

PGDS Review



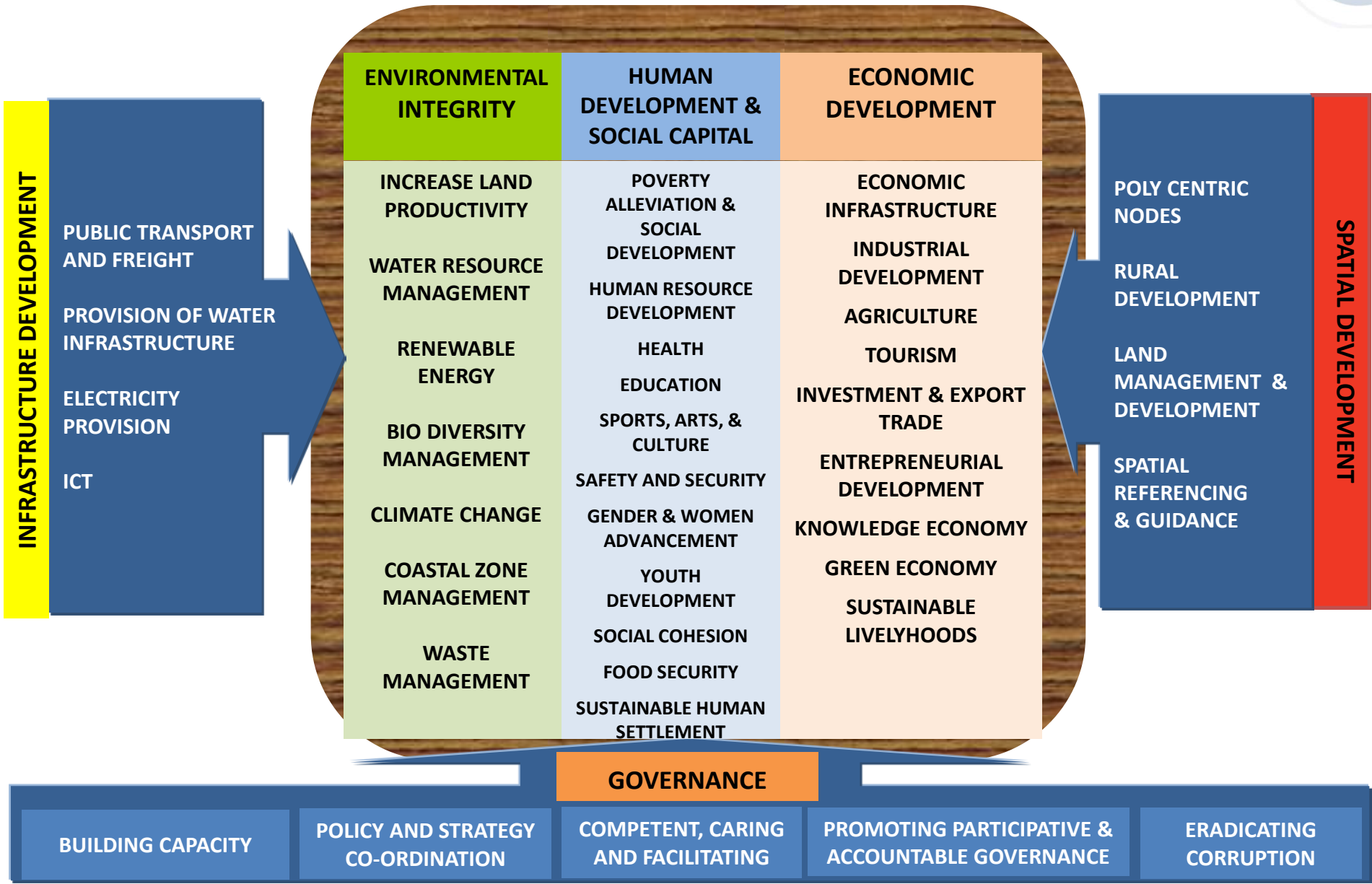
Black Balance Project

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KZN Situational Overview- HRD Review

PART 1 BACKGROUND

PGDS SUSTAINABILITY APPROACH



STRATEGIC GOALS

JOB CREATION

HUMAN RESOURCE DEVELOPMENT

HUMAN & COMMUNITY
DEVELOPMENT

STRATEGIC INFRASTRUCTURE

ENVIRONMENTAL SUSTAINABILITY

GOVERNANCE AND POLICY

SPATIAL EQUITY

VISION 2030

- Gateway to Africa and the world
- Healthy educated communities
- Safe, healthy and sustainable living environments
- Employable people are employed
- Sustainable use of natural resources
- More equitable Society
- Basic services delivered
- World class infrastructure
- Investor confidence
- Skilled labour force
- People centred development
- Strong and decisive leadership
- Foster social compacts

STRATEGIC OBJECTIVES

1. Unleash the Agricultural Sector
2. Enhance Sectoral Development through Trade & Investment
3. Improve efficiency of Government-led job creation programmes
4. Promote SMME & Entrepreneurial Development
5. Develop the Knowledge Base to Enhance the Knowledge Economy
6. Improve Early Childhood Development, Primary and Secondary Education
7. Support Skills alignment to Economic Growth
8. Enhance Youth Skills Development & Life-Long Learning
9. Poverty Alleviation & Social Welfare
10. Enhancing Health of Communities and Citizens
11. Enhance Sustainable Household Food Security
12. Sustainable Human Settlements
13. Safety & Security
14. Social Capital
15. Development of Harbours
16. Development of Airports
17. Development of Road & Rail Networks
18. Development of ICT Infrastructure
19. Improve Water Resource Management and Supply
20. Improve Energy Production and Supply
21. Increase Productive Use of Land
22. Advance Alternative Energy Generation and Reduce Reliance on Fossil Fuels
23. Manage pressures on Biodiversity
24. Adapting to Climate Change
25. Strengthen Policy, Strategy Co-ordination & IGR
26. Building Government Capacity
27. Eradicating Fraud & Corruption
28. Promote Participative, Facilitative & Accountable Governance
29. Actively Promote Spatial Concentration and Coordination of Development Activities
30. Effective Spatial Planning and Land Management Systems are Applied Across the Province

BACKGROUND TO THE REVIEW

The PGDStrategy is a rolling 20-YEAR strategy, which forms the basis of the PGDPlan (which sets out detailed 5-year targets and the interventions for achieving those targets)

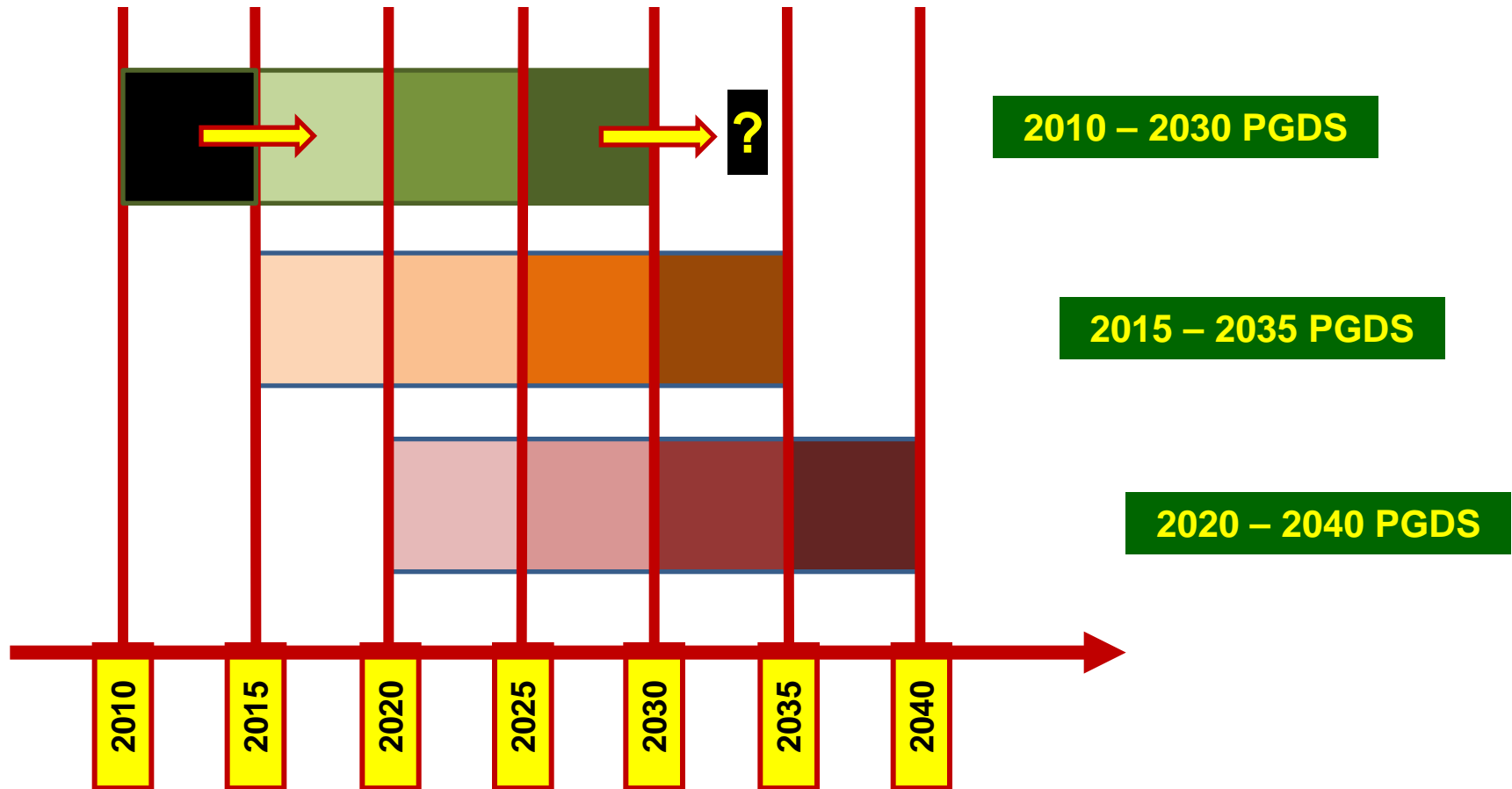
The PGDS has a “built-in” 5-yearly review process, to allow for updating, improvement and amending of the Strategy.

THE NEED FOR A REVIEW OF THE KZN SITUATIONAL ANALYSIS AND THE 2011 VERSION OF THE KZN PGDS

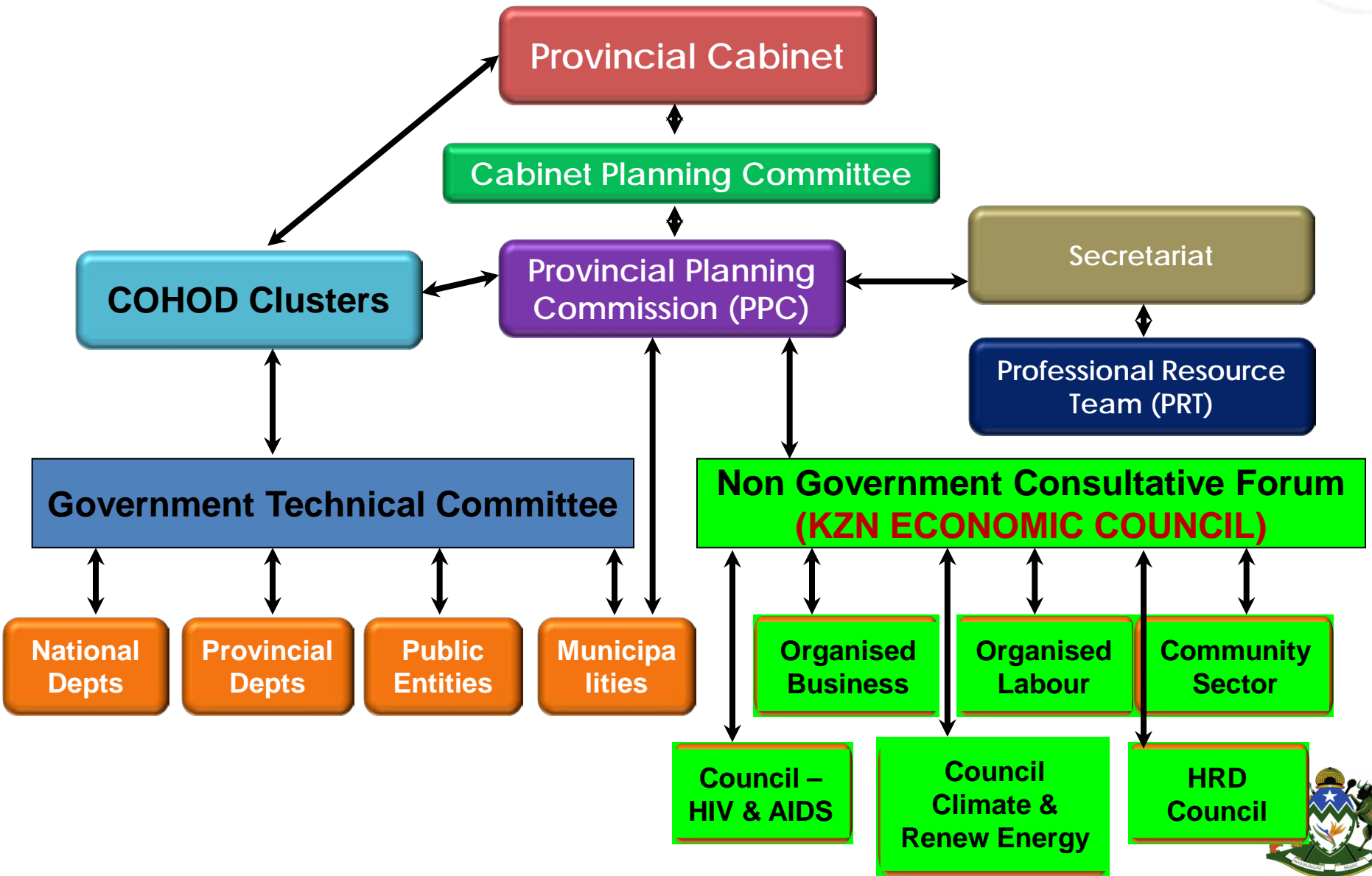
- ❑ **New information** which emerges from statistical surveys, research and analyses – this new information is collated and assessed in the “*KZN Situational Overview*”
- ❑ **New learnings** from the experience of the last 4-5 years as the PGDP has been implemented;
- ❑ **New policies and strategies** which Government and social partners have adopted over the previous 4-5 years.



