficiation of mineral resources. The curriculum is not flexible enough to be able to do that
- Partnerships between SETA, employees, private providers and public TVET colleges, institutions of Higher Learning must seek to increase capacity to meet skills of a developing economy. TVETS should not only see SETA's has institutions with money, but there should be an understanding in their mandate and meet each other half way.

The importance of cooperation with industry:

- TVET colleges don't necessarily attract students that are good in mathematics. Colleges have engineering and finance programmes and students can't do those programmes with maths lit
- When TVE'Ts attract students, they attract that deficiency
- West TVET college stance is formed by the imperative of fighting South Africa's twin problem of unemployment and poverty
- There is a dire need to attract relevant students for relevant problems and attract relevant lecturers. The students aren't ready, the lecturers are not ready and both need training
- TVET''s are aware that Public Sector does not pay well and often employers are often lost to the industry
- The impact study of local employees/ industry and their functions are important - it is important to ensure that acquired skills are relevant to the labour market
- In Ekurhuleni as part of a strategic plan the TVET took an impact study of the locality, they found that 60% of the economy lies there, there is a lot of industry from transport and

logistic, manufacturing, hospitality, finance etc. The college tweaked programmes to ensure that there are employers around the college

- They must also assist in the design, development and implementation of the programmes offered at TVET colleges and to inform when certain programmes need to be reviewed and be made relevant to industry
- The curriculum is in the hands of Higher Education, but it is very important to influence industry
- Barloworld is one of the partnerships Ekhuruleni West College had, the company deals with pneumatics, and in the curriculum that was not offered but it was then offered because it was a necessary skill. The TVET believes students shouldn't be trained for exams but rather trained to participate in the mainstream of the economy
- The institution also participates on ware skills competitions and this helps to develop a niche, the college has had this running for three years.

Ntlatleng shares the Colleges response to these challenges:

- EWC has signed a number of corporative agreements with international companies
- They have a partnership with a college in Germany, an exchange programme in Nuremberg
- EWC has placed 17 students in China (12 April) on mechatronics and electric engineering
- On the 31st of May another 15 students will be going to China funded by MERSETA. If some of these companies in China have companies here, they are placed easier when they come back after their training
- The college has paired up with various government Departments (Environmental affairs, small business)
- State owned enterprises- Key partnership is Transnet Engineering. Ekhuruleni West College designed the MOU that Transnet is using
- Commerce and industry: Nedbank Foundation gives the college R500 000 to be able to support CEO Business Plan of the year. That money is not used by the college it is given to students that win and they are assisted by the College to start their own businesses as seed funding
- EWC has also paired up with and other institutions of higher learning
- The biggest role-player for EWC is Ekhureleni Metro, it plays a huge role in the college to both students and lecturers
- Ford has also given the college 4 diesel engines. Ford Chrysler gave the college parts to assemble four vehicles and they are assisting students to assemble that
- The college has a newly built Ekasi lab run by Innovation hub in Thembisa
- They also have an Enterprise hub in Katlehong
- The metro has also donated a shop in the Boksburg campus, this is where students are taught how to run a business
- The EDTP centre has funded the college to take the management to an international forum where some of the employees will become fellows
- Volkswagen recently donated engines
- As a result, EWC training workshops are well equipped

Ntlatleng highlights the agreements' wide range of spectrum:

- Work integrated learning (WIL)

- Work based experience/ Exposur
- Lectures training/ Guest lectures- This is imperative the lecturers that we have don't necessarily come from industry and we have to train them
- Donation of equipment/tools e.g. training vehicles
- Articulation to universities

Bernard Ngosi of the Harambee Youth Employment Accelerator shares the history and context of the organisation:

- In seven years of its establishment Harambee has placed 50 000 thousands unemployed youths from disadvantaged backgrounds across more than 400 employers in the private sector primarily
- Harambee's partnerships start with unemployed young people. They are the clients and their role is to partner with them in their journeys from to learning into earning
- This is sometimes done through Harambee's own or other entities including government, private sector, social investors, research institutes, organized labour etc.
- Meaningful partnerships are critical in addressing the plethora of challenges. The presentation reflects on Harembee's experience in their interaction with Partnership. They are an NGO and partnering is not as easy as it seems.

