



MPUMALANGA

PROVINCIAL GOVERNMENT



PROVINCIAL HUMAN RESOURCE DEVELOPMENT STRATEGY

Volume 1 (Part 1 - 3)



Foreword by the Premier



Mr David Mabuza
Premier, Mpumalanga Province

It gives me pleasure to announce that the Province has finally developed the Mpumalanga Provincial Human Resource Strategy, a product of a consultative process with stakeholders.

At the occasion of the Provincial Human Resource Summit last year, I stated that our country's Human Resource Development Strategy- HRD-SA, notes that; "HRD refers to formal and explicit activities that will enhance the ability of all individuals to reach their full potential. By enhancing the skills, knowledge and abilities of individuals, HRD serves to improve the productivity of people in their areas of work – whether these are in formal or informal settings. Increased productivity and improvements to the skills base in a country supports economic development, as well as social development."

Our desire therefore was to finalize and adopt a provincial HRD Strategy that is responsive to our needs and contributes to the development of our people at large.

I am proud that this Provincial HRD Strategy will help us to address the matching of the supply and demand of skills.

The HRD Strategy intends to respond to the need to improve levels of skills for workers so that they can remain competitive, wherever they are located in the province.

It will also assist in assessing the whole institutional landscape of HRD in the province, so as to address limited co-ordination and engagement with the SETA's and the role of the Mpumalanga Regional Training Trust (MRTT).

Of significance is that this HRD Strategy responds to the fragmented and lack of integrated planning. The Strategy will influence the alignment of curricula at schools, FET Colleges and tertiary institutions so that they respond to the skills needs of Mpumalanga Province.

The Strategy will help us to provide action plans to address and retain these scarce skills within the province, which in turn will support the Provincial Growth and Development Strategy (PGDS) and the Mpumalanga Economic Growth and Development Path (MEGDP).

The Strategy must enhance collaboration with stakeholders including the Department of Basic Education and the Department of Higher Education and Training.

I wish to thank the members of the Steering Committee who have been assigned with the responsibility to ensure the realization of the objectives of this Strategy.

At the same time, I also extend my profound appreciation to every person who worked around the clock towards the finalization of this Strategy.

Now that we have the 'road map' for skills development let us hasten to focus on its rapid implementation across the length and breadth of Mpumalanga Province.

MR. DD MABUZA
PREMIER MPUMALANGA PROVINCE

Message by the MEC



Mrs Reginah Mhaule
MEC for Education

I am pleased to announce that the Provincial Human Resource Development Strategy has been finalized and approved by the Executive Council.

I take this time to thank all the sectors, industries including various departments and municipalities that supported the provincial government throughout the process of putting the HRDS together.

The Provincial Human Resource Development Strategy puts education at the centre of skills development in the country in general and in the province in particular. It is clear that there can be no economic, social and other forms of growth, development and progress without a functional education system. For this reason the participation of all sectors both in the development and the implementation of the HRDS cannot be over emphasized.

The Department of Education is aware of the important mandate that it has been given to provide quality education to the children of the province who would be playing an important role in creating growth, development and progress for future generations in the province and in the country. For this reason, it has initiated intervention programmes that would assist in improving the teaching of gateway subjects such as Mathematic, Physical Science, Technology and Engineering studies with the primary aim of improving performance in these subjects and ensuring that a solid foundation is laid for development of the scarce and critical skills.

The provincial government is aware of the enormity of the challenge regarding developing the skills required to make the provincial economy flourish and for this reason it has appointed a multi- sectoral Steering Committee to assist the implementation of the HRDS and to hold the MPG and other stakeholders accountable. The Committee is going to play a pivotal role in ensuring that other sectors and industry working in the province have a role to play in ensuring that the graduates from the FET Colleges and from MRTT are provided opportunities to be exposed to the world of work and once qualified are employed in the province so as to stem brain drain.

The output from this Strategy adds impetus towards the realization of the objectives of the Mpumalanga Economic Growth and Development Path as well as the Provincial Growth and Development Strategy.

It is very pleasing that the Executive Council has approved the appointment of members of the Steering Committee to drive the Human Resource Development Strategy forward, in line with the changing economic demands and the Mpumalanga Economic Growth and Development Plan.