Establishing a 20 year, 5 year and Annual Planning Cycle



Institutional Framework for PGDS Review and Implementation



KZN Situational Overview- HRD Review

NATIONAL AND DEVELOPMENT PLANS

HRD National and Provincial Plans

NATIONAL PLAN	KZN PLAN
<ol style="list-style-type: none">1. Provide access to Early Childhood Development for all age-appropriate children2. Improve the low quality of the schooling system, especially the disadvantaged parts of the system3. Improve performance of the TVET and Skills Development system4. Improve the Higher Education and Training participation rates, attrition rates and provide for a curriculum that speaks to society and its needs	<ol style="list-style-type: none">1. Improve Early Childhood development, primary and secondary education2. Support Skills alignment to economic growth3. Enhance youth skills development and life-long learning

NQF LEVEL	THE HUMAN RESOURCE DEVELOPMENT SYSTEM IN SOUTH AFRICA		
9/10	HIGHER EDUCATION	RESEARCH	SKILLS DEVELOPMENT SYSTEM
8		INNOVATION	
7		KNOWLEDGE CREATION	
5/6			
2-4	FET PHASE SCHOOLING TVET AND COMMUNITY COLLEGES NGOs and EMPLOYER TRAINING		
1	SENIOR PHASE OF SCHOOLING (GRADE 7-9)		
	INTERMEDIATE PHASE (GRADE 4-5)		
	FOUNDATIONAL PHASE SCHOOLING (GRADE 1-3)		
	GRADE R (AGE 5-6)		
	EARLY CHILDHOOD DEVELOPMENT (0-4)		

2.1
Improve early
childhood
development, primary
and secondary
education

GOAL 2
HUMAN
RESOURCE
DEVELOPMENT

2.3
Enhance youth
skills development
and life-long
learning

2.2
Support skills
development
with economic
growth



2.1

**Improve early childhood
development, primary
and secondary education**

Early Childhood in KZN

- 5753 ECD sites distributed in the 11 districts
- 147 of the sites under the authority of the Department of Social Development
- 5606 administered by the Department of Education
- 179 056 learners are served in these sites and have 4571 ECD practitioners
- 4106 ECD sites are Grade R in schools servicing 198 160 learners
- 93% of 5 year olds are participating in ECD
- EThekweni has the lowest percent of 5 year olds and Sisonke has the highest.

Early Childhood Development in KZN

Residence (0-4 years)

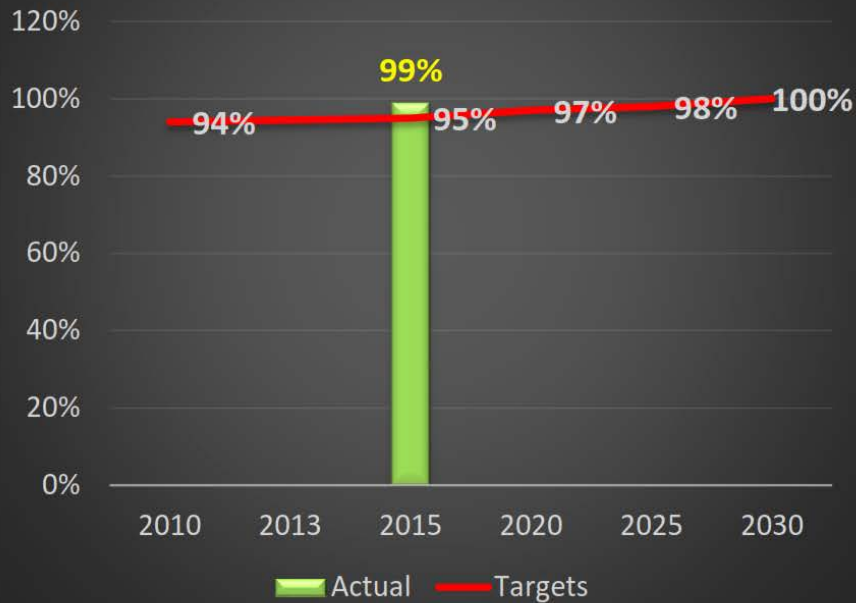
Rural Formal	3.5%
Traditional	55,5 %
Urban informal	12,6%
Urban formal	28,4