However, the journey has not been without challenges, including:

- Limitations to current policy legislative and regulatory framework- this includes companies saying the work is not accredited, refusing to partner because Harambee is not government
- Sometimes all the organisation is just looking for information but because of PoPI Act the organisation can't receive/share information and the people who are meant to benefit don't
- Lack of capacity- this needs to be acknowledged on both sides. Do we have the right people in the conversation? Are we talking to the right people?
- Lack of will
- Lack of precedents- the company will always be asked who has benefited from the programmes and if unfamiliar names are mentioned, there will be a tendency to want to jump on less
- Fear of failure
- Trust deficit- Who are you, what's in it for you? The challenge is when Harambee tries to help the unemployed and they don't trust the organisation or the journey. They will question the validity of the process.

Ngosi reinforces that at the heart of Harambee's partnerships is the need to service their clients. The NGO takes time to understand its partnerships needs and challenges by posing questions such as: What are the environmental issues they have to deal with? Is it transport? Do they have a child at home?

There are a number of principles Harambee has adopted through their partnerships:

- Belief- Young people irrespective of their background have the potential to add value to the economy. We need to assist them to signal that potential to the market

- Choice- Youth need to be empowered so they can make the right choices. To show up or to not show up to meeting. For example, in December Harambee's offices are always closed because unemployed people are on holiday, they will not come to interviews
- Honesty- Strive to create the right balance between hope and unrealistic expectations. Facts are the economy is not creating more than 250 000 jobs. But we Harambee tries to keep job seekers energized about the possibility but be realistic about what they can deliver
- Incentive- Youth need to have line of sight of the opportunity. Some of the Ngo's clients have been unemployed for 7 years or more
- A growth mind-set that strives to create a "safe space" for youth to fail, learn and grow

Ngosi, shares the philosophy of Harambee's partnerships, describing them as a coalition of the willing:

- Harambee has a relationships with Government from Presidency right through to local government, some are formalized, and some are not
- It holds partnership with Youth and social originations- they help the company understand young people better
- Organised labour
- Universities and research institutions: The entities help Harambee understand the youth and the unemployment problem better, but also it helps them to examine their own work- are they effective and efficient?

The principles that cement the partnerships:

- Shared goals (Accelerating Youth Transitions) - business understands language of profit, the NGO goes to these businesses saying these unemployed youths can contribute meaningfully by helping you achieve that
- Shared Belief (Potential of Youth)
- Co- Investment / Co- Sharing (Resources, knowledge, and intellectual property) - in Buffalo City where Harambee is run from a library, they don't have an office but room in the library has been turned into an opportunity hub
- Co- creation (Evidence based solution creation) –Learn together as partners, see what works and move together forward
- Shared values (Transparency, Good governance, integrity, and ethics)
- Good faith (We all want the best for our youth)

However, Ngosi expresses that there is need for more effective partnerships such as:

- Programme focused, outcomes based partnership that work the most effectively, short to medium term that can ensure that there is something tangible they can see in working towards and translating it into work a programme with practical real time solutions
- Solution specific policy, legislative and regulatory changes to enable delivery (where appropriate): Harambee wants more focus on shifts or adaptations to the frameworks that govern the work they do that can allow them to address discreet solutions
- Recognize and value investments that have already been made and explore ways to leverage these

- Build the appropriate institutional mechanisms in order to enable delivery: This talks to capacity but the real idea is an agile institution is needed to allow Harambee to respond in real time to problems that arise when needed

The questions that are posed by the floor at the commission commence, jointly, addressed to all the panellists.

*Question 1: Mr Cwane mentioned that Artisan work is not attractive to young people. How do you market artisanship at the basic level? How do you tap and identity potential?*

*Question 2: Where are the educators in the mix of the partnerships?*

*The response:*

The year we ran a careers exhibition, we realised there's a stigma sitting with this profession, we pushed the narrative that it's cool to be an artisan. Sasol called in big companies to exhibit and learners were exposed to how big plants run their business. They were intrigued and fascinated by the information that we had exposed them to and the stigma was no longer there.

