



4th HRDC SUMMIT 2021

Skills required for the 21st century



DR CHARLES NWAILA – NSA CHAIR

Agility, adaptability, innovation and collaboration are called for in these unprecedented times

WEF warns of “double disruption” for workers (automation + Covid recession)

63% of youth in SA unemployed –a potentially explosive scenario

A shift to technology could result in benefits and also further inequality

An inclusive approach is required

MR ZUKILE MVALO - DHET

The ERRP identifies seven priority interventions and more than 10 enabling focus areas to grow the economy and create jobs

The Department has consulted a broad spectrum of stakeholders and social partners

Consultations are still ongoing at NEDLAC with government lead departments

An implementation plan for the Skills Strategy is being developed to assist in monitoring and reporting progress to the technical implementation forum

The HRDC Summit should make inputs where required

PROF HAROON BHORAT - UCT

Significant economic shock due to Covid-19 :
about 7% contraction in GDP, although bounce-back projected for 2021.

1.4 million jobs lost with majority of these in the informal sector and household domestic services. Very few jobs lost for union members or public sector employees.

Critical to recognise heterogeneity in job losses, and to formulate policy accordingly.
The Covid-19 Ramaphosa Support Package is largest of its kind since 1994.

DR STELLA BVUMA - UJ

Supporting women-led businesses is an important element of a country's economic growth strategy.

36% of population is unconnected: majority connected via mobile devices, digital economy requires high-quality, high-capacity Internet access.

We need to instill a digital culture for female entrepreneurs.

Governments and enterprises also need to be more proactive in supporting women entrepreneurs to thrive in the ICT workforce.

MR SANELE MLOTSHWA-TVET

- TVET's approach to 21st Century skills include
- Foundation literacies (how students apply core skills to everyday tasks)
 - Competences (how students approach complex challenges)
 - Character qualities (how students approach their changing environment)

MR SANELE MLOTSHWA - TVET

Strategies to align TVET colleges to 21st Century skills:

- VET representation in college councils, academic boards, industry training boards
- Collaboration with industry through stakeholder engagements, guest lecturers on technological subjects;
- Soft skills training, job readiness, entrepreneurial and employability skills programmes
- Lecturer capacitation through workplace exposure and other HRD strategies
- Students placed in Workplace Based Learning

MR SANELE MLOTSHWA - TVET

21st Century training TVET colleges can offer:

- 3D digital game art;
- Cloud computing;
- information & network cabling;
- CNC milling and turning;
- IT network systems & administration;
- Mobile robotics; Mechanical engineering – CAD;
- Mechatronics;
- Auto body Repair; Automobile Technology;
- Electrical Installations; Electronics;
- Aquaponics & Hydroponics;
- Drone Technology

DR LUCI ABRAHAMS - WITS

Problem-solving and creativity are essential to digital innovation - smart cities, villages, industries, health, transport

Need digital skills for farm workers, not only in tertiary institutions

Different kinds of partnerships including collaboration between clusters of institutions

Tech hubs- in all kinds of contexts – labour market can invest in them

Micro-credentialing where everything that is learned is accredited – include experiential and academic learning

SOCIAL PARTNER INPUTS

The business sector must not be left out of training and development.

The skills system should focus on demand-led training, concentrating on economically significant skills and training for employability.

The system should not hinder agility and flexibility of response through complexity and bureaucracy.

The increasing divide between Basic Education and Post School Education and Training must be addressed.

SOCIAL PARTNER INPUTS

LABOUR

Create conducive environment for SMMEs to grow the job market.

Infrastructure rollout must be used to create decent sustainable jobs.

Encourage local procurement through tax reforms.

Privacy, cybercrime and cybersecurity must be prioritised when formulating laws

Invest in research

SOCIAL PARTNER INPUTS

The TVET system needs to be flexible, anticipating and responding to labour market demands.

Business is committed to working collaboratively with all social partners to achieve the objectives of the ERRP. Currently at NEDLAC engaging in the skills strategy to support the ERRP.

The approach to implement occupational qualifications through our CoS approach in the TVET system has been welcomed by several sectors.

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SOCIAL PARTNERS CONT.

The skills development terrain is contested and it seems that there is no collaboration

There are many voices about the problems facing young people but no coordination and the community constituency is not consulted

The NSA has no teeth

Problems are diagnosed but and resolutions are taken but poverty and inequality increase

Private providers are written into the Constitution and into law; their role is critical, so don't leave them out

MR ANDREAS SCHLEICHER – OECD

Mindset is an important outcome in the 21st Century

Knowledge is just the start

What can you do with what you know?

Social and emotional skills are of growing importance

Curiosity, courage, leadership, empathy cannot be computerised

SOCIAL COMPACT

Preservation of the SA sovereignty and constitutional democracy is critical

Keeping up with the pace of global shifts and interruptions has a destabilising/positive impact on the domestic front

Change is needed because of increasing gaps of social inequality; desperate poverty; exponential acceleration of educationally qualified and semi-qualified youth yet unemployed; loss of employment and livelihood by those employed

SOCIAL COMPACT

Change must be political, economic and social
Prioritise worker-focused education; direct social partners; output & Impact measurement;

PSET system directed priority 1: Reload the skills matrix for Economic Recovery and Reconstruction by means of differentiated skills mapping that reflects easy-to-enter-jobs skills, intermediate skills and long-term skills within the framework of job roles regarded as stable and growing.

SOCIAL COMPACT

PSET system directed priority 2: Structural re-adjustment of curriculum and programmes at universities, technical & vocational education and training institutions, community education & training institutions, Sector Education & Training Authorities sectors to supply corporate demand to remain competitive in the prevailing 4IR milieu