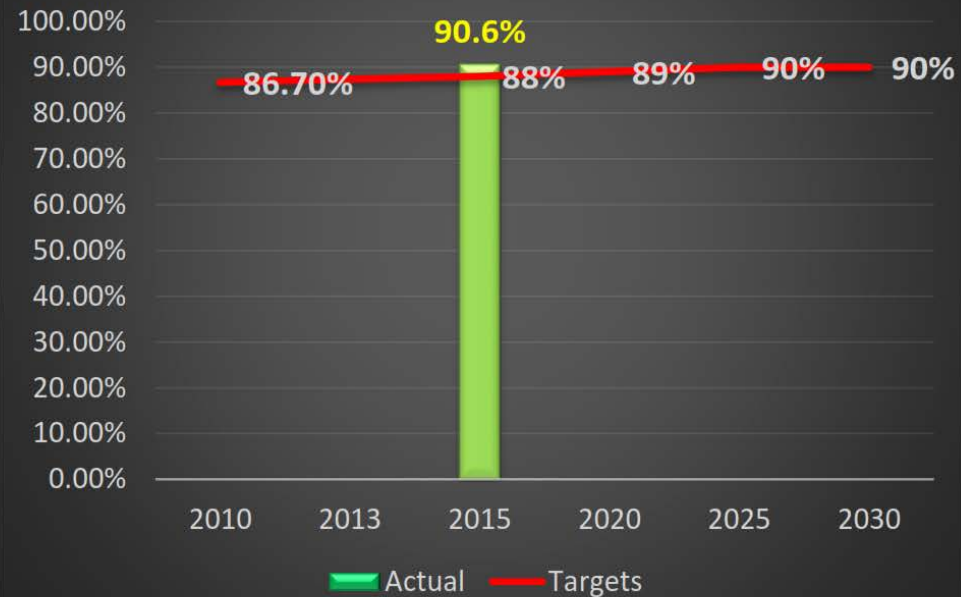
Attending ECD
26,6%

Strategic Goal 2: Human Resource Development

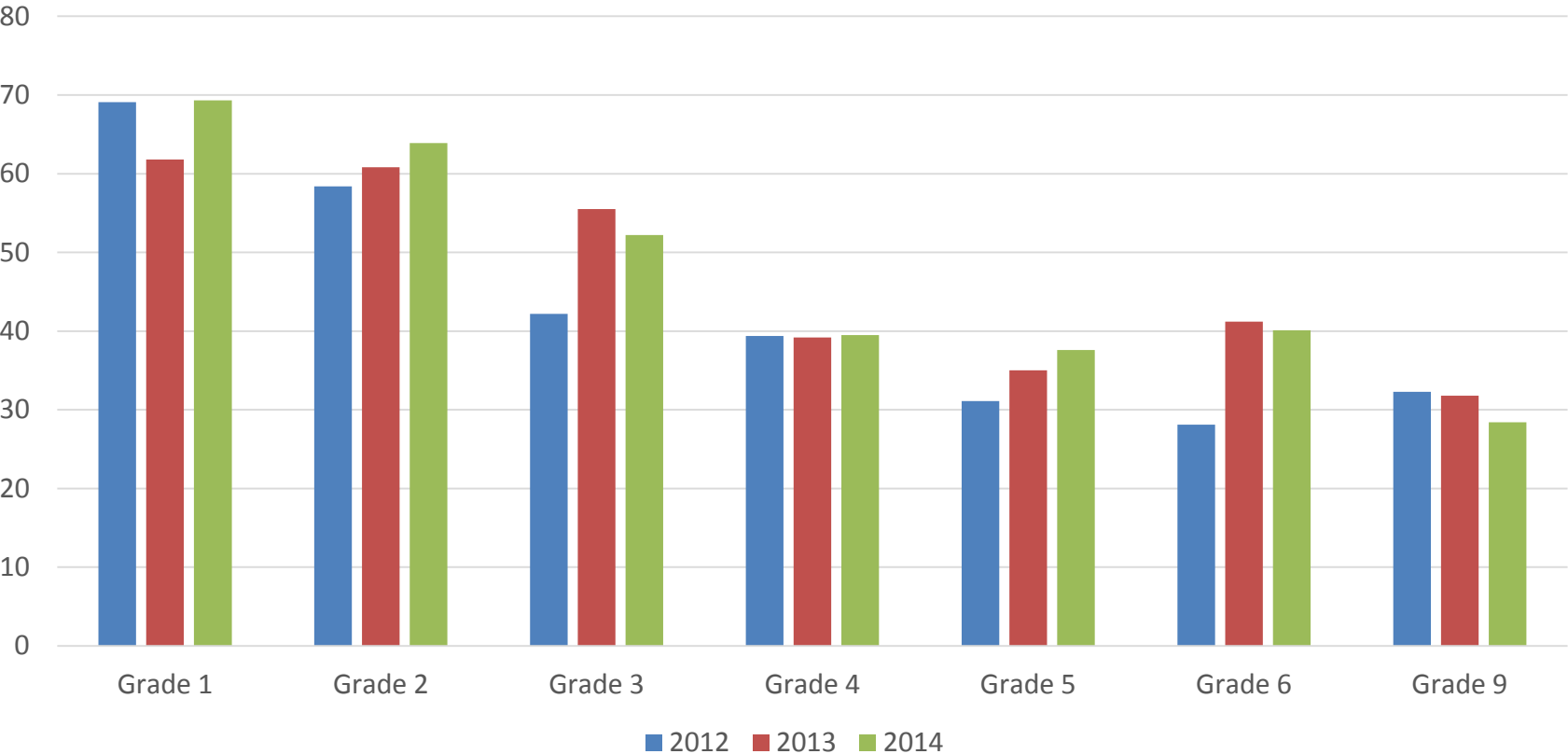
Gross enrolment rate (GER) Primary



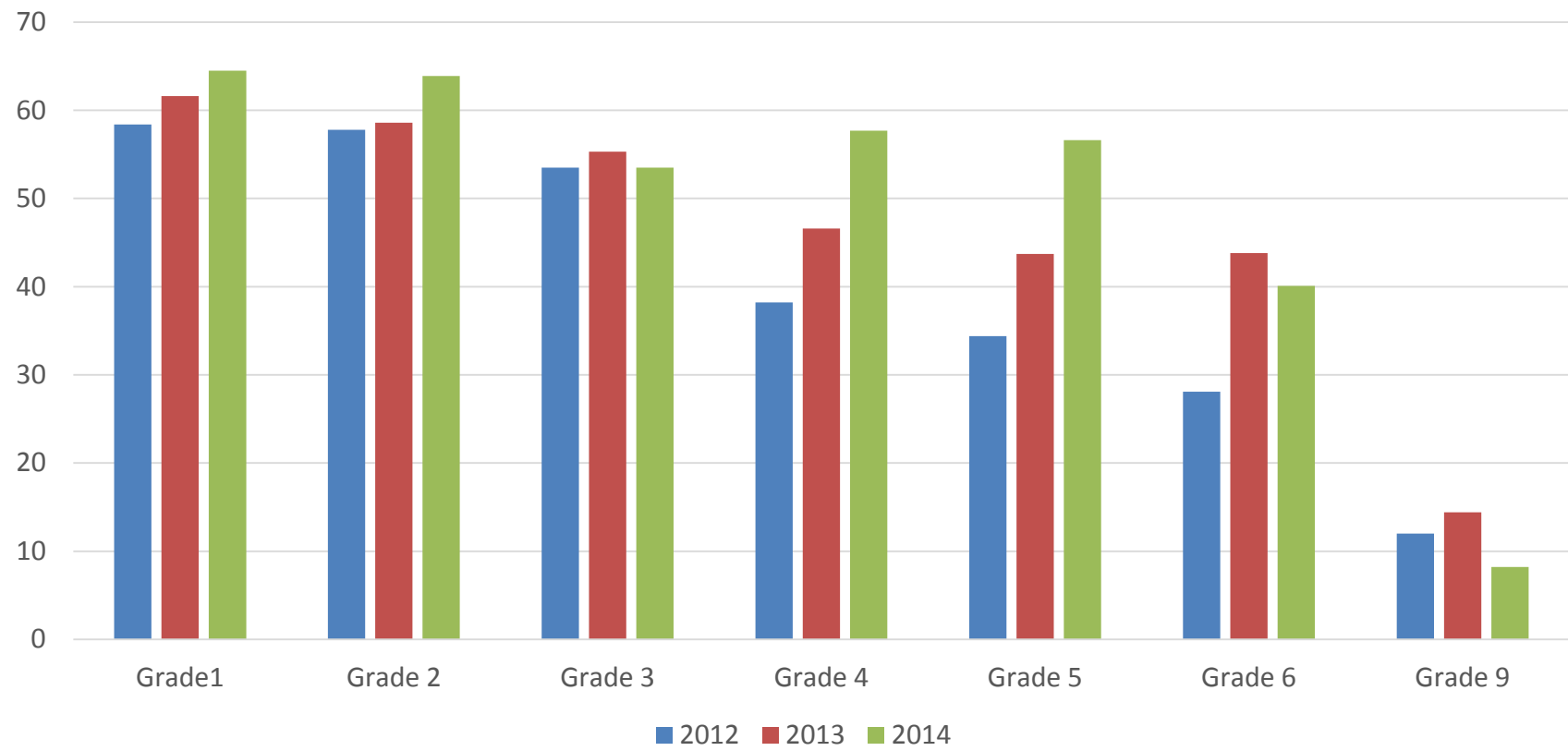
Gross enrolment rate (GER) Secondary



ANA Results in Mathematics



ANA Results in Language

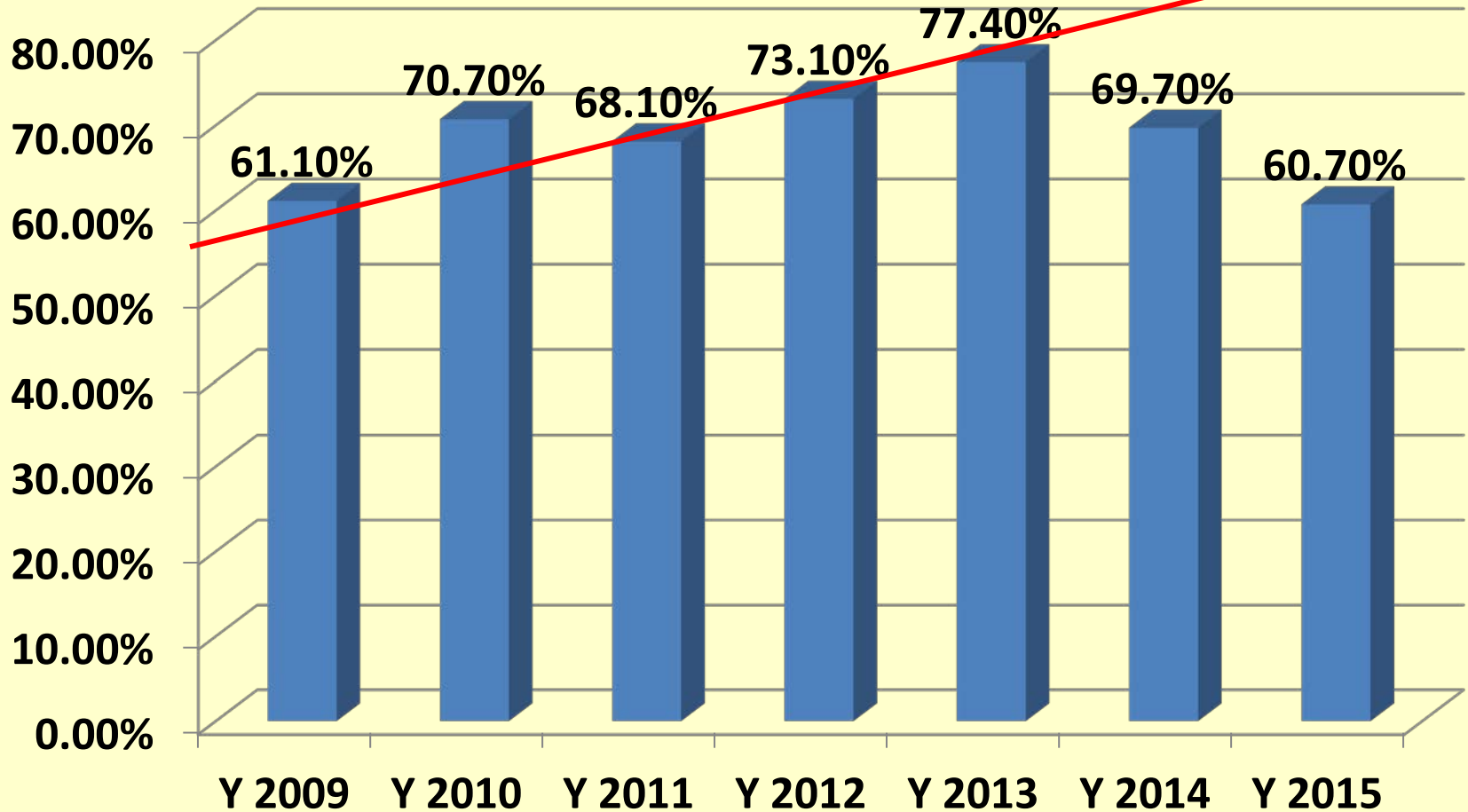


National Senior Certificate

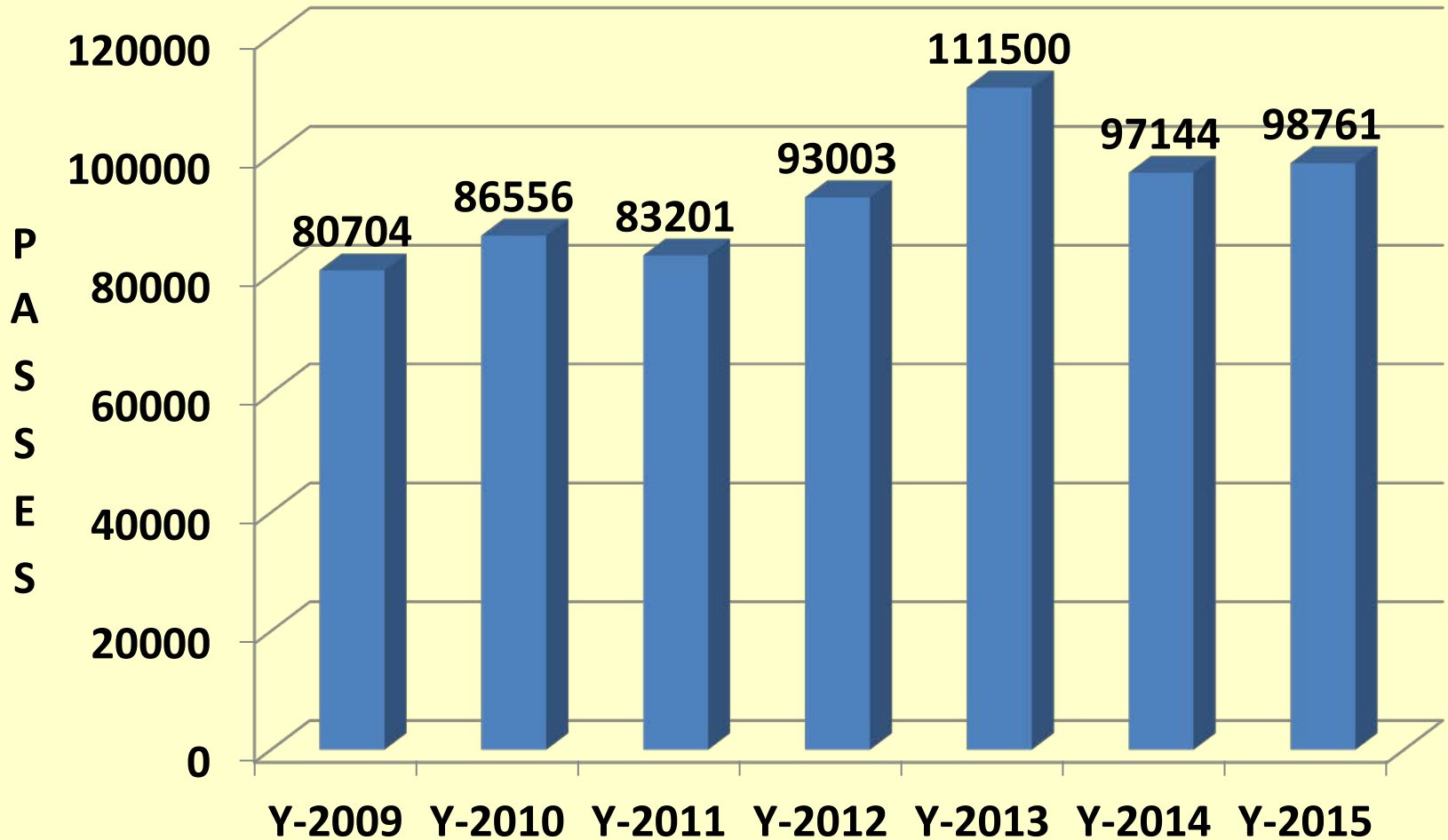
KZN carrying largest
learners in the system -
23%