- Facilitator Dr Octavia Mkhabela suggests that another avenue that could be pursued is how this information can be infused back into schools so learners will be exposed to other professions, to break the stigma from the education system as in its nature, it is not glamorous that avenue will break that
- Educators are there, part of the partnerships are the skills transferred to educators. Some of the lecturers at the college are all people who used to be a part of our programme at Sasol. Educators play a very big role

*Question 2: Where does Harambee position themselves in the townships because that is your main clientele? One of the offices that I am aware of is downtown Johannesburg but have you also set up structures in the township?*

*The response:*

- The reason why Harambee needs to partner with other entities, the organisation does have satellite teams that go into the township across the country but there are limitations to that level. We are in engagements with the department of Labour to assist with that. But we have developed partnerships with churches and high schools to maintain that relationship. 18m moths ago we entered into a relationship with the City Of Johannesburg and used libraries to deliver some of the content. But the partnership itself has not been completed. But in other regions the partnership has been stable
- Harambee has entered into a new investment that will allow the NGO to deliver content by using their own learner management system and that will allow them to reach more people.

*Question 3: We are all impressed by the partnerships you've been able to secure for your College, they seem to be running well, please share with us how other TVETs can secure partnerships and maintain them?*

- *To Bernard Ngosi from Harambee, who funds the NGO? Who pay the bills, where does the funding come from because that's where the trust breaks?*

*The response:*

- The institution needs to start with partnership as a strategy plan, it needs to be aligned to the principles contract. We started with a unit that focused on securing partnerships. We host business breakfasts and ask them to bring their business cards and pledge anything they can do with the institution. After that the unit follows up and that's how you create a database. We have monthly reports where we outline objectives
- When we expose students for training, we follow that up, is the book talking to what is being done in practice? We asked the British council for assistance and we adopted a model to how you adopt partnerships. These are some of the avenues we've followed.

*Bernard Ngosi responds to the funding question:*

- We have a triple funding model, we are funded by socio partners and government and private sector. We have two key issues to address. There are things that are not being funded (transport money etc.) Harambee had placed a few unemployed youths in an internships, by the end of the first week many had left the internship because they had no transport money
- In that instant we try to get funding for transport money
- Research shows it costs R1000 to look for a job. 73% of the people we help depend on the social grant. If you are poor with no income, where are they getting the money? In the funding space there are things we should be funding but are not. Trying to retrieve your lost matric certificate, or getting free Wi-Fi
- The most important question is are we spending the money the right way? Are there cheaper ways of helping people finding a job?

*Question 4: What was meant to be discussed in the presentation, is it just TVET colleges or partnerships, I think we only focused on TVET colleges. The HRDC should come up with a guide or framework on partnerships which responds to what has been discussed at the seminar.*

*The response from facilitator, Dr Octavia Mkhabela:*

- At high level people make agreements, but in terms of filtering down, the performance agreement does not incorporate aspects of partnership. When you are chasing a performance target, partnership is the least in the whole list. We need a mechanism where one monitors and evaluates this and this is one little change that does not require policy change.

*A comment from the floor: There's a perception that corporates are able to give students a chance to be placed. In our organisation we focus on partnering with small companies. Yes the experience is different but it is enriching. There's also an option to partner with small businesses we forgot that.*



*Question 6: How many learners have been absorbed by the very same partners mentioned? We see so many plumbers in the street with placards no jobs?*

*The response:*

- The content of the curriculum is very important. In plumbers trade there are different specialization. At EWC we run a special programme that no anyone can do. We focus on industrial plumbing and we make sure our students are equipped with those skills. The plumbers you see are “domestic plumbers” but our students have qualifications and rare skills.

*Another comment from the floor: There are many partnerships that can be explored especially internationally. We need to utilize those.*

*The response:*

Professional bodies are never centralized, the fact that they are mentioned does not mean they do not exist. However I did mention a programme with GIZ where we have associations who are part of the project. We are also finalising a national model, 26 colleges have been selected in the country, it’s a curriculum that is being developed, it is a German model and all associations are a part of this with the assistance of industry.

### COMMISSION 3: THE 4<sup>TH</sup> INDUSTRIAL REVOLUTION

Sitting on the 3<sup>rd</sup> commission to unpack the 4<sup>th</sup> Industrial Revolution is Dr Roze Phillips of Accenture Consulting, Ms Ilse Karg from the Department of Trade and Industry (the dti), Dr Phil Mjwara from the Department of Science and Technology (DST) and Mr Dennis George of the Federation of Unions South Africa (FEDUSA). The discussion is facilitated by Mr Goodwin Khoza.

As an introduction to the presentations, Ms Ilse Karg introduces a historical context of how our manufacturing sector has been doing in the past 20 years:

Since 1998 manufacturing has been declining 24%- 12% where we are today.