I therefore take this time to congratulate the members of the Steering Committee and wish them the best as they execute their mandate. In addition I call on all sectors of the economy in the province to embrace this strategy and make it work for all of OUR CHILDREN !

MRS REGINAH MHAULE
MEC FOR EDUCATION

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A Source Documentation

- o A Labour Market Profile of the Mpumalanga Province, Haroon Bhorat and Natasha Mayet – September 2008, Final Draft II.
- o Departmental Workplace Skills Plans.
- o Draft National Scarce and Critical List - Comparison 2006 - 2007 with 2007 - 2008, updated.
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- o Mpumalanga Economic Development Review 2004-2009.
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- o SETA Annual Reports.
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- o The DPSA Strategic Human Resource Planning.
- o The DPSA Public Service Mentorship Programme.

- o The Human Resource Development Strategy 2005 – 2014 of Mpumalanga Provincial Government.
- o Mpumalanga Economic Growth and Development Path.
- o National Skills Development Strategy I and II.
- o National Skills Development Strategy III.
- o An article by Professor Loyiso Nongaxa, Vice Chancellor and Principal of the University of Witwatersrand, *Sunday Times* p.6, *Business Times*, 18 September 2011.

B Acronyms and Abbreviations

ABET	Adult Basic Education and Training
ACBfp	Accelerated Capacity Building flagship project
AET	Adult Education and Training
AIDS	Acquired Immunodeficiency Syndrome
ADP	Accelerated Development Programme
ANA	Annual National Assessments
ASGISA	Accelerated and Shared Growth Initiative for South Africa
ATR	Annual Training Report
CFO	Chief Financial Officer
CIDB	Construction Industry Development Board
CHE	Council for Higher Education
COGTA	Co-operative Governance and Traditional Affairs
DEDET	Department of Economic Development Environment and Tourism
DBSA	Development Bank of South Africa
DG	Director General
DHET	Department of Higher Education and Training
DPLA	Department of Provincial and Local Administration
DPSA	Department of Public Service and Administration
DARDLA	Department of Agriculture Rural Development and Land Administration
ECD	Early Childhood Development
EDP	Executive Development Programme
ESSA	Employment System of South Africa
FET	Further Education and Training
FOSAD	Forum of South African Director Generals
FTE	Full-Time Equivalent
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GET	General Education and Training
GVA	Gross Value Added
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education South Africa
HET	Higher Education and Training
HIV	Human Immunodeficiency Virus
HRD	Human Resource Development
HRDSA	Human Resource Development South Africa
HRDS	Human Resource Development Strategy
HRDSMPG	Human Resource Development Strategy 2005 – 2014 of Mpumalanga Provincial Government 04.08.2008
ICT	Information Communication Technology
IQMS	Integrated Quality Management System
JBCC	Joint Building Contracts Committee
JMDP	Junior Management Development Programme
JIPSA	Joint Initiative on Priority Skills Acquisition
LG SETA	Local Government Sector Education Training Authority
LGTAS	Local Government Turnaround Strategy
LMDS	Leadership Management Development Strategy
MDE	Mpumalanga Department of Education

MEGA	Mpumalanga Economic and Growth Agency
MM	Municipal Managers
MMDP	Middle Management Development Programme
MFMA	<i>Municipal Finance Management Act</i>
MRTT	Mpumalanga Regional Training Trust
MSTE	Mathematics, Science, Technology and Engineering
MTAS	Municipal Turnaround Strategy
MTSF	Medium Term Strategic Framework
MEGDP	Mpumalanga Economic Growth and Development Path
NEDLAC	National Economic Development and Labour Council
NIPF	National Industry Policy Framework
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSDF	National Skills Development Framework
PALAMA	Public Administration Leadership and Management Academy
PFMA	<i>Public Finance Management Act</i>
PGDS	Provincial Growth and Development Strategy
QLFS	Quarterly Labour Force Survey
NIHE	National Institute for Higher Education
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SMME	Small, Micro and Medium Enterprise
SSP	Sector Skills Plan
SSRS	Scarce Skills Retention Strategy
Stats SA	Statistics South Africa
WSP	Workplace Skills Plan