Gauteng learners
= 17%

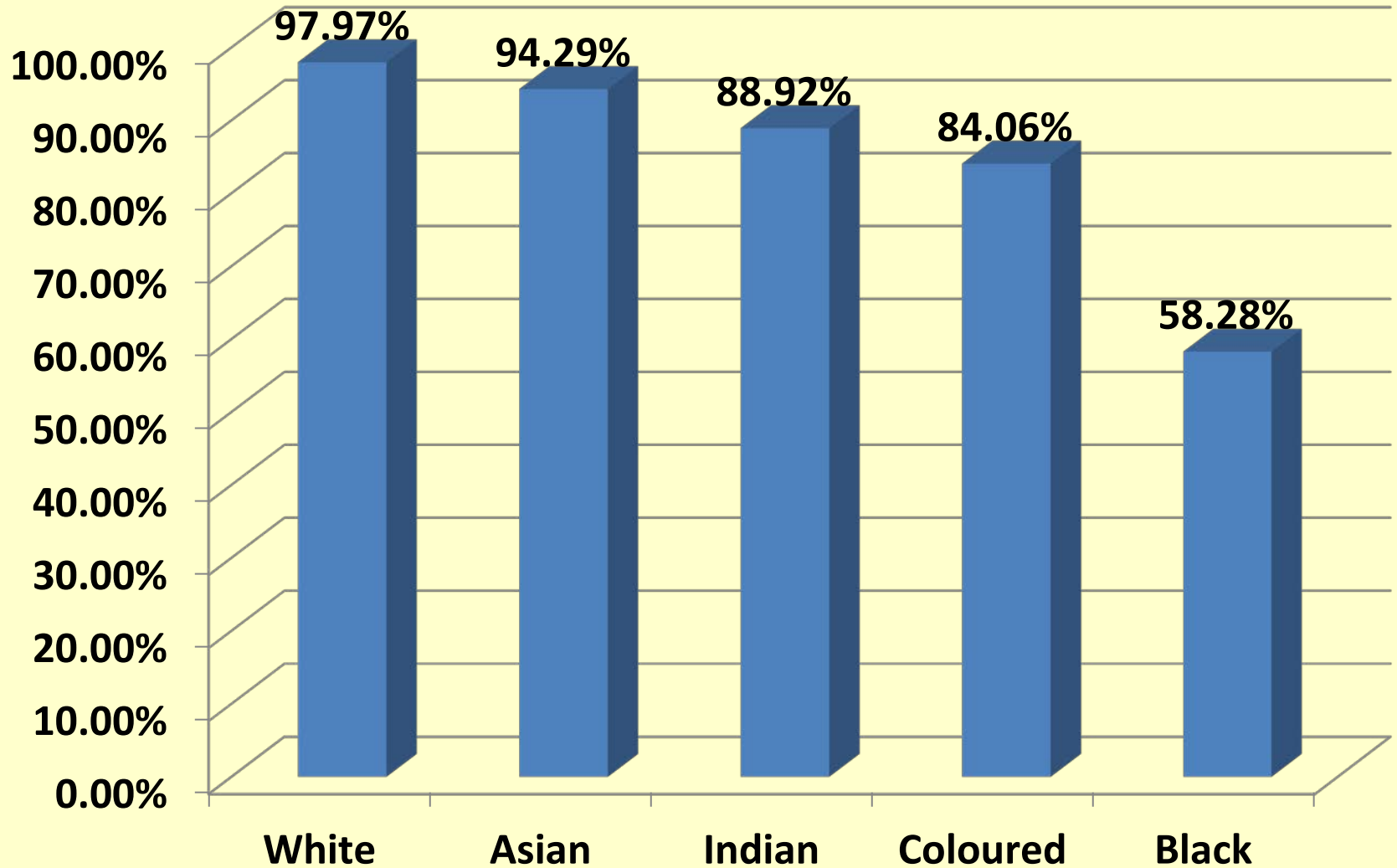
Provincial Pass Rate 2009-2015



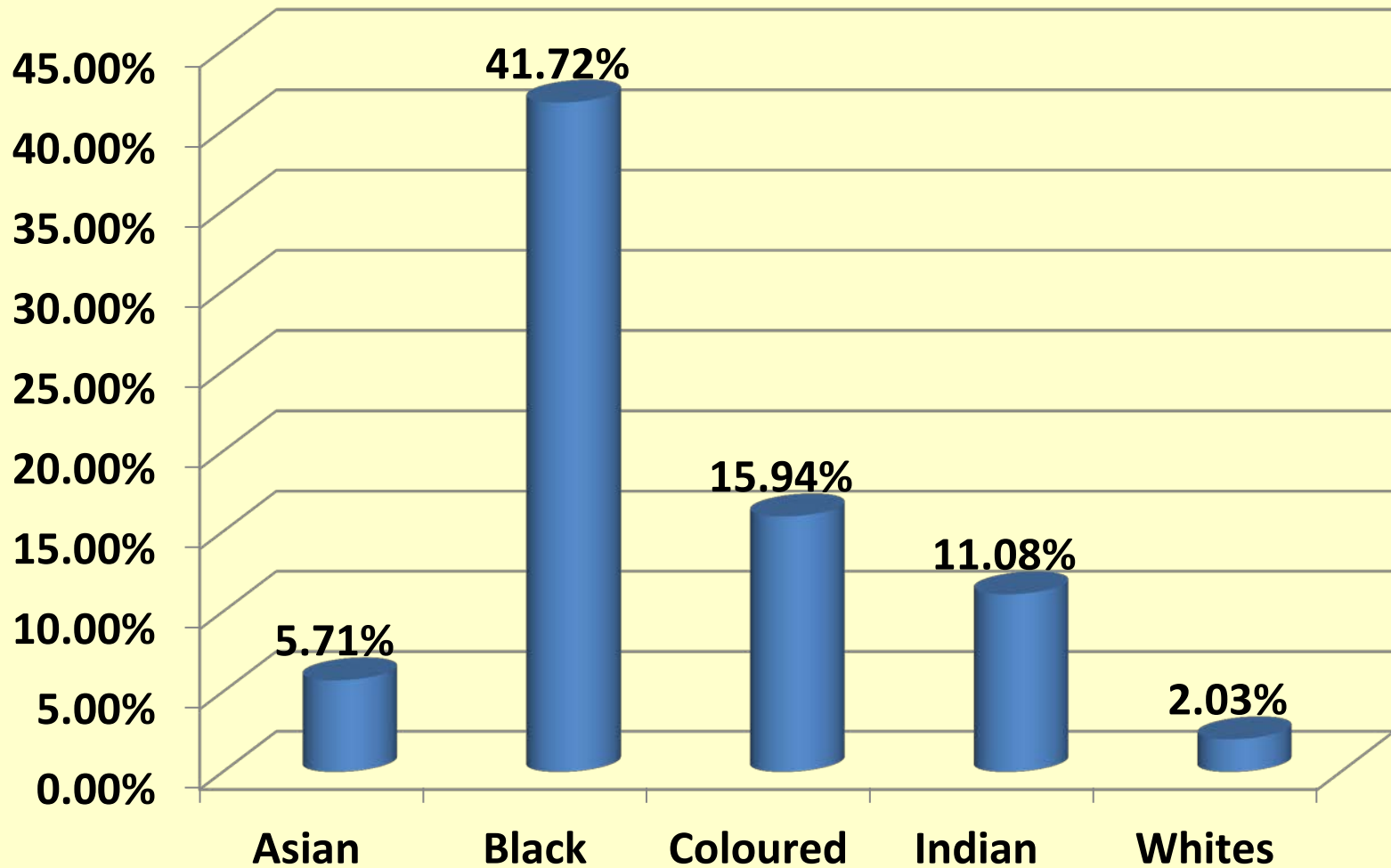
Number of passes from 2009 - 2015



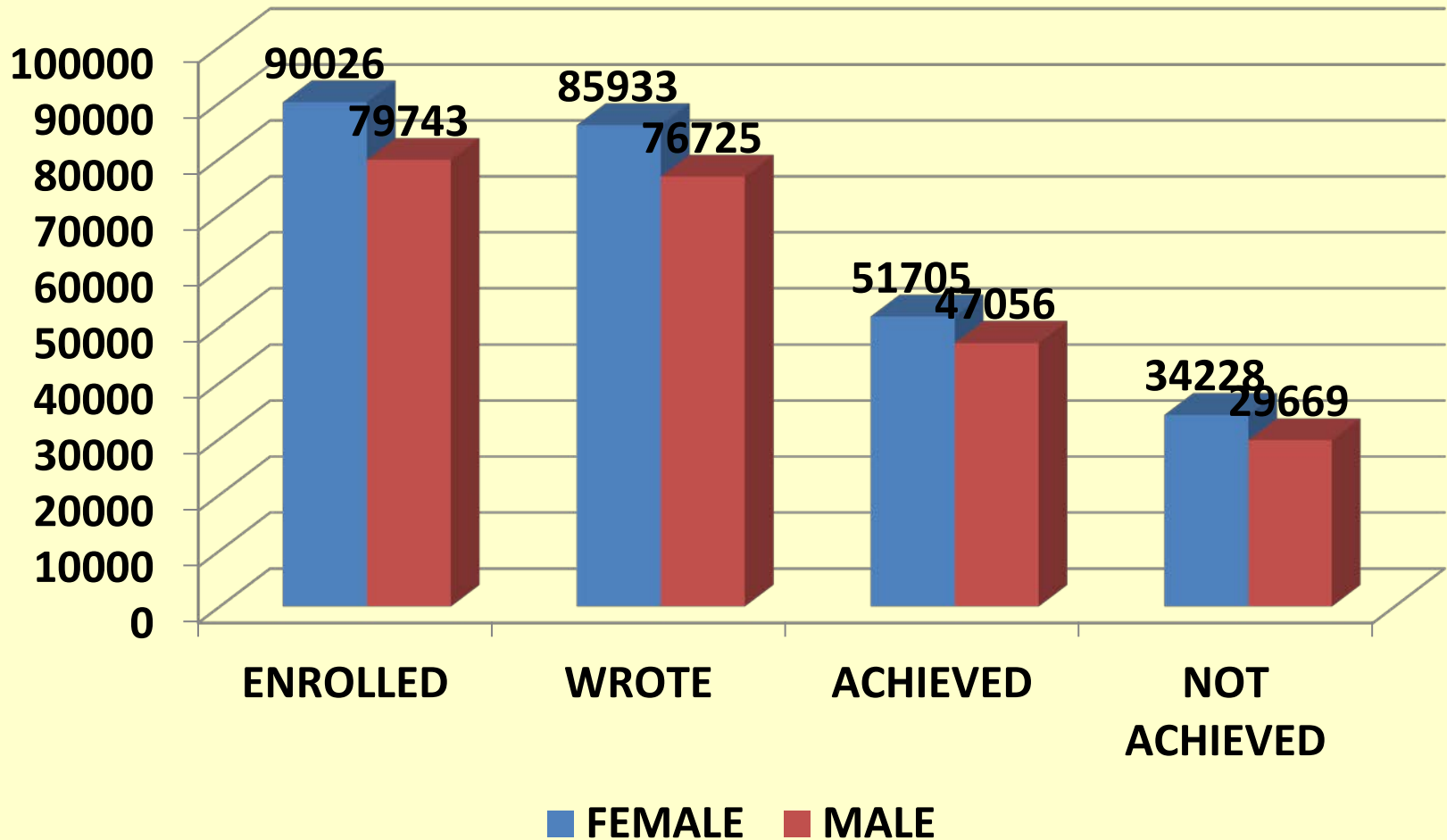
Overall Pass Rate per racial group



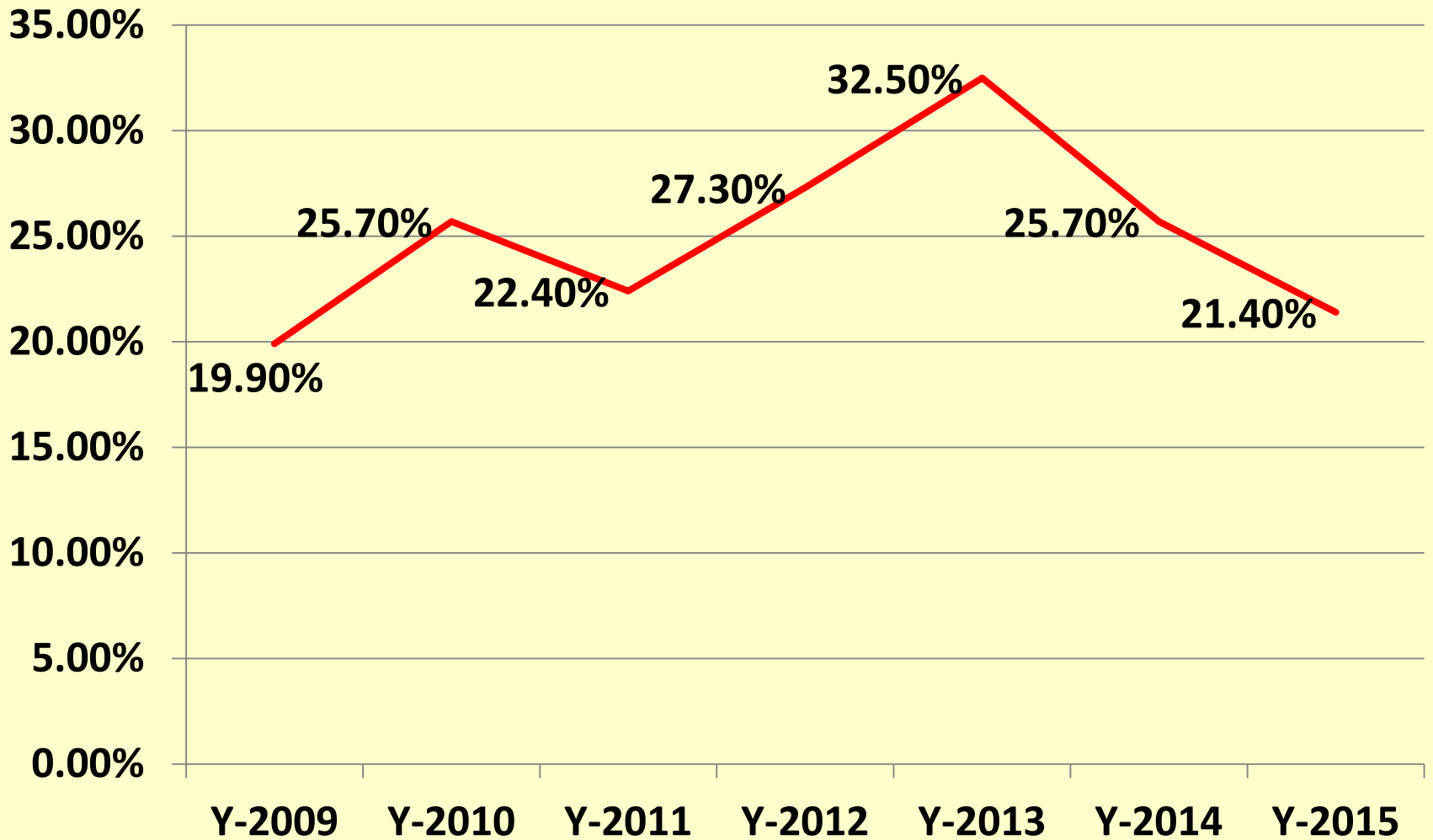
Overall failure rate per racial group



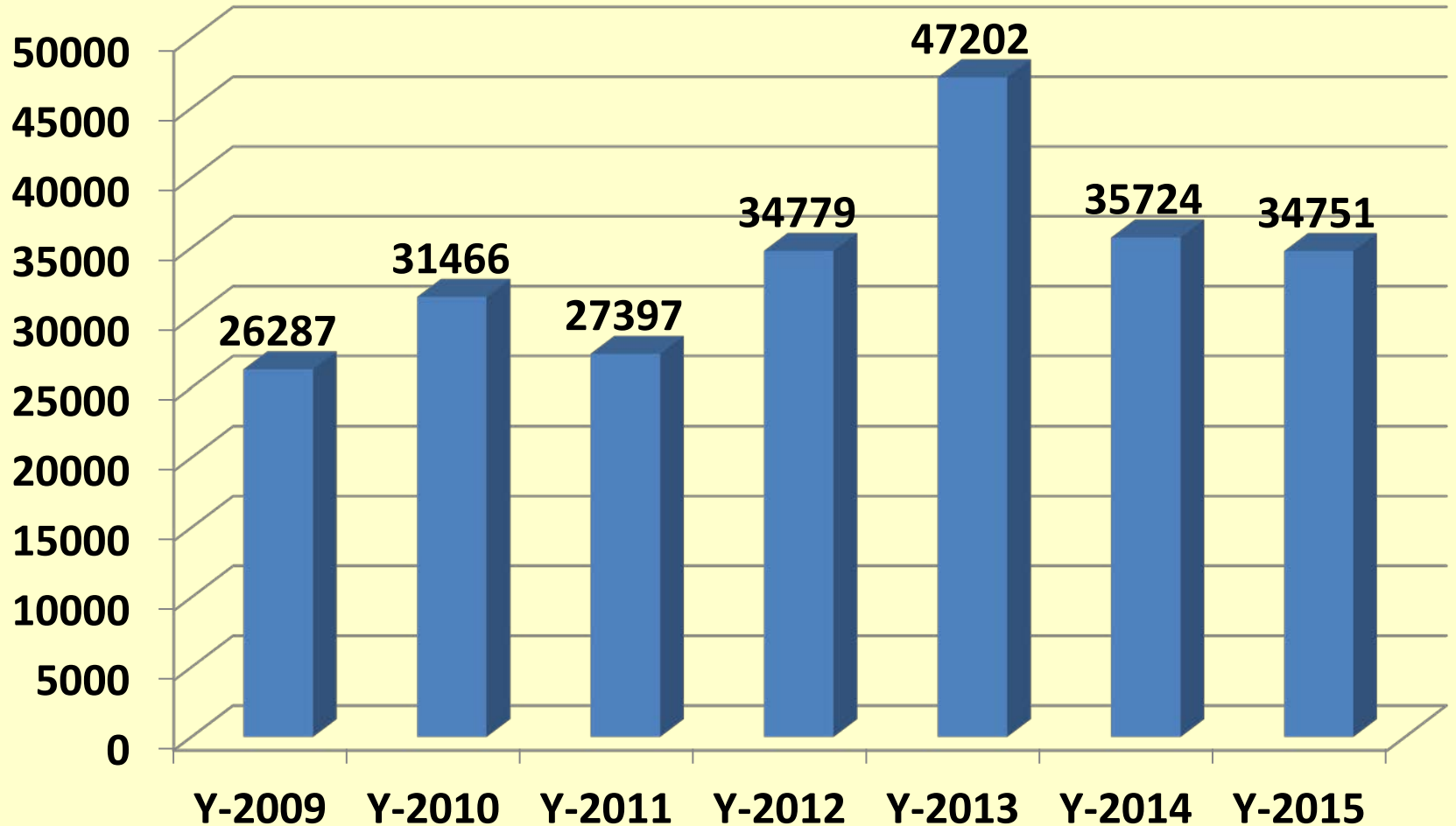
Male & Female performance



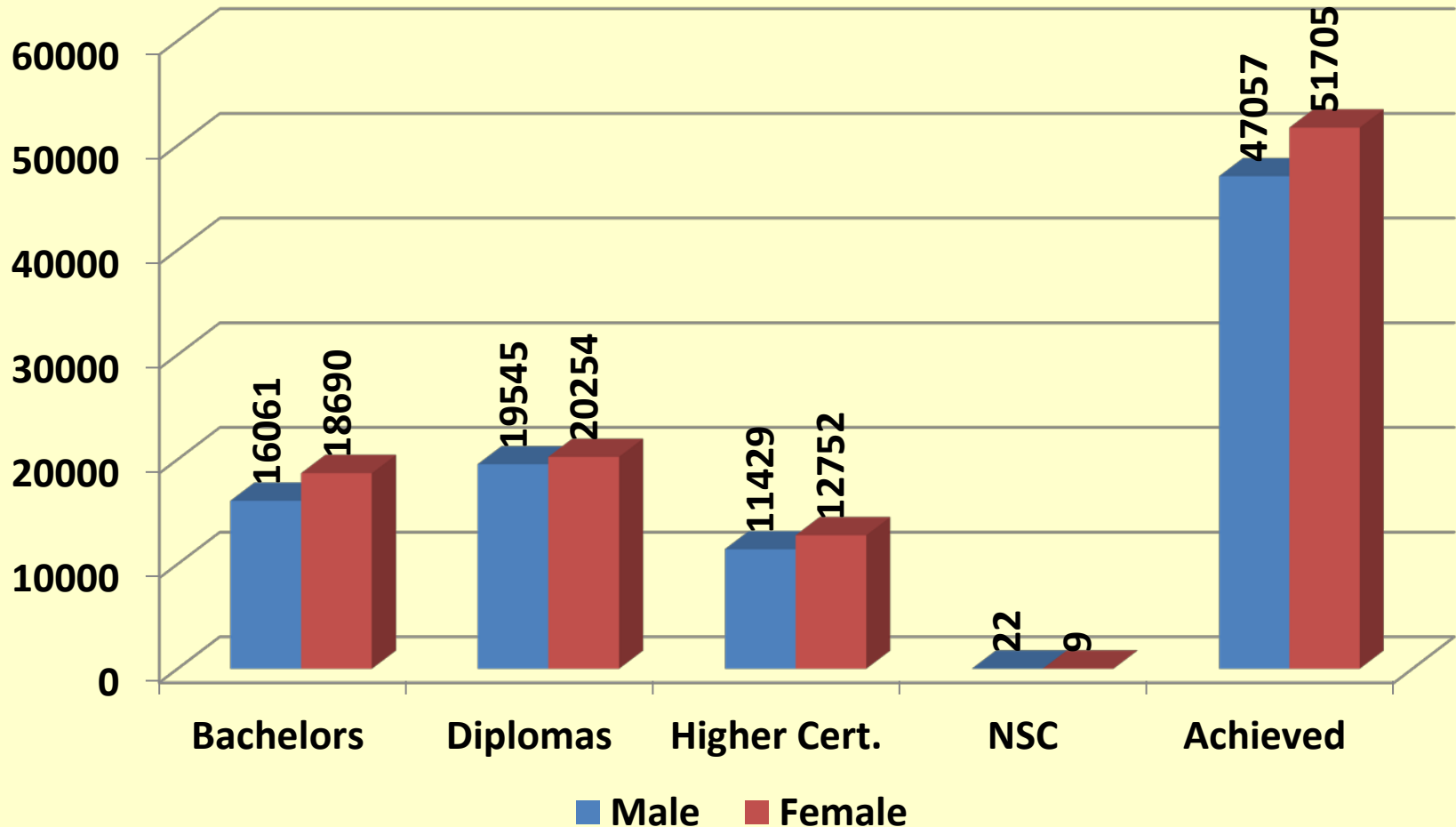
Percentage of Bachelor Passes 2009-2015



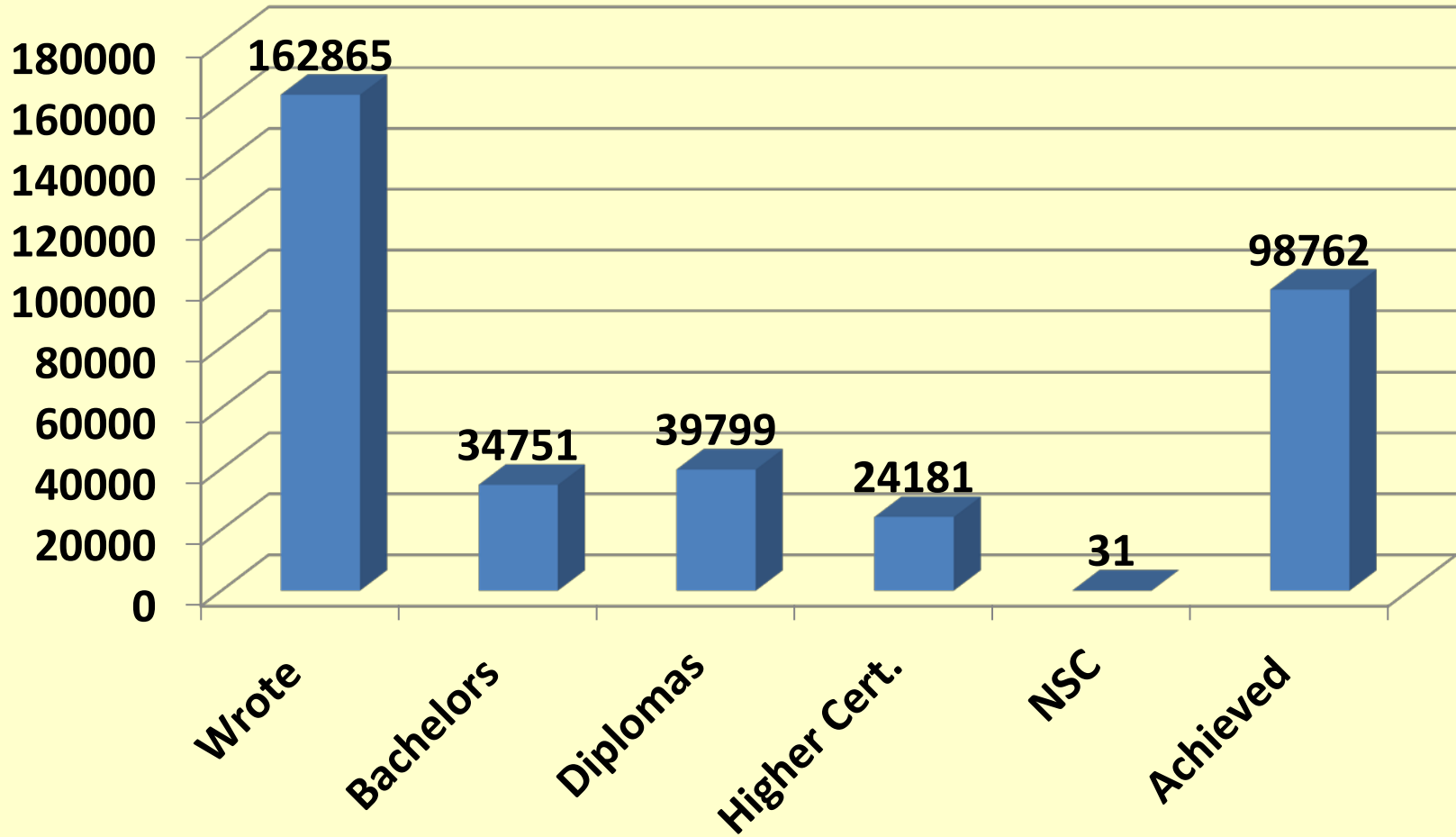
Number of Bachelor Passes 2009-2015



