

PROPOSED SUMMIT STRUCTURE FOR THE 3rd HRDC 2018 TOPICS, ABSTRACTS AND SPEAKERS

TOPIC	SUBTOPIC	ABSTRACT	SPEAKER
Youth Unemployment, Youth Empowerment Initiatives and proposals	No country for young people: the crisis of youth unemployment and what to do about it	<p>CDE has produced this report on the key facts, policy issues and our recommendations for action concerning the national crisis of youth unemployment.</p> <p>The key recommendation is that the scale of youth unemployment in the country must shape a bold, new agenda for action. Most of the current projects, initiatives and approaches are useful but they only make a small contribution relative to the scale of the challenge.</p> <p>http://www.cde.org.za/the-crisis-of-youth-unemployment-and-what-to-do-about-it/</p>	<p>Ann Bernstein Executive Director, Centre for Development and Enterprise</p> <p>Letter sent-no response</p>
	Pathways through education and training and into the workplace	<p>The Labour Market Intelligence Partnership conducts research to inform monitoring, planning, and policymaking for more effective skills development and equitable labour markets in South Africa.</p> <p>http://www.lmip.org.za/page/pathway-studies-coordinating-forum</p>	<p>Mike Rogan Labour Market Intelligence Partnership M.Rogan@ru.ac.za</p> <p>TBC</p>
	Occupations in High Demand in South Africa		<p>Dr Hersheela Narsee Department of Higher Education and Training (DHET)</p> <p>On board</p>

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	<p>The Community Work Programme: Building a Society that Works</p>	<p>In the context of a global jobs crisis, there is renewed interest in the role of public employment in providing work opportunities. This context has also seen a range of innovation in public employment, with new forms of work and new approaches to implementation and delivering different kinds of outcomes. The Community Work Programme (CWP) in South Africa is an example of such innovation.</p> <p>The CWP was designed to use public employment as an instrument of community development and uses participatory local processes to identify work that needs to be done to improve the quality of life in poor communities. This has resulted in a multi-sectorial work menu with a strong emphasis on care, food security, community safety and a range of other work activities. The inclusion of work in the social sector within a public employment programme creates new ways of strengthening social outcomes.</p> <p>https://www.tips.org.za/research-archive/inequality-and-economic-inclusion/community-work-programme/item/2742-the-community-work-programme-building-a-society-that-works</p>	<p>Dr Kate Phillips Trade and Industrial Policy Strategies (TIPS)</p> <p>Letter sent-no response</p>
	<p>Creating South Africa's Future Workforce</p> <p>Digital Puts One In Three Jobs At Risk</p>	<p>Digital technology brings efficiencies, but it also brings disruption and radically new ways of engaging and doing business. For countries and organisations that are ready for digital technology and have a workforce that is geared to 'run with the machine', it has the potential to uncover new value, create and redesign more jobs than those being lost and boost growth significantly.</p> <p>However, for countries like South Africa that are less prepared, digitization technology may bring more job losses than gains—which will negatively impact the socio-economic wellbeing of individuals and the economy.</p> <p>https://www.accenture.com/t20180201T173907Z_w_/za-en/acnmedia/PDF-70/Accenture-Creating-South-Africa-Future-Workforce.pdf?_ga=2.141111111.141111111.141111111.141111111</p>	<p>Dr Roze Phillips Managing Director, ACCENTURE Consulting South Africa</p> <p>On board</p>