Part 1
Provincial Human Resource Development Strategy

1.1. INTRODUCTION

The Human Resource Development Strategy (HRDS) for the Mpumalanga Province is underpinned by national and provincial imperatives and is informed by the National Economic Growth Path, the Mpumalanga Economic Growth and Development Path (MEGDP), the National Skills Development Strategy III and the Human Resource Development Strategy for South Africa. In addition to the research that was conducted to compile this strategy document (report attached in Part 2), structured face-to-face interviews were conducted to obtain first-hand information from business in the various industry sectors of the province. A summit involving stakeholders in various sectors was held from 18 - 19 August 2011 to enable these sectors to participate, comment and deliver input on this document.

The HRDS identifies five strategic priorities (one commission suggested we call these outcomes), the skill requirement by industry and the training institutions that are best positioned to address skill requirements respectively.

The HRDS is a strategic process and not an event. The Provincial HRDS Steering Committee, represented by various sectors under the leadership of the Department of Education, will assess, review and update the progress towards achieving the targets, as set out in the document. Furthermore, the committee will ensure that the skills requirement remains relevant.

1.2. THE PROBLEM STATEMENT

The Mpumalanga Province faces many challenges (as indicated in part 2 of this document). One of the most notable challenges is that the province does not have a mechanism to provide credible information and analysis on the current and projected supply and demand for skills. In addition, the province does not have a coherent way of developing the skills needed to make the economy competitive and thriving. The HRDS is envisaged to provide an answer to these challenges.

The Socio-economic Report (SERO) of the first quarter of 2011/12 reflects a number of challenges that the Mpumalanga Province faces. The report indicates the following with regard to the working population:

- 12% of the population has no schooling.

- 4% of the population has obtained grades 0-9.

- 29.9% of the population has obtained grades 10-11.

- 0.8% of the population has less than matriculation.

- 22% of the population has matriculation.

- 7.2% of the population has tertiary education.

- The matriculation pass rate of 2010 was 56.8% and this was the lowest percentage among the nine provinces.

- The functional literacy rate of 66.1%.

- Many learners in the province are poorly prepared to undertake further education and training when leaving school. They cannot access post-school education, training or formal employment.

- At the end of the first quarter of 2011, the unemployment rate of the youth cohort (15-34 years) in Mpumalanga was 42.7%, compared to the overall unemployment rate of 30.8%.

The youth cohort also constituted some 73.5% of the total number of unemployed people in the province at the end of the first quarter of 2011.

In terms of unemployment and gender, the report indicates that the unemployment rate among females is 36.2% and 26.0% among males.

The province has the unemployment rate of 30.8% and is rated the second highest of all nine provinces.

These reasons and many other reasons stated in Part 2 of this document, as well as in the above mentioned SERO report, highlight the need for implementing a radical human resource development strategy (HRDS) that would lead to changed conditions in the province. This strategy would enable the provincial government in collaboration with stakeholders from various sectors and industry to confront these challenges and turn it into a flourishing province, where South Africans would migrate in search of greener pastures.

It is critical to develop the HRDS in collaboration with all stakeholders in both the public and the private sectors. Notably, this will serve as the basis to address the provincial skills gaps; pave the way towards long-term economic growth; and foster enduring and meaningful relationships with both the public and private sectors. It is also an important tool that would assist in growing and developing the required and critical skills the provincial economy needs, as indicated in the MEGDP.

The purpose of the HRDS is to facilitate the creation of a skilled workforce in the province that is able to contribute to the sustained economic and social growth of the province and in so doing curtail poverty, degradation, unemployment and underdevelopment and thus assist in building an environment in which future generations would take pleasure to raise its children in perpetuation of humanity.

1.3. The Key Aspects of the HRDS

The HRDS identifies the skill requirements in the province (both public and private). Furthermore, it presents tangible strategic actions to meet and retain the skill requirements and base respectively. Ultimately, this will help enable sustained economic growth that is in line with the MEGDP and the Provincial Growth and Development Strategy (PGDS). The key aspects of the HRDS are as follow:

To identify on an on-going basis the skills requirements in the province.

To align supply (the training service providers, programmes and initiatives) and demand (skills requirements in the province).

To ensure skill retention in the province by developing a skills retention strategy.