Comparing male & female quality of passes



Performance in various categories

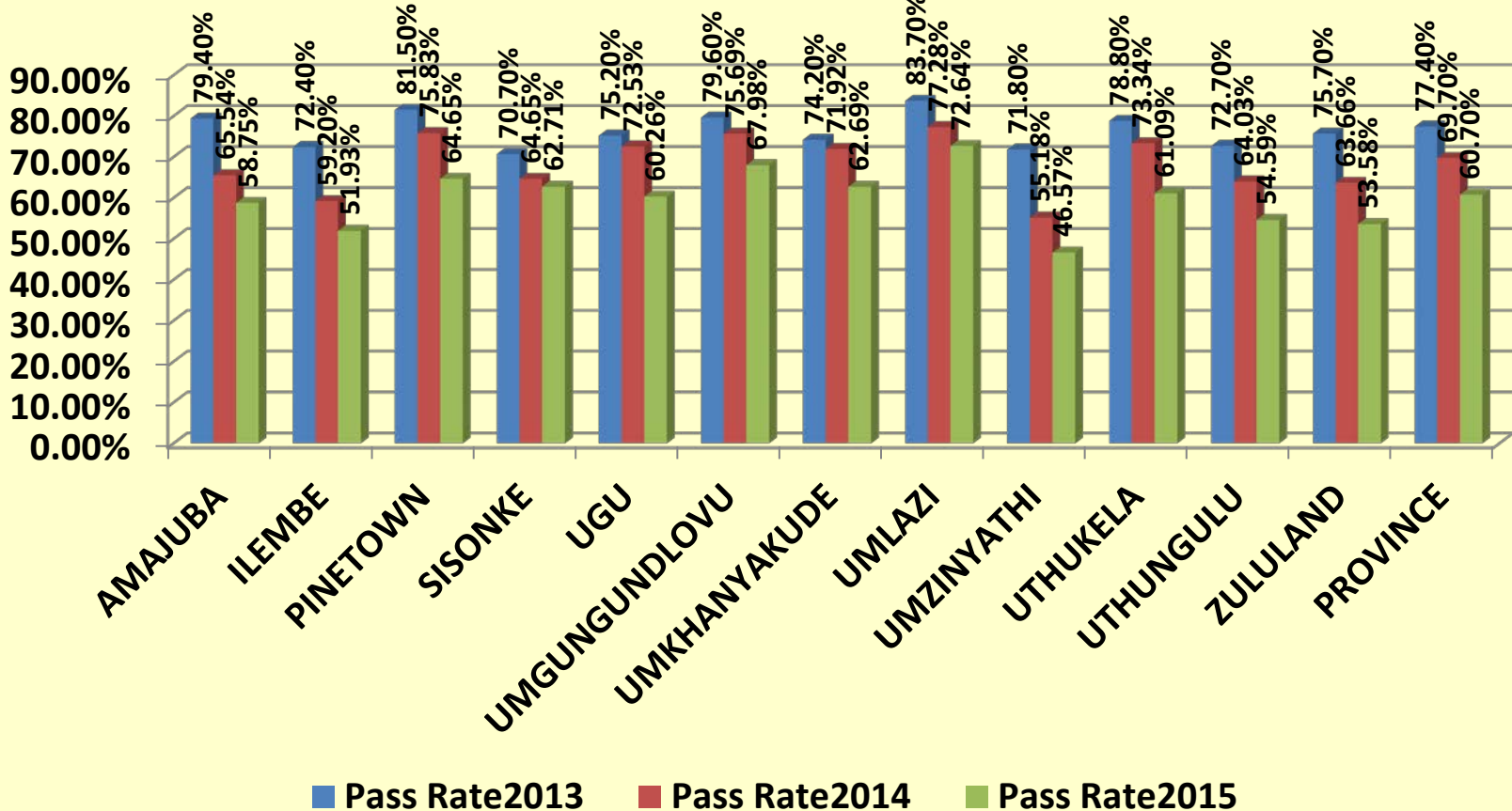


District Performance

District	Enrolled	Wrote	Achieved	Pass %
Amajuba	9664	9217	5415	58.75
Ilembe	9417	9141	4747	51.93
Pinetown	20759	20098	12993	64.65
Sisonke	7250	6985	4380	62.71
Ugu	12162	11910	7177	60.26
Umgungundlovu	14253	13218	8986	67.98
Umkhanyakude	14740	14054	8810	62.69
Umlazi	22784	21648	15726	72.64
Umzinyathi	10425	10047	4679	46.57
Uthukela	11398	11095	6778	61.09
Uthungulu	19266	18360	10023	54.59
Zululand	17651	16885	9047	53.58