- From 1989, the manufacturing sector has shedded half a million jobs.
- The wage gap between wages and productivity...The gap between is increasing

She goes in to highlight Sustainable Development Goals, namely:

- Access to education
- Reduce Inequality -10
- Gender equality-5
- Promote employment and job opportunities

Also, taking into consideration the importance to identifying the goals and what can't be left out when looking at the fourth industrial revolution.

- Quality Education for all, promoting lifelong learning and literacy. Government has to look at specifically
- Access to water, and clean water. Very important the government looks at
- Infrastructure- For communities to have access to internet and data. Needs specific intervention Human Development Report from the United Nations
- Human development should have certain drivers, developing capabilities and opportunities for everyone
- The Human Development Action Agenda
  - Effective policy and planning and exclusive growth takes planning

What 21<sup>st</sup> century skills are required for the 4<sup>th</sup> industrial Revolution?

- A new mindset of jobs is required
- The tools for working- New technologies- 3d Printing drones etc
- We need new ways of working if we are going to work in the digital economy
- Labour Intensive Sector will no longer apply
- Digital management and digital strategies

- Technical skills

#### The readiness

- The structure of production
  - 57 indicators,
  - 100 countries rated on the different drivers
  - For South Africa– Human Capital
- Robots: Differentiation between
  - Industrial Robots vs Robots that have social applications
  - Industrial Robots: 74% robots sites belong to 5 countries
    - China, USA, Japan, Germany, Korea
  - The annual world supply of robots
    - Increase 80% a year of utilizing robots in manufacturing
    - 2016 1.8 billion was spent
    - By 2020 3billion will be spent on robots
- Skills Development
  - Talent drives manufacturing competitiveness.
- Major Objectives
  - 12 drivers for competitiveness
  - Talent Identification, indicates that focus must be on talent development.

In conclusion, Karg affirms that the Department started in 2010 with a model to identify talent and for industry to develop the right skills, attributing this to:

- A mismatch between the supply for certain skills and demand for certain skills – in advanced manufacturing
- The need for a Model System solution that the department has piloted for the past 10 years that consisted of skills development and enterprise development
- The existence of 3000 students for pilot training where, next year (2019) will see to students completing the course

Karg rhetorically asks, what is important about this model? The answer is simple:

- It seeks to address and achieve
  - Intensive recruitment process.
  - It is competency based.
  - Supports the person chosen until they are ready to go into industry
  - Lessons directly pointed at 4IR
  - Formal partnership with industry

Phillips introduces her views and insights by stating that we are missing the point and that in fact, the 4th industrial revolution is about a combination of technologies that are getting more and more intelligent to the point of replacing humans only if we don't act swiftly by doing things differently to make sure that they improve the lives of humans with humans.

She introduces a formula:

- Human ingenuity + intelligent machines = exponential economic growth

- We spend a lot of time talking about the technologies

- If we put together these technologies, for example block chains, drones, big data, drones, 3D printing, machine learning, neuro networks within the manufacturing sector we can make a massive difference

- It's not just about the individual technologies it is how they combine to redefine what industry 5.0, 6.0, X.0 needs to be

- We need to spend time thinking about what industries X.0 is for the important sectors

- Important sectors:

- Manufacturing
- Agriculture
- Health Care

- Society X.0 is the human ingenuity

- Worried that we are still training our people to be conveyable workers- Conveyable workers will not be enough for the fast moving 4IR

- Bearing in mind that some people are differently abled and need help

- There are also people who have industry capability

- If we want to unlock the human ingenuity:

- Not looking for talent development in every sector
- Looking for new skills that all of us need to have
- Some in the basic form
- Some in intermediate form

- Some in advanced form

All these skills in a dynamic way need to come together so we free ourselves from conveyable mentality.

Phillips presents some key factors to remember:

- Digital is about unlocking innovation. If we don't do this, we will be putting in labour and our existence is not based on that
- We are supposed to be the beneficiaries of these skills.