To facilitate the development of skills through the strategic use of bursaries that are centralised in the Department of Education and partnerships forged with strategic partners in the province.

To give effect to meeting the critical and scarce skills requirements to ensure economic growth, as indicated by the MEGDP and the PGDS.

To create a platform where various sectors can interact on biannual basis to debate and give direction to the skills that are required to make the provincial economy flourish.

1.4. Aims of the Human Resource Development Strategy

Once implemented the HRDS would enable the province to achieve the following:
Improved service delivery, by ensuring that the personnel in both the private and public sector are well trained.

Improved efficiency in the public service, by ensuring that the best skills are recruited and retained in the province.

Identify the competency and skill requirements for the province, both for the private and public sectors.

Quantified scarce and critical skills requirements for the province;

Shared growth between the public and private sectors; collaborating on initiatives regarding skill development and retention in the province.

Moving the provincial economy up the production value chain.

An improved focus on the awarding of bursaries and assurance that required, scarce and critical skills that the provincial economy needs are developed and retained.

Alignment of curricula at schools, further education and training (FET) colleges and tertiary institutions according to the needs of the Mpumalanga Province in collaboration with the Departments of Basic Education and Higher Education and Training respectively.

Action plans to address and retain scarce skills within the province, which in turn will support the PGDS and the MEGDP.

1.5. Strategic Priorities and Targets

In order to achieve the above, the following strategic priorities and targets are important. Without them it would be impossible to grow and develop the skills required to turn the economy of the province around and thus deal with poverty, underdevelopment, unemployment and degradation. The priorities are:

Strengthening the education system.

Integrating the skills that the provincial economy require with initiatives and programmes at higher education level.

Aligning bursary awards with the required skills to drive the economy.

Forging strategic partnerships with significant partners.

Building a capable and efficient public service workforce.

1.6. Strategic Priority One

1.6.1. Strengthening the education system

Sound education is at the centre of skills development in any country. For this reason, the following areas must be prioritised to strengthen the education system and ultimately improve the province's skills base.

a) **Early childhood education**

Quality early childhood education lays the foundation for future success in the employment sphere. To strengthen the education system in the province it is necessary to start with early childhood development (ECD). The greatest improvements can be gained by:

- actively removing barriers for children living with disabilities to allow them entry into the formal learning system;
- increasing the percentage of children entering the system and maintaining retention rates of 85% to help build a well-educated citizen corps;
- maintaining learner/educator ratios of 30/1 to help improve the quality of early childhood education;
- aligning learning to support the economic growth path, with particular emphasis on quality literacy, numeracy, values and life skills education to improve and strengthen ECD;
- improving the training offered to ECD practitioners and the prevailing employment conditions to strength the quality level of education; and
- increasing the percentage of ECD practitioners with qualifications of NQF level 4 and 5 from the current 30% to about 70% in five years, and to 90% in ten years.

b) **Basic services to communities**

In order to make an impact on the education system, it is necessary that communities from where children come from receive basic services, as indicated in the *Constitution*. This includes the right to safety, security, houses, running water, electricity, waste management, road improvement, as well as community recreational infrastructure. These must be provided to both the families and the learners themselves.

c) **Location of the schools**

Schools should be built and located within population-dense nodes of the province, to eliminate children travelling long distances. This includes infrastructural resources such as libraries, laboratories, resource centres, computer laboratories, sports fields, administration and ablution blocks.

d) **Focus of the curriculum**

Subjects taught at school must be aligned to the determined skills required to meet the economic needs of the province. Particular attention should be paid to the following:

Subjects such as Agriculture, Tourism, Hospitality, Conservation, Environment and Energy should form part of the school curriculum.

Interventions should be implemented to improve the learning and teaching of Science, Technology, Engineering, Maths and English and to strengthen teacher training in collaboration with the Departments of Basic Education and Higher Education and Training.

More schools should offer subjects such as Tourism, Hospitality, Consumer Studies, Creative Industries, Environmental Studies and studies related to emerging global challenges such as climate change. Emerging and entirely new disciplines and fields of knowledge in advanced manufacturing,

nanotechnology and the next generation of communication networks should also be offered.