The 12 districts in three years

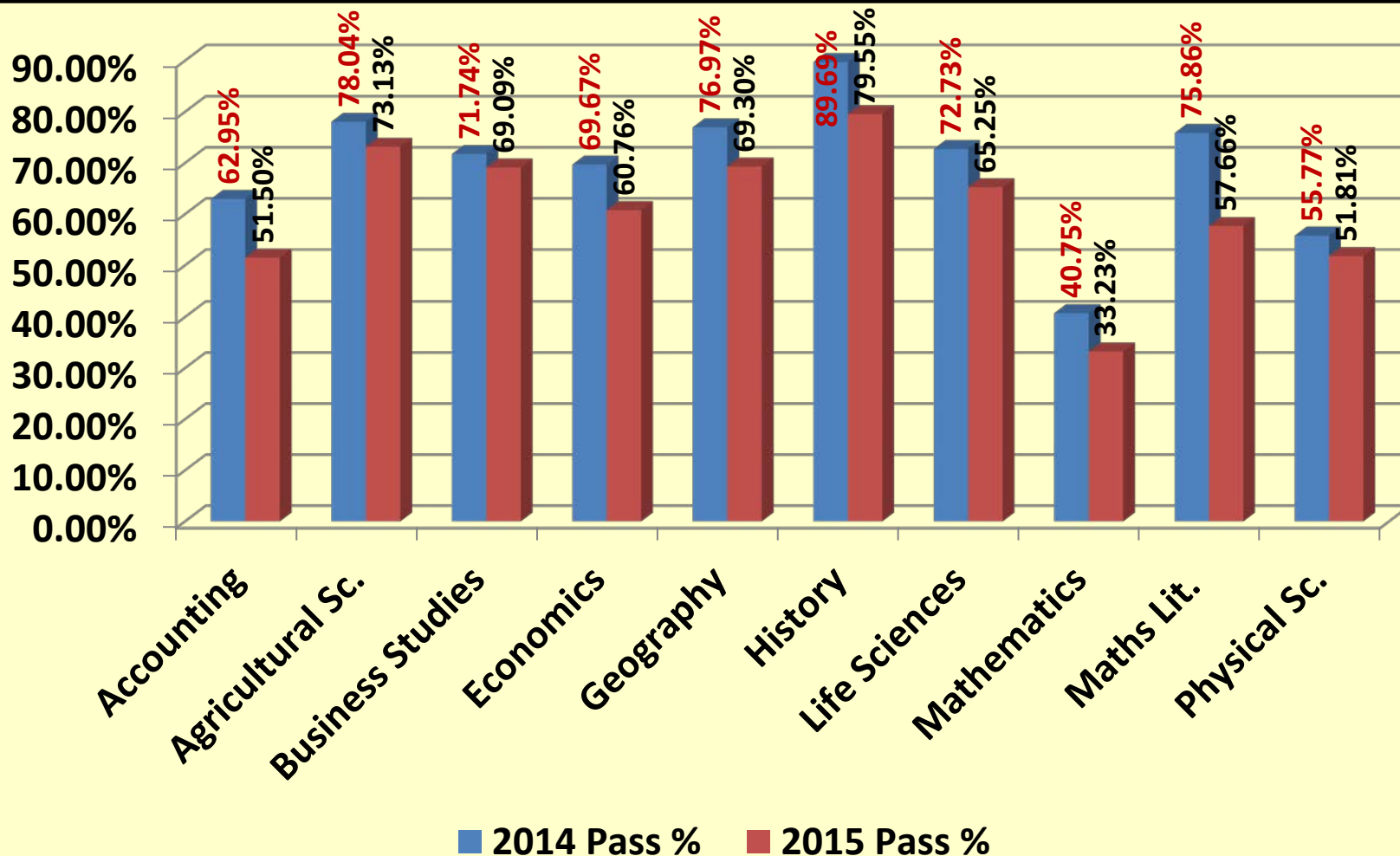
Pass rates 2013-2015



Overall provincial quality of passes

District	Bachelor	Diploma	H-Cert	NSC	Achieved
Amajuba	1831	2153	1430	1	5415
Ilembe	1316	2061	1368	2	4747
Pinetown	5072	5204	2716	2	12994
Sisonke	1354	1770	1251	5	4380
Ugu	2316	2837	2024	0	7177
Umgungundlovu	3519	3485	1982	0	8986
Umkhanyakude	2565	3851	2392	2	8810
Umlazi	6935	6033	2757	1	15726
Umzinyathi	1456	1858	1364	1	4679
Uthukela	2389	2631	1755	3	6778
Uthungulu	3130	4307	2580	6	10023
Zululand	2868	3609	2562	8	9047
Total	34751	39799	24181	31	98762

Performance in large key subjects





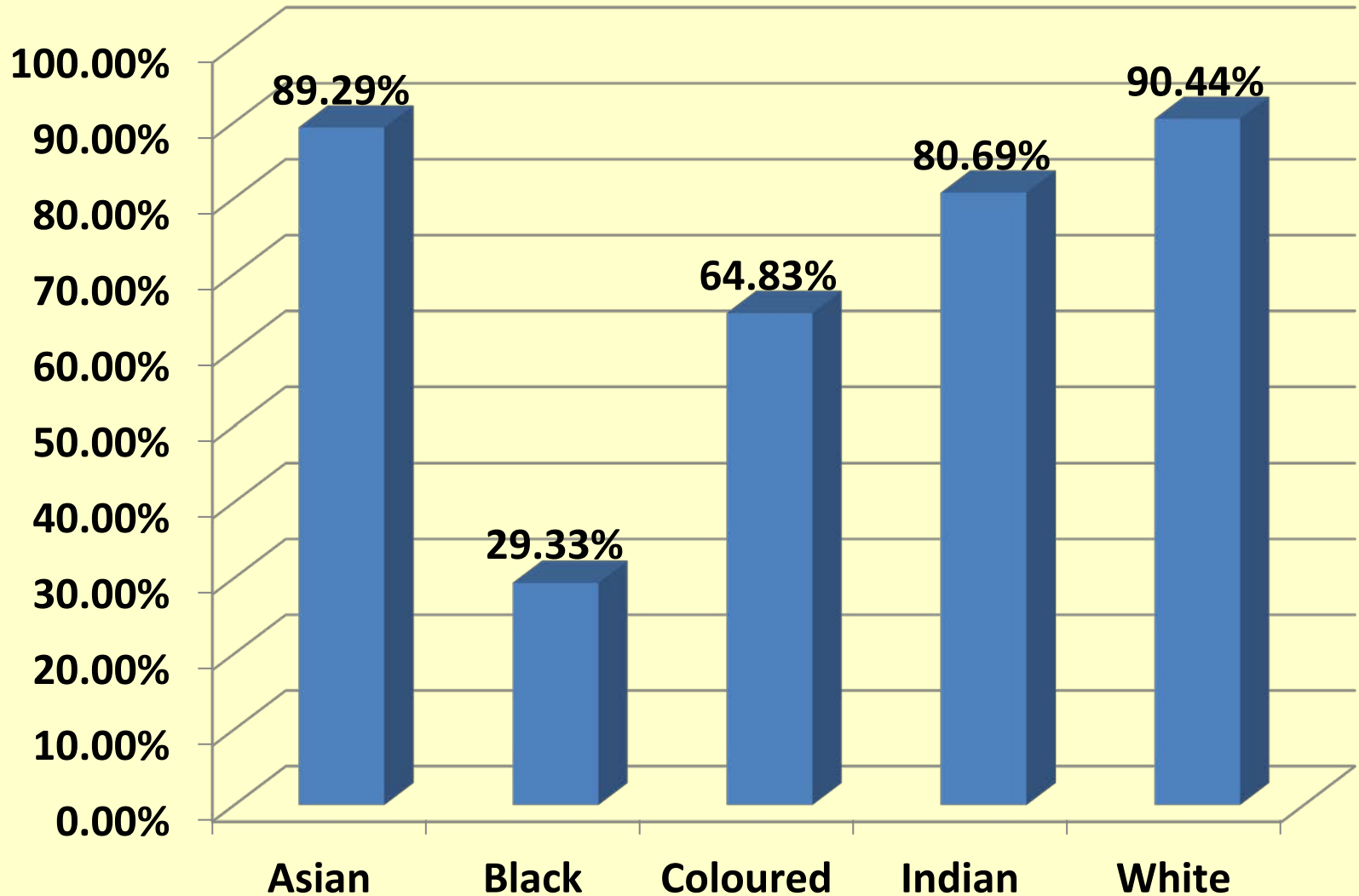
2.2

**Support skills
development with
economic growth**

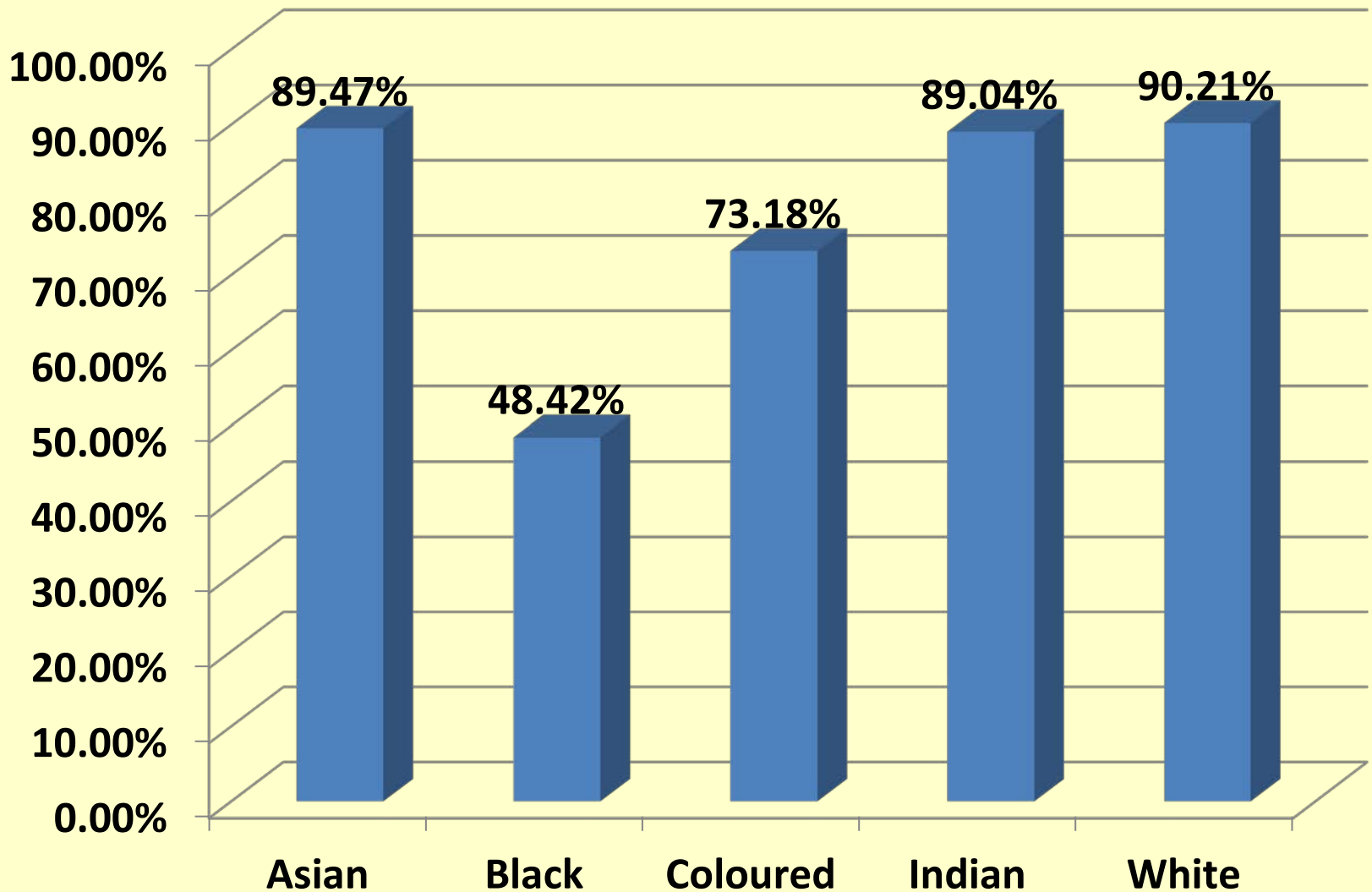
National NSC Maths Participation and Pass rates

Province	2014 % Taking Maths	Rank	2014 Pass rate (40%)	Rank	2015 % Taking Maths	Rank	2015 Pass rate (40%)	Rank
KZN	51.4	1	24.3	9	42.3	1	20	9
EC	46	2	25.1	8	35.8	2	21.8	8
L	44	3	35.8	6	34.2	3	32.4	7
MP	39	4	35.6	7	33.5	4	36	6
NW	36.4	6	40.3	5	28.9	5	37.3	4
FS	38	5	44.5	3	28.6	6	46	3
G	35.7	7	50.7	2	24.5	7	49.8	2
WC	32	8	56.6	1	24.4	8	57.8	1
NC	27	9	42.4	4	21.8	9	36.1	5
National	42.3		35.1				42.3	