Phillips goes on to present the 6 Skills that we should think about in various industries to bring society 5.0 to life

1. We-Q,
  - Relationship building which we Africans are good at.
  - We have to get to a point of talking and negotiating.
  - From Young and Old
2. Learning to Earn
  - Extremely important as it again gets us away from conveyable mentality
  - Entrepreneurial skills, problem solving skills
  - Requires us to understand how to present yourself, how to manage finances
3. Digital Fluency
  - Thinking about digital as a way of problem solving
  - Connectivity- cloud from government to allow anyone to have information
4. Creativity Skills
  - We need more art as much as we need our sciences
5. Growth mindset
  - The view that we are able to do the jobs of the future so we are able to prepare people for that
  - Agility
6. Specialization
  - Cyber security skills that will set us apart from everyone else
  - Being a drone operator

Dr Phil Mjwara joins the discussion by suggestion some key factors that each country should consider and deliberate what it is that will work. He makes an example of Germany, stating that it is good at manufacturing so they invest a lot on how the 4<sup>th</sup> industrial is going to affect them.

He goes on to suggest that if one of the building blocks is the internet, we need to get moving on broadband infrastructure:

- In South Africa, we have spatial disparities
- Placing people closer to the working environment

‘All these things are not going to happen if we do not have the right mechanisms of moving data around’, asserts Mjwara.

On synergy and partnerships, Mjwara states that we have a number of SA industry that are moving ahead with embracing the 4<sup>th</sup> Industrial Revolution:

- Public sector and private sector synergy: if we do not work together we will not be able to reach our goals

On skills development, Mjwara presents hope in expressing that we have opportunity for skills.

‘What we need to do is to identify the areas in which skills are needed:

- To train people will require that we train people differently
- We train people in interdisciplinary programmes’.

In a short presentation, Dennis George of Fedusa argues that the 4<sup>th</sup> Industrial Revolution is not an entirely new concept and that there are things we can learn from previous industrial revolutions.

‘There must be a just transition from one revolution to the next and the most important thing is the skills’. He goes on to highlight some key skills to attain and critical questions we should be able to respond to:

- Promoting Life Long Learning
  - To achieve higher economic growth you need human capital- that is flexible, that is committed to lifelong learning.
- Questions we should ask
  - How do we change business, labour and governance?
  - How do we collaborate to ensure that the transition is fair and doesn’t leave people behind and perpetuate poverty and inequality?
- Partnership
  - The 4<sup>th</sup> Industrial Revolution will have negative and positive effects on the economy

- We should look at partnerships and it mustn't just be about how the one party buys for us?
- To achieve easy and inclusive transition:
  1. We must turn 4IR from a challenge to growth strategy, through partnership.
  2. We must involve the Human Resource Development Council
  3. We must let private sector lead

In a joint Q & A session, the floor presents some questions and comments to the panellists:

*Question 1: Why are Township Economy discussion never held on public spaces? There is a lack of inclusivity. People need skills and if there is no access for information such as the one provided by HRDC then they are excluded.*

*Comment by the Chairperson of TVET Governors Council*

- *TVET Collages are unable to respond to the challenge of 4IR because part the issue is that the programmes offered are in two fold 4IR relies on occupational skills rather than ministerial skills.*
- *The country even though not declared publicly, in our current legislation- there are no regulations on 4IR. How do we regulate industry to ensure order and systems?*

*Comment from a representative of the Department of Basic Education*

- *New skills that are implemented has less to do with competitiveness than it does with collaboration. Individualism in the school system is not suitable anymore. These skills of collaboration are in the curriculum but are not implemented. Children need to answer less questions and answer more of them.*
- *Teachers must be equipped to work with learners to ensure the theory in the curriculum is applied.*

*Dr Roze responds:*

- *Kids are naturally playful, we ruin that part of them when we teach them in a pirate fashion. Agrees with Basic Education that children need to ask more and answer less.*

*A response from the Department of Higher Education Representative*

- *Works collaboratively with basic education, to implement strategy on training for 4IR*
- *There is huge need for social justice, we have to look at equality issues some kids more privilege than others.*

- *There is work already being done on the ground to ensure preparation for 4IR*
- *We need to reimagine what TVET colleges are doing and what they should be doing.*

#### **COMMISSION 4: WORK AND LEARNING**

The fourth commission unpacked the connection between work and learning and on the panel sits Prof Axel Gerloff of Baden-Wuerttemberg Corporate State University, Germany, Dr Raphael Dingalo from GRDC Botswana, Mr Gideon Potgieter from Resolution Circle (Pty) Ltd and Mr Odwa Mtati from the South African International Maritime Institute (SAIMI), facilitated by Professor Peliwe Lolwana.