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The 4 th Industrial Revolution	Implications of the Fourth Industrial Age on Higher Education	<p>Higher education in the fourth industrial revolution, HE 4.0, is a complex, dialectical and exciting opportunity which can potentially transform society for the better. The fourth industrial revolution is powered by artificial intelligence and it will transform the workplace from tasks-based characteristics to the human centred characteristics. Because of the convergence of man and machine, it will reduce the subject distance between humanities and social science as well as science and technology. This will necessarily require much more interdisciplinary teaching, research and innovation. This paper explores the impact of HE 4.0 on the mission of a university which is teaching, research (including innovation) and service</p> <p>https://www.researchgate.net/publication/315682580_Implications_of_the_Fourth_Industrial_Age_on_Higher_Education</p>	<p>Prof Tshilidzi Marwala Vice Chancellor and Principal, University of Johannesburg (UJ)</p> <p>Not available – out of the country – video clip</p>
	South Africa must prepare workers for the 4 th Industrial Revolution or bear the consequences	<p>One of the biggest problems facing South Africa is that too many of us, especially our leaders, are stuck in a protectionist mode. This is particularly salient regarding the looming Fourth Industrial Revolution, which signals that over one-third of skills (35%) that are considered important in today's workforce will have changed in a mere five years from now.</p> <p>South Africa's future workforce will need to align its skillset to keep pace with these developments.</p> <p>We need leaders and managers who are abreast of developments and who understand what the Fourth Industrial Revolution means to workers and what opportunities it holds, as well as what will be needed in terms of skills knowledge and attitude to capitalise on it.</p> <p>https://www.uasa.co.za/latest-news/510-south-africa-must-prepare-workers-for-the-fourth-industrial-revolution-or-bear-the-consequences</p>	<p>Andre Venter 083 251 3274 Divisional Manager, United Association of South Africa (UASA) Trade Union</p> <p>andre.venter@uasa.org.za</p> <p>Letter sent- Declined</p>
	The re-shaping of industrialisation to the fourth industrial revolution.	<p>The new trend in industrialisation also called the Fourth Industrial Revolution is understood to change the way the modern world operates. It combines elements of the internet, robotics, machines, biotechnology, nanotechnology and artificial intelligence to bring about smart factories that can manufacture goods with little to none human interference.</p>	<p>Mr Theo Meintjes Department of Trade and Industry (the dti)</p> <p>4IR@thedti.gov.za</p> <p>On board</p>

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	Society 5.0	In South Africa, plagued by unemployment, automation could prove to be a harder sell. South Africa has to move quickly to future proof its enterprises and up skill its people. It needs to modernise and achieve greater efficiencies across all sectors or risk being left behind, South Africa cannot overlook the impact of development on people in the value chain, and it needs to put in place policies that allow the reskilling of people.	Dr Phil Mjwara Director General (DG), Department of Science and Technology (DST) On board
Partnerships that work Case studies			Mr Vusi Cwane, Vice President Sasolburg and Ms Maureen Mboshane Vice President, Secunda Sasol Vusi.cwane@sasol.com and Maureen.mboshane@sasol.com On board
			Ms Hellen Ntlatleng The Principal, Ekurhuleni West (EWC) TVET College hellenn@ewc.edu.za On board
		https://www.falsebaycollege.co.za/	Ms Christiana Nel or Ms Karin Hendricks christiana.nel@falsebay.org.za or Karin.hendricks@falsebay.org.za On board
			Mr Bernard Ngosi Executive Director Harambee Youth Employment Accelerator

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			082 450 0993 bernard@harambee.co.za a On board
Work and Learning	Boundary Crossing Work Learning / Work Turning work and lifelong learning inside out	We are living through a daunting yet fascinating period in which the global economy increasingly challenges the accepted dichotomies between home-life and work-life, between employment and unemployment, paid work and unpaid work. This calls for serious analysis of how knowledge is generated, both formally and informally, in workplaces as diverse as the factory, the field, or the street. It raises questions about what forms of learning and training are involved; how they articulate with one another and what practical and theoretical implications this has for our societies. http://www.hsrbpress.ac.za/product.php?productid=2262	Prof Shirley Walters Ex University of Western Cape (UWC) ferris@iafrica.com Not available due to prior engagements
	Synergy of Theory & Practice	Baden-Wuerttemberg Cooperative State University is the first higher education institution in Germany which combines on-the-job training and academic studies and, therefore, achieves a close integration of theory and practice, both being components of cooperative education. With around 34,000 enrolled students, over 9,000 partner companies and more than 145,000 graduates, DHBW counts as one of the largest higher education institutions in the German Federal State of Baden-Wuerttemberg. http://www.dhbw.de/english/dhbw/about-us.html	Prof Arnold van Zyl President of Baden-Wuerttemberg Corporate State University (DHBW), Germany On board
		The boundary between universities and industry needs to become more porous as new graduates grapple with the increasingly complex demands of a changing workplace. Armed only with their qualification confirming their academic achievements, graduates are often untrained, inexperienced and are not ready for the challenges and demands of the workplace. Established in 2011, Resolution Circle is developing technology companies, training and building capacity for engineering graduates. https://www.uj.ac.za/newandevents/Pages/UJs-Resolution-Circle-commercialising-knowledge-that-drives-student-employability.aspx	Prof Willem Clarke Chief Executive Officer (CEO), Resolution Circle University of Johannesburg (UJ) Letter sent