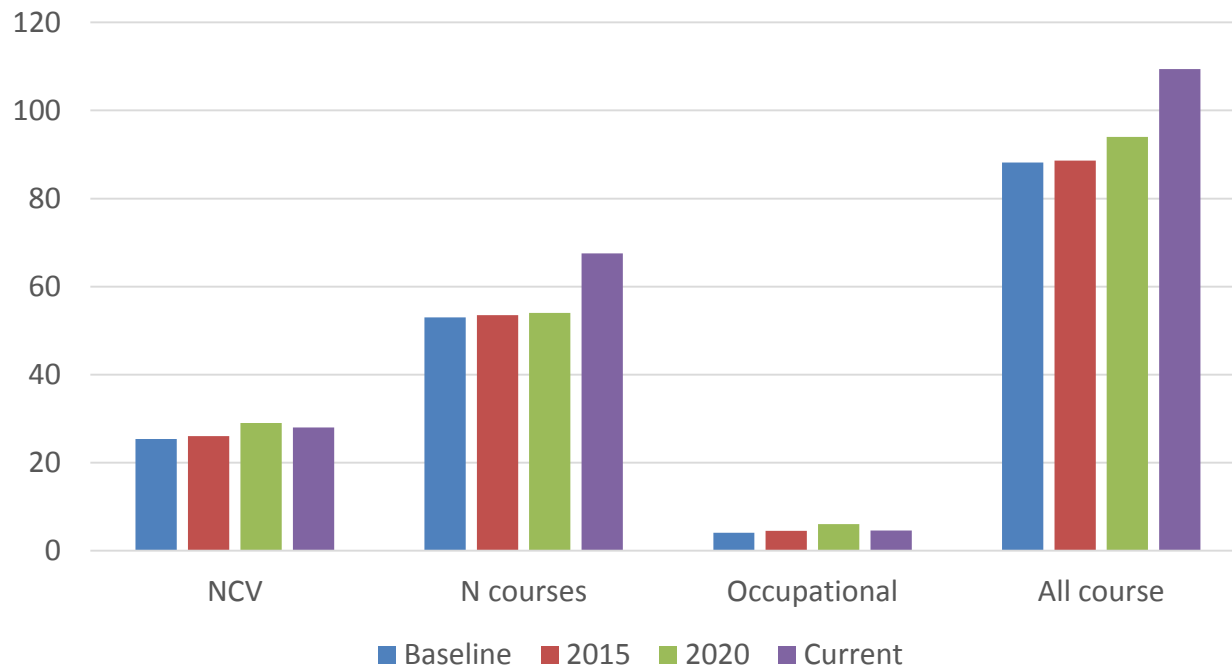
Mathematics pass rate per race



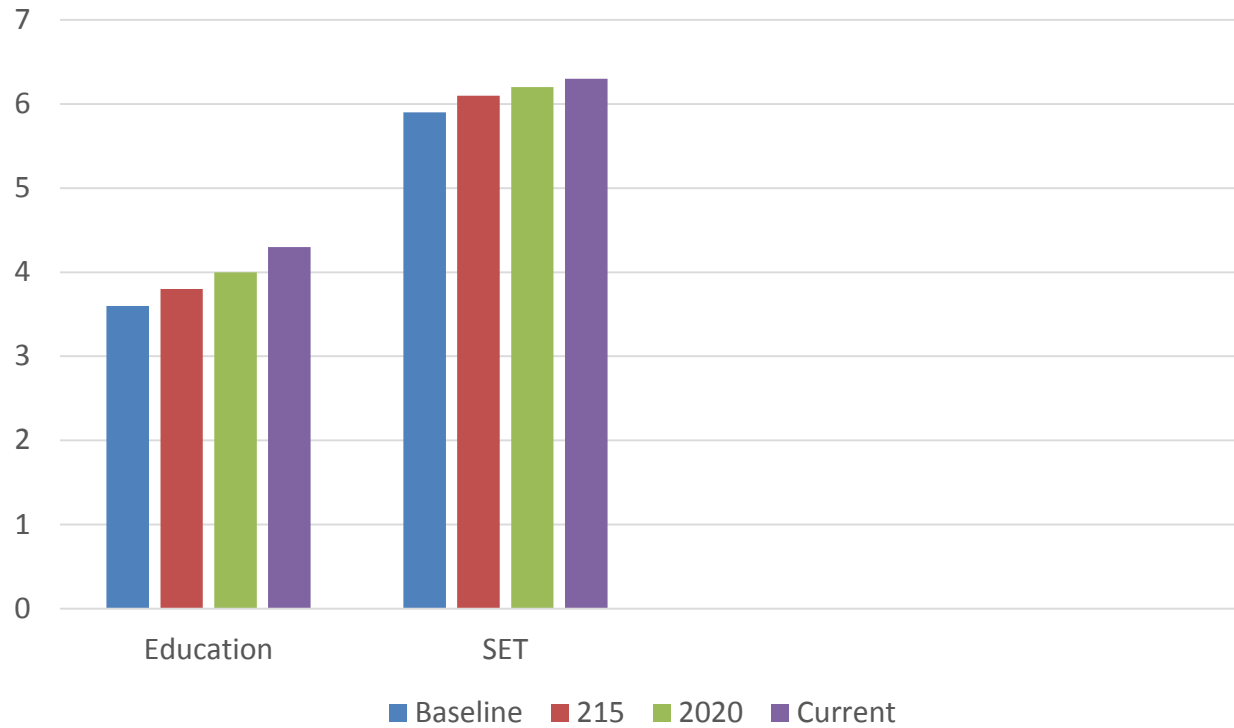
Physical Sciences pass rates per race



Number of students enrolled in TVET College programmes



Graduating students in Higher Educayion



Ph.D.
Graduates

2015 Target =
190

Baseline = 187

2020 target=
200

Current = 239



2.3

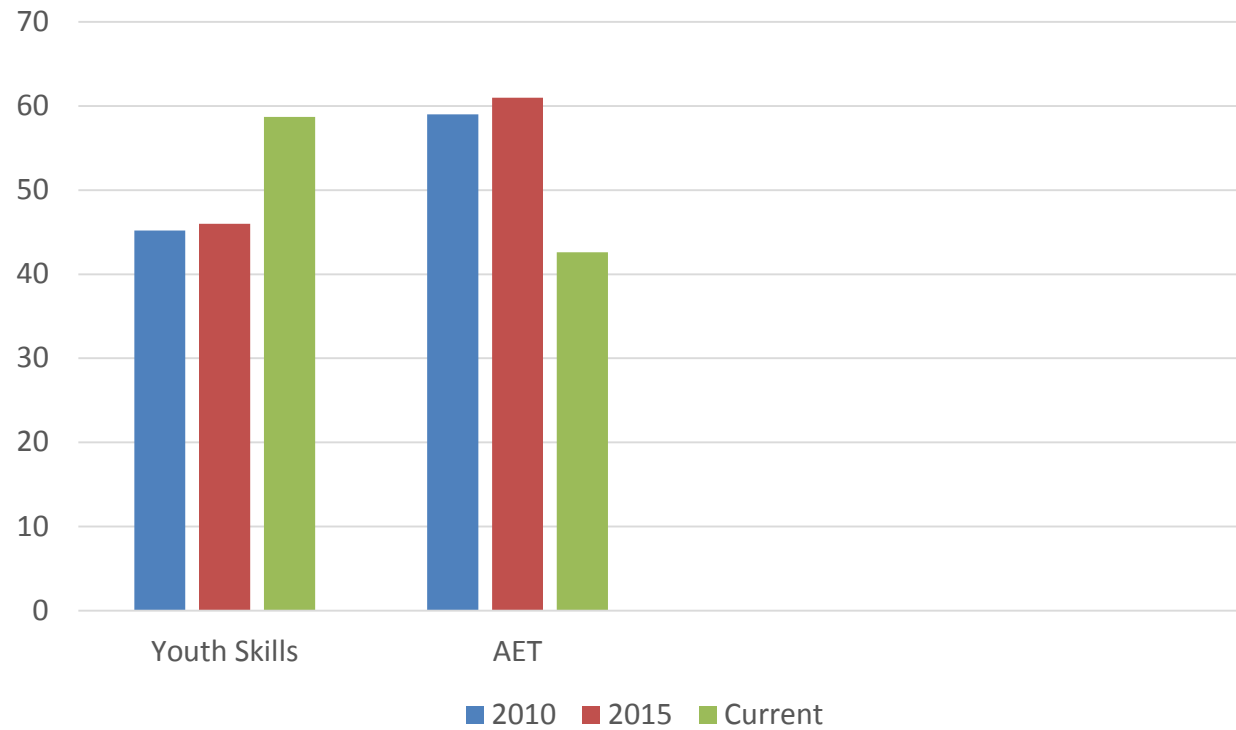
**Enhance youth skills
development and
life-long learning**

Community Education and Training College (AET)

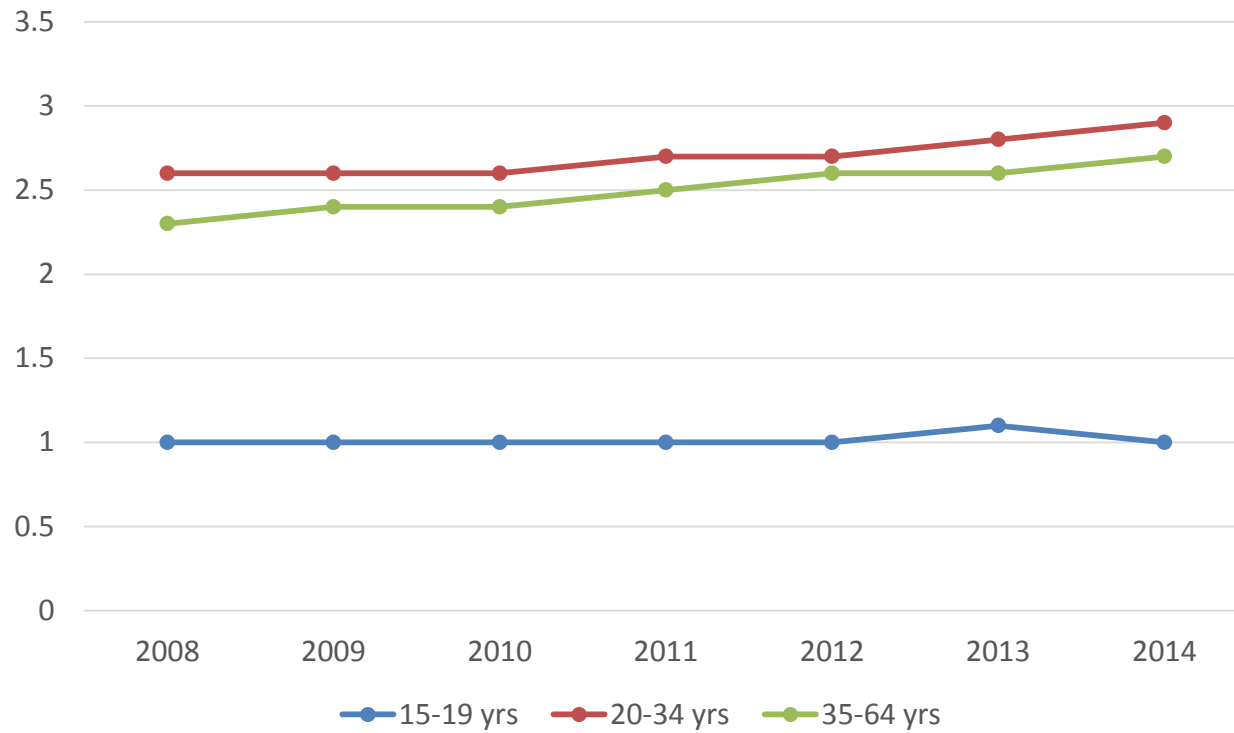
Grade 12 participation rates

		2013	2014	2015	2016
DISTRICT					
Amajuba		1588	1250	1155	759
Ilembe		344	383	396	686
Pinetown		1018	697	3176	3659
Sisonke		N/L	-	12	103
Ugu		349	208	479	524
Umgungundlovu		161	144	148	240
Umkhanyakude		327	346	67	-
Umlazi		321	1637	1448	1006
Umzinyathi		109	61	89	90
Othukela		1660	-	67	94
Uthungulu		552	578	100	578
Zululand		193	208	20	-
TOTAL		6622	5512	7157	7739

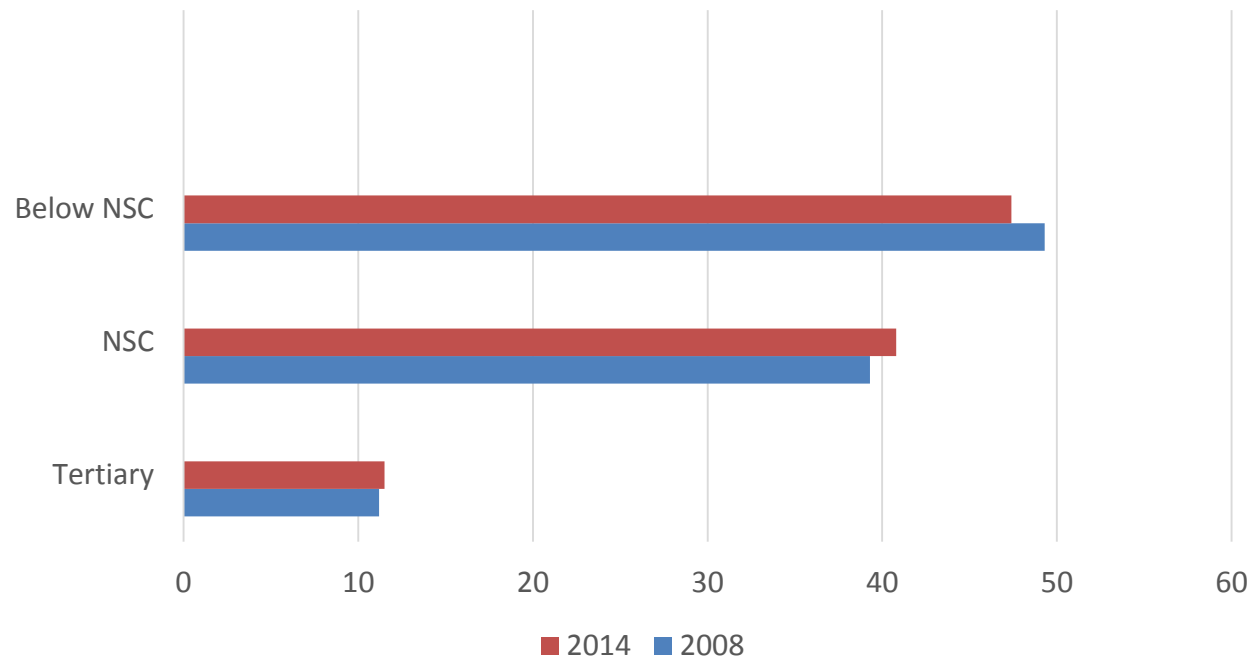
Skills development and Life-long learning