The sentiments and key issues highlighted in this discussion include the need to bridge the gap between higher learning and the workforce, the importance of early childhood development skills specific curriculums in institutions of higher learning and the significance of solid integration programmes for graduates into the workplace. The overarching theme is one that speaks to the intricate link between schooling, both basic education and higher tertiary education and the workforce. The discussion is laced with questions that speak to the issues that can be attributed to youth unemployment and robust discussions on possible solutions for youth empowerment.

Prof Dr Axel Gerloff reinforces the importance of the corporate frameworks that synergise theory and practical forged through partnerships with university institutions. The floor opens and a plethora of issues are brought to the fore:

*Question 1: From personal experience as an HR Practitioner, I have observed the difference in work readiness between graduates from technikons, FET Colleges and Universities. How do we bridge these gaps?*

*Question 2: Is it possible to forge a cohort of STEM experts and/or educators to share insights to galvanise STEM education and contribute to STEM professions?*

*Question 3: What is it that drove the German corporate sector to get involved in education as South African business is lagging behind in this respect?*

*Question 4: Who influences the curriculum design?*

*Question 5: Unpacking the employability issues of people living with disabilities – do the schools and businesses accommodate people living with disabilities, especially those living with autism?*

*Question 6: Does the combination of education and practical training encompass all disciplines?*

*Question 7: What are the benefits of this system, particularly in getting employer commitment in the process?*

*Question 8: Is there a relationship with the defence force of Germany? And are all the courses full time and they get bursaries or salaries? Lastly, would you be open to South African Seta's sending delegates to observe and learn your process?*

*Question 9: In the context of free education, how do the schools break even?*

*Question 10: What are the challenges you face when you place students and there are instances where students cannot be placed?*

*Question 11: Do you have learners who get into the public sector, post-graduation?*



*Question 12: Given the different contexts, is this a model you think can work in South Africa?*

*Question 13: Would you suggest a TVET selection path?*

To spare the commission from this plenary insights, Gerloff purely reiterates some of his recommendations in the presentation, but makes some time to respond to some of the questions that may not have made it to his presentation. He goes on to affirm that the framework does not discriminate against students who are living with disabilities. The question however is whether they would choose this kind of high pressured framework. Gerloff highlights that he cannot make any statement on their relationship with the defence force, but that they do offer programmes that would enable learners to get into the defence force. On the issue of full time studies, Gerloff asserts that this is a critical element of the programme as each semester is split into theory and practical training every three months where learners straddle school and work.

Lastly, Gerloff opens the invitation for international delegations and exploratory workshops in other parts of the world as an exercise of knowledge sharing. Gerloff states that the framework does not offer training in all sector related studies. He outlines the College of Business, the College of Engineering and the College of Social Work and shares their current developments in establishing a College of Healthcare Management. He also shares their partnerships with public institutions. He goes on to say cost is an issue and he would consider it a cost-sharing partnership where the theoretical aspect is funded by the state through public funds and the practical aspect being funded by business. In response to the worker commitment question, Gerloff asserts that this is one of their big selling points in that employment prospects are high under this framework where companies employ and absorb the graduates they have trained during their studies. He closes by stressing the notion of lifelong learning in that their training is not just to prepare graduates to be professionals, but to be well rounded and perpetual scholars of life to aid their personal development. He warns that he cannot make promises that this framework would succeed in South Africa as this would have to be adapted to a country's specific circumstances. Their laws also manage issues such as discriminatory selection processes where South Africa would also observe its legal frameworks to cement the efficacy of this framework, should it pursue this path.

Dr Dingalo presents a focus on early childhood development and shares the HRDC Botswana's plans to introduce multiple pathways to respond to different needs and to encompass all sectors. He then touches on the need for funding so that universities can have the capacity to offer internships to students. At the core of this, is for a concise needs assessment to be conducted, where industry advisors would play a critical role in engage policy drafters where at the centre of investing in early childhood development and institutions of learning would respond to the need for a balances supply and demand landscape.

Questions emanating from the floor directed at Dingalo include:

Question 1: Have you considered deploying Botswana experts from the HRDC to consult and advise other regions?

Question 2: What are the literacy levels in Botswana and what is the status of community education?

Question 3: How frequent and for how long do teachers in training, train? And lastly, what are the minimum grades required for Diploma and Degree students?