Access to vocational and career guidance should be increased. Advocacy campaigns should be launched to build support for vocational training programmes offered by the FET colleges, as this sector plays a critical role in developing and expanding the artisan base in the province.

- e) **Focus on strengthening teaching and learning in grades 3, 6 and 9**
A strong foundation should be laid at foundation and general education and training phases to attain good results at matriculation level. A particular emphasis must be placed on grades 3, 6 and 9. Interventions should be implemented to achieve national targets.
- f) **Teacher development**
It is essential to implement quality assurance improvements and teacher skills development programmes. It is also important to pay attention to the teachers' moral.
- g) **Community mobilisation and involvement**
It is vital to mobilise communities to support the schools, while the teaching of ABET and AET should be improved. Communities should be mobilised to serve as members of the school governing bodies and be encouraged to turn schools into centres of community life. This particularly pertains to rural communities where infrastructure development is limited.

Table 1 Action plan for strategic priority one

Activity	Indicator	Lead Sector	Other Sectors	Time-frame
Early childhood development	% increase in number of children entering the system	Departments of Education and Social Development and local municipalities	Department of Health, NGOs, private sector, DEDET, UNESCO, DCSR, Department of Home Affairs, parents and the private sector, university outreach programmes	2014
	Improving numeracy and literacy skills	Department of Education	Departments of Health, Social Development, DEDET, DCSR, UNESCO, private sector, university outreach programmes, NGOs, local government	2014
	Maintain learner/teacher ratios of 1/30	Departments of Education, Social Development and local municipalities		2014
	Improve learner retention rate of 85%	Department of Education	Departments of Social Development, Health, DPWR&T, Departments of Safety and Security, Home Affairs	2014
	School subjects are aligned with career/economic growth path	Department of Education	DEDET, SAQA,	2014
	Increase the number of ECD Practitioners with NQF LEVEL 4 and 5 to 70%	Department of Education	Departments of Social Development, Basic Education, university outreach programmes, local municipalities and NGOs	2014

	Increase access for learners with disabilities	Departments of Education, Social Development, Health and local municipalities	NGOs, private sector, communities, DWC and people living with disabilities	2014
Providing decent school infrastructure	Increase the number of ECD centres that have basic infrastructure	Departments of Education, Public Works Roads and Transport and local government	Provincial Treasury, private sector and Department of Social Development	2014
	Increase the number of ECD centres that have learner support material	Departments of Education. Social Development, local municipalities	Provincial Treasury, private sector	2014
Providing basic infrastructure	Increase the number of human settlements with electricity, water, sanitation, roads, recreational facilities, schools and clinics; rural areas and informal settlements are seen as a priority	Departments of Human Settlements, Public Works, Roads and Transport and local municipalities.	All departments, private sector, parastatals	2014
	% decrease in crime and burglaries	Department of Safety and Security	Local municipalities, community structures and private sector	2014
Aligning school subjects with skills needed by the economy	More schools offering Consumer, Tourism and Hospitality studies	Department of Education	DEDET, MTPA, SANParks, CATHSEETA, tertiary Institutions, MRTT, private sector, Heritage Council and COGTA	2014
	More schools offering Environmental studies and studies relevant to emerging global challenges	Department of Education	DEDET, MTPS, DEA, SANBI, SANParks, DST, CATHSSETA and COGTA	2014
Interventions to improve performance throughout the education system	Improving learner performance with particular focus on grades 3,6 and 9	Department of Education	Organised labour, ETDP, SAQA and NGOs	2014
	Improve teacher development and training interventions in the province	Department of Education in collaboration with Department of Basic Education & DHET	The tertiary institutions, ETDP and organised labour	2014
	Improve of 70% pass rate in subjects such as Science, Maths, Technology, Engineering, English and Mathematics	Department of Education	School governing bodies, tertiary institutions, mining houses, DEDET and the Department of Science and Technology	
Improved access to quality vocational and career guidance		Department of Education	All departments, tertiary institutions and Department of Science and Technology	2015
Mobilising communities to support schools and make schools the centre of community life	Improved parental and community involvement in school matters % increase in the number of community and industry support programmes	Department of Education supported by governing bodies	Community structures, NGOs, CBOS and Tertiary Institutions	

1.7. Strategic Priority Two

1.7.1. Aligning skills and professional requirements with higher education and Training

The school curriculum should be aligned with programmes offered by higher education institutions – including the further education and training (FET) colleges and Mpumalanga Regional Training Trust (MRTT) – so that the province can deal with challenges such as required, scarce and critical skills. Education and training at higher learning institutions must flow from the foundation laid by schools. This will help achieve labour market responsive skills. The following interventions will help ensure alignment:

Improve collaboration with higher education institutions

Improve the co-ordination and ensuring more interaction with SETAs, FET colleges, MRTT, universities and universities of technology to respond to the province's specific skills needs.