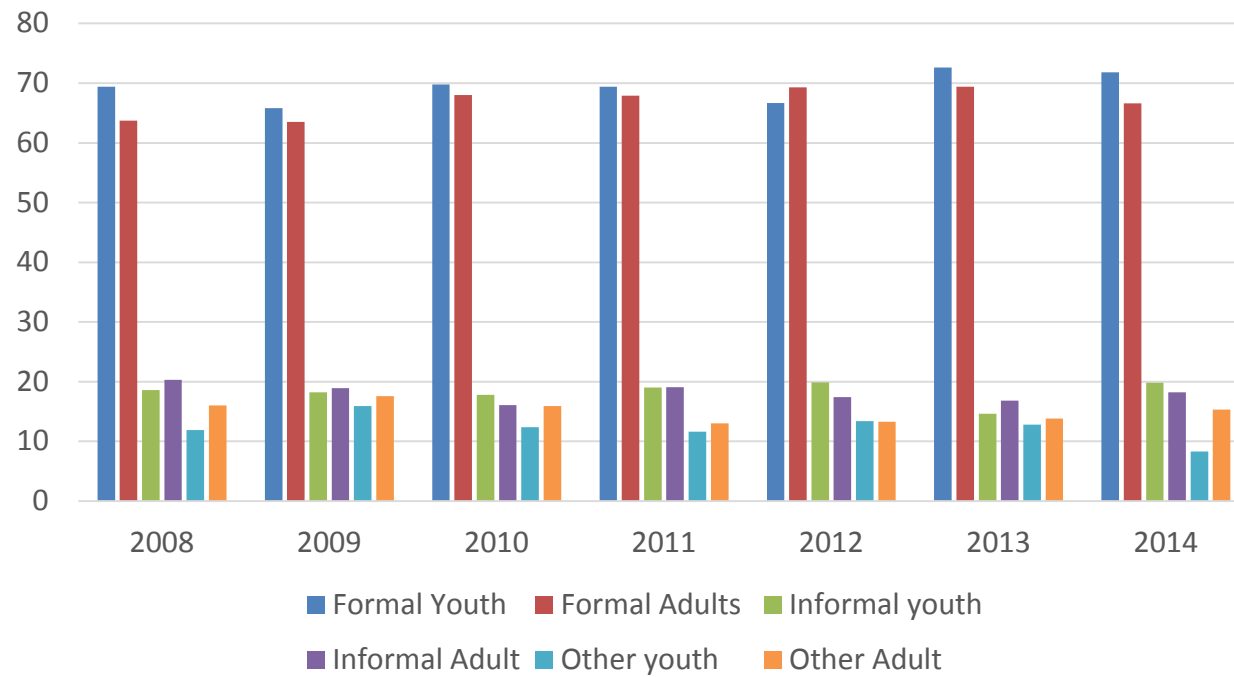
KZN working age population by age group



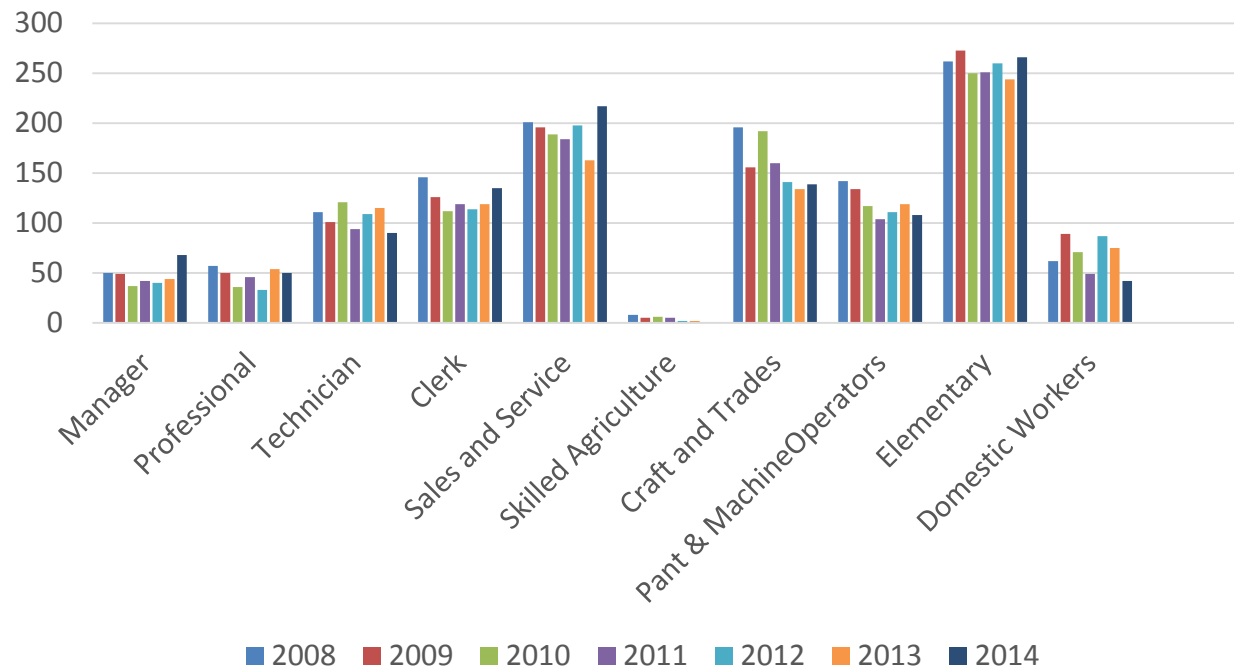
Education level of the labour force among the youth, 2008 and 2014



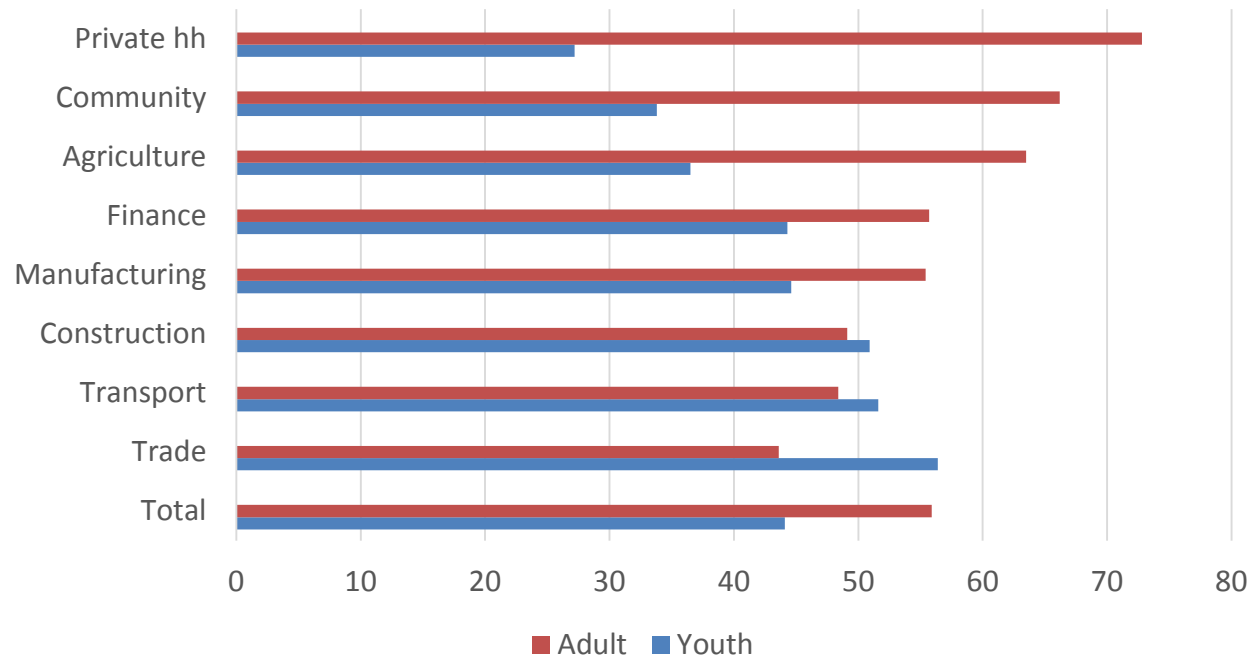
Employment by sector among youth and adults, 2008 -2014



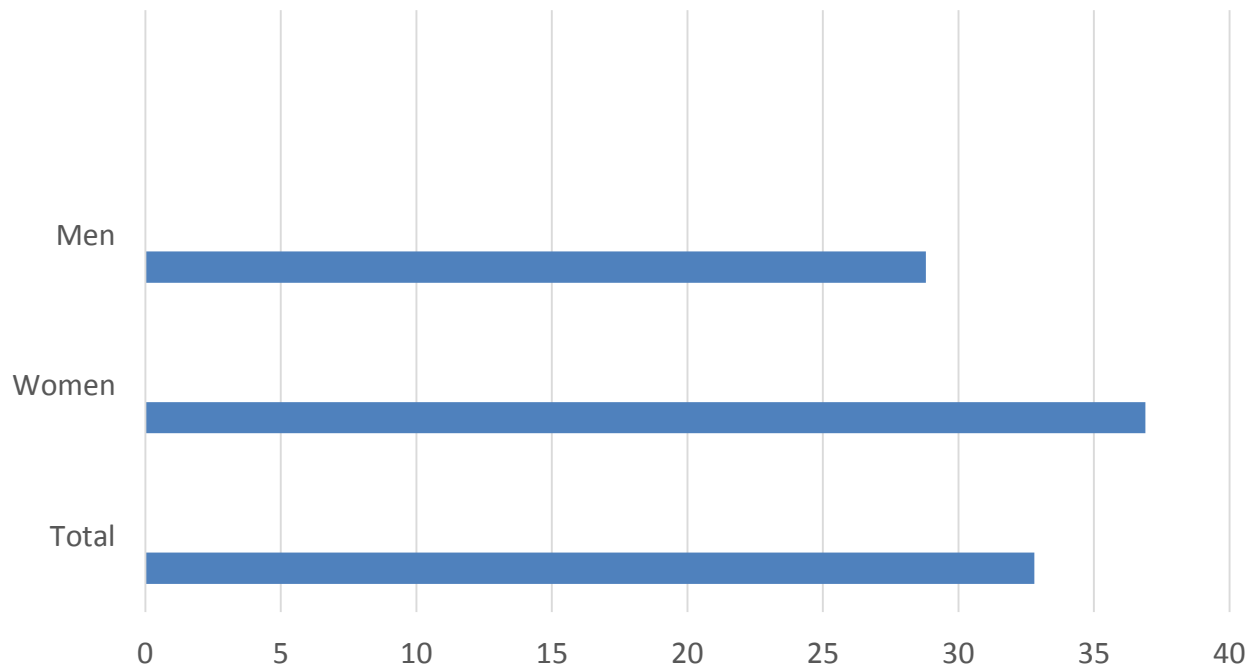
Employment by occupation among youth, 2008 - 2014



Employment by industry among youth and adults, 2014



Youth who are Not in Employment, Education or Training (NEET), by gender in KZN, 2014



Concluding Remarks

Early Childhood, Primary and secondary schooling

- Even though Grade R participation rates have risen to 93%, there are still fewer 0-4 year olds participating in Early Childhood programmes, especially in rural formal areas. Highest participation is in Traditional areas.
- The ANA results in the province show a relative low performance. This raises concerns about foundational learning and future academic deficiencies
- The NSC results show a constriction in the cohort of students who finally write the NSC examination, a further constriction of learners who pass and a further reduced number of those with a bachelor pass

Early Childhood, Primary and secondary schooling

- African students contribute highly (41,72%) to the failure rate in the NSC examination
- Male students are less likely to write and pass the NSC examinations as compared to girls
- NSC performance differences in districts range from 46,57% to 67,98%

Support Skills development with Economic growth

- KZN continues to field most students in the NSC examination in the country but perform at the bottom of the league in this gateway subject
- The baselines for TVET enrolments, graduating SET students and Ph.D. are already met – but are baselines logical?
- The numbers registered for Grade 12 in AET centres are not growing in line with the failure rate in the province.
- There is a slight increase of youth employed in the formal sectors from 2013 even though women are still likely to be unemployed than their male counterparts.

Young people and the labour market

- The Skills supply is still not well aligned to the skills demand in the province.
- Minding the generational LM shifts and giving skills development support
- Public Sector jobs as a focus beyond EPWP
- Support to Rural, Township and informal economies
- Skills and jobs through Township and Rural development
- Planning for big Infrastructure jobs through skills development, planned absorption rates; and dialogue with the skills development system