Dr Dingalo responds to the last question by using his personal experience as a lecture in design and technology and states that because it was a skills and technical based discipline, they were training

for about two months in second year and per block semester in third and fourth year, suggesting that attachment training was important in this kind of discipline. He reiterates that he cannot exactly determine the training periods. In terms of literacy levels, he commends Botswana to be doing well, in the region plus 90%. Lastly, Dingalo cements his views on SADC integration strategies at the centre of knowledge sharing to develop the region.

Mr Odwa Mtati, from the South African International Maritime Institution, presents his views on the niche and key needs of the maritime economy in relation to work and learning, equipping graduates with the specific skillset to enter into the industry.

He outlines the institutions priorities as the following:

- Advocacy and co-ordination
- Facilitating industry collaboration
- Public-private partnerships
- Research and development
- Education, training and skills development
- Knowledge generation

Some of the challenges the institution currently lies in the disconnect between tertiary and industry. Mtati also laments the slow transformation in gender equality in the training of cadets. He also regrets that TVET Colleges are falling short in the design of a specified curriculum that responds to the skills demand in the maritime industry. The floor is quickly opened to engage Mtati where the following questions arise:

Question 1: Have you thought of developing an in-house development organ for sustainable development?

Question 2: Has there been any consideration in training teachers to introduce maritime to children whilst in Primary school?

Mtati responds by assuring that they undergone a commission to look at a model that would integrate skills development with a heavy emphasis on industry. Where there would be particular requisites responding to the industry's needs. In closing, Mtati asserts that 'Through the leadership of the board, we should look at the development of new entrants in the maritime sector and to look at the transformation of the curriculum and take particular steps to answer to those demands'. Lastly, Mtati refers to 'pockets of excellence' where he praises institutions like University of Kwazulu Natal where they have a solid maritime curriculum and affirms that these are the institutions of excellence that we can learn from and to establish and develop community colleges. With regards to teacher training, Mtati expresses that there is a mandate to cement teacher training, especially in existing maritime high schools. Mtati also assures that efforts to partner with other sectors such as the defence force are being made. To avoid maritime graduates choosing another discipline after graduating, Mtati echoes the sentiments of the floor, that there is an opportunity to expose learners to maritime studies in the early years of their school careers.

To wrap up the commission, Mr Gideon Potgieter of Resolution (Pty) Ltd, introduces the difficulties faced by business to integrate workers into the workforce when there has been insufficient training in school. He emphasises the need to address these challenges so as to ensure work readiness and the probabilities of absorption once employed. He attributes this skills gap in the workforce to the

imbalanced knowledge of graduates which is largely characterised by theory. Potgieter shares their business intervention model that offers practical work to part-time students. The floor engages Potgieter by posing the following questions:

*Question 1: Do you think we have a good idea of the economic value chain as far as the many skills at our disposal across sectors?*

*Question 2: How involved is industry in non-technical training?*

*Question 3: There is a wealth of knowledge and research in dissertations, conducted by graduates themselves. Has anyone exploited these dissertations that are currently in the dormain as a source of research to aid development?*

*Question 4: When it comes to entrepreneurship apathy, should it not be compulsory in tertiary to teach entrepreneurship to respond to the unemployment crisis?*

In a collective response, Potgieter begins by responding that he agrees with all the cements and commends the University of Johannesburg that works in partnership with the organisation to share research insights. He also speaks to efforts to tighten up infrastructure development, in partnership with some TVET colleges he will not mention by name. In relation to non-technical disciplines, Potgieter mentions that this is not a focus but they certainly endorse collaborations, attributing the success of Harambee in matching non-technical learners to industry. 'Our programme is very short and we focus on the basics such as business ethics and how to speak in a business manner'. When it comes to entrepreneurship training, Potgieter says that their focus is technical training and a sheer awareness they provide their learners to understand the options to translate their skills into business success. In conclusion, Potgieter emphasises that the closest they have come to access to academic work, they have worked with some 4th years in engineering school in their design projections and although, it is not the same as a dissertation, he appreciates the merits of the suggestion. Lastly, Potgieter expresses their wishes to partner outside the Gauteng region to expand their efforts and impact.

## **CLOSING REMARKS: HONOURABLE MINISTER OF HIGHER EDUCATION AND TRAINING, NALEDI PANDOR**

Ladies and gentlemen, let me acknowledge the Director General, Nomonde, 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 African's 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 report 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 realizing 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.

Thank you very much.

-Ends.