Link programmes offered by higher learning institutions with provincial skills requirements.

Align courses offered at the training institutions with the province's skills requirements; working collaboratively with DHET and other departments in the province to strengthen FET colleges to deliver the number of artisans that are required to grow the province's economy.

Create interventions to deal with youth unemployment.

Work collaboratively with DHET to ensure that FET colleges develop a number of interventions to deal with the 73% unemployment rate of youths in the province. Establish a profile and database of these unemployed youth in the province.

Improve communication between FET colleges and higher education institutions.

Work collaboratively with DHET to address the issue of communication between FET colleges and higher education institutions.

Balance supply and demand of skills.

Maintain and manage the balance between the supply and demand of skills by constantly reviewing required and critical skills.

Develop entrepreneurial skills.

Develop entrepreneurial skills to help create employment, as outlined in the Economic Growth Path.

Improve literacy rates

Improve literacy levels from 43,8% to 70%; over a five-year-period and 90% in ten years by collaborating with NGOs and church-based organisations to find creative ways of offering AET. Mobilise communities including traditional leaders to take programmes offered seriously. Initiate a civic movement on literacy.

Improve ways of offering priority subjects

Improve training in priority areas such as Engineering, Artisanal skills, Business skills and ICT.

Career guidance

Improve access to proper vocational and career guidance to ensure a smooth transition to the world of work, such as work-based exposure and work placement while at school.

Highlight the value of vocational training

Mobilise communities to view vocational training as important as university education and offer incentives for the youth to take up vocational training.

Establish the University of Mpumalanga

Work collaboratively with DHET to ensure that a university is established, with satellites in various regions to help develop critical and scarce skills in the province. It is also important to mobilise resources, human and otherwise, to ensure that a university is established in the province.

1.7.2. Action plan for strategic priority two

Table 2 Action plan for strategic priority two

Activity	Indicator	Lead Sector	Other sectors	Time - frame
Engaging with higher learning institutions	Number of MOUs signed with higher learning institutions	Department of Education	Higher learning institutions, DEDET, MRTT and NGOs	2013
Balancing the supply and demand of skills	Aligned skills	Department of Education	Higher learning institutions, MRTT, private sector, DEDET	Annually
Developing entrepreneurial skills	Establishing an entrepreneurial school	DEDET	DARDLA, DCSR, industry, DOE, NGOs	
Improving literacy levels	70% increase in literacy levels	DOE	Higher education institutions	2015
Youth development interventions	% increase in occupationally directed programmes for the youth Number of relevant youth skills development programmes	SETAs NYDA FET colleges MRTT	All departments, industry	2015
Training in priority subjects	% increase in number of people registered for priority subjects	DOE	Higher education institutions, SETAs, DHET (NSF)	2015
Developing profiles and a database for out-of-school youths	Survey conducted on personality and brain profiling	DEDET DOE NYDA	Higher education institutions, Department of Labour	2015

1.8 Strategic Priority Three

1.8.1. Aligning the allocation of financial aid with the province's skills requirements

The provincial government needs to keep track of the investment made in developing the skills needed for the economy. Therefore, the awarding of bursaries should be aligned with priority skills. The following should be implemented to ensure the alignment:

Align bursary awards with priority skills in the province

The allocation/awarding of bursaries should be aligned with the province's skills requirements, as indicated in this document and the MEGDP. This will help the province to utilise the budget for bursaries effectively.

Develop a skills/staff retention strategy

Develop a provincial skills/staff retention strategy to retain the skills base within the province who received financial support through the provincial bursary scheme.

