

*A Social Compact  
to Build the Foundation*

*HRD Summit*

*August 2021*



# The Compact

- Parties to this compact commit themselves to doing everything possible to enhance the quality of foundational education, from the earliest stages of development through to matric. In doing so there will be an emphasis on the achievement of reading and numeracy skills, and the provision of diverse learning pathways for children. Parties will also work to improve access to opportunities which will provide learners with competencies for a changing world.
- The compact confirms a commitment to work together to support the identified and agreed upon interventions, in pursuit of human resource development and a transformed economy and society.

# CROSS-CUTTING ISSUES

## PART A: BASIC EDUCATION AS A SECTOR

- **Priority 1: Meaningful development for professionals and practitioners working in the sector**

Intervention: A comprehensive review of the policies and legislation governing the training, deployment and utilization of human resources across the basic education sector, with a focus on equity and development.

Participants: Unions, DBE, SACE, NAISA / APPETD, Civil society (including SGBs)

Lead: ETDP SETA to develop a project proposal for review by participants

## CROSS-CUTTING ISSUES

### PART A: BASIC EDUCATION AS A SECTOR

- **Priority 2: Effective data management systems on human resource capacities, to manage supply and demand, deployment and utilisation**

Intervention: Technical support for the digitization of human resource management, to encourage and enable agility and responsiveness

Participants: DBE, ELRC, Private sector

Lead: Private sector to develop a project proposal for review by participants

## PART B: BASIC EDUCATION AS A CONTRIBUTOR TO NATIONAL HUMAN DEVELOPMENT

- **Priority 1: A clearly articulated, data driven HRD strategy from ECD through to higher education, with a comprehensive integrated curriculum for human development at all levels**

Intervention: Mapping the basic education curriculum against the National Skills Development Strategy, and the development of a guiding framework for the basic education sector, aligned to the NDP and the National Skills Development Strategy (NSDS)

Participants: Unions, relevant civil society participants, academics

Lead: NECT to develop a research-based project proposal for consideration by participants

## PART B: BASIC EDUCATION AS A CONTRIBUTOR TO NATIONAL HUMAN DEVELOPMENT

- **Priority 2: The incorporation of future competencies into daily classroom practice, and the provision of an enabling environment for increased remote and digital learning**

Intervention: Establishment of an inclusive Advisory Committee to undertake continued exploration of new technologies and approaches to teaching and learning, and to make recommendations.

Participants: DBE, Unions, SACE, Private sector (tech sector)

Lead: NECT to develop a project proposal for consideration by participants

## PART B: BASIC EDUCATION AS A CONTRIBUTOR TO NATIONAL HUMAN DEVELOPMENT

- **Priority 3: The development of a feedback instrument and strategy to take account of and advise on responses to changing contexts in basic education**

Intervention: Build on the current Civil Society Forum and other consultative structures to establish a regular information sharing and advisory body with all stakeholders, which can be used by the HRDC and the DBE to ensure continuous co-ordination and alignment with the NDP

Participants: Government departments, Unions, Civil Society, Private sector and all relevant statutory bodies

Lead: NECT to develop a project proposal for consideration by constituencies

## EDUCATION RELATED ISSUES ARISING FROM THE RESEARCH PAPERS

### EARLY CHILDHOOD DEVELOPMENT

- Establishment of a Ministerial Task team to consider all relevant modalities for migration under the Minister in the Presidency
- Accurate and credible data on ECD training providers, ECD training taking place and number of trainees and numbers successfully completing qualifications
- Focus on centre-based ECD as set out in the ECD policy
- More focus on training programmes that can assist achieve equity
- A funding policy and implementation plan for a comprehensive resourcing of the workforce



## EDUCATION RELATED ISSUES ARISING FROM THE RESEARCH PAPERS

### READING

- Establish a structured reading agenda
- Develop and Prioritise Reading Research Areas
- Bring together the CALT (Centres for African language teaching), to agree on what should be taught to teachers about the teaching of reading of African languages
- PSRIP as an in-service vehicle to teach reading; drive PSRIP policy into action
- Capitalise on NECT's Capacity Building Programme for the development of Black African researchers
- Build Sustainable Community Reading Structures

## EDUCATION RELATED ISSUES ARISING FROM THE RESEARCH PAPERS

### STEM

- Training in pedagogic and subject knowledge, and language competence on the part of teachers
- Teaching language skills to learners to improve learning outcomes

## EDUCATION RELATED ISSUES ARISING FROM THE RESEARCH PAPERS

### SKILLS PATHWAYS

- Completion of the curriculum development process to integrate the 3-stream model

## EDUCATION RELATED ISSUES ARISING FROM THE RESEARCH PAPERS

### COMPETENCIES FOR A CHANGING WORLD

- Continued emphasis on foundational literacies
- Alignment of the curriculum framework to better suit the South African context
- Greater clarity on new subjects - Robotics, Coding, Entrepreneurship, Marine Sciences, Aviation, etc.

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