Conduct available skills survey

Conduct a survey of skills that are available in the province in conjunction with tertiary institutions. This would serve as baseline for all the new skills that would be developed and honed in the province.

Establish databases

Develop and maintain provincial databases of provincially supported bursars.

Utilise the databases to track students' progress and help to provide learners with jobs after graduation. This should be done in collaboration with other stakeholders.

1.8.2. Action plan for strategic priority three

Table 3 Action plan for strategic priority three

Activity	Indicator	Lead Sector	Other Sectors	Time-Frame
Aligning bursary awards to priority skills in the province	% increase in number of people registered for priority subjects 14% awarded to climate change and green economy and 15% to tourism, business services and creative industries	DOE and DEDET	Higher education institutions, SETAs (NSF)	2016
Developing staff/skill retention strategy	Provincial policy approved and implemented	DOE, Premier's Office and ALL	Private sector, organised labour and NGOs	2011
Determining an enterprise survey of available skills in the province	Availability of accurate statistics	DOE and DEDET	NIHE, other higher education institutions, StatsSA and the Premier's Office	2012
Developing of a tracking system	Database developed and maintained	DOE	All the Departments	2012

1.9. Strategic Priority Four

1.9.1. Forming strategic partnerships

According to Professor Loyiso, the vice chancellor and principal of the University of Witwatersrand, universities around the world are recognised as playing a key role in generating, sharing and disseminating the knowledge required to drive global competitiveness and economic growth. While this is true, developing the skills needed to make the economy flourish requires continuous dialogue and collaboration between Government, the higher education institutions and industry. This is even more vital in Mpumalanga, where about 73% of the youth are unemployed and not receiving, education or in training. The following steps can help forge strategic partnerships between core players:

Exposure to the world of work

Develop and or strengthen partnerships to enable graduates to obtain practical experience once they have completed their tertiary education. Notably, the Provincial Government should find innovative ways of collaborating with industry and higher education institutions to expose the graduates to the world of work while they are in training. One way of dealing with this challenge is for DHET to make it mandatory for higher learning institutions to find placements for their students after completing their training. This can be done by encouraging these institutions to form networks with specific sectors and/or industries and, where possible, to offer funding incentives to those institutions that successfully place and find employment for their graduates.

Conduct provincial enterprise surveys

Work hand-in-hand with NIHE, universities, labour, SETAs and business to conduct a provincial enterprise survey to evaluate the availability of skills in the province.

Establish an HRDS steering committee

Establish a project steering committee with representatives from all the sectors to improve, update, monitor and evaluate the implementation of the HRDS.

Collaboration with DHET on FET college programme mix

Collaborate with DHET to refocus the programme mix offered via the various training institutions. Pay attention to discuss FET college programmes with universities of technology.

Attract scarce skills

Provincial departments should work hand-in-hand with national departments to develop policies to attract critical and scarce skills from the region and the continent.

Social investment programmes for all schools

The private sector should establish social investment programmes that target schools and that are in line with the skills industry requires. This will help solidify the partnership between the private sector and Government.

1.9.2. Action plan for strategic priority four

Table 4 Action plan for strategic priority four

Activity	Indicator	Lead Sector	Other Sectors	Time-frame
Exposure to the world of work	Number of MOUs signed Number of awareness campaigns held targeting the private sector	DoE, DEDET, higher education institutions and private sector	SETAs, other departments	2013
Provincial enterprise survey	Available and accurate statistics Keep, maintain and update a database of available skills in the province	DOE, Office of the Premier and StatsSA	SETAs and higher education institutions	2015
Establish an HRDS steering committee	Monitoring report available biannually	DOE	All stakeholders	2015
Collaboration with	Mix of programmes at	Doe, FETC, DHET,	All stakeholders	2015

DHET on FETC programme mix	FETC aligned to provincial skills requirements	SETAs		
Attracting scarce skills from the region and continent	Number of MOUs signed	DOE and national departments	All the other departments	2016
Collaboration with DHET	Established university in the province, with satellites to support the acquisition of critical skills	DOE and DHET	All stakeholders, Treasury, SAQA, SETAs	2016
Establish social investment programmes in schools	Number of schools sponsored	DOE and private sector	NGOs	2013

1.10. Strategic Priority Five

1.10.1. Build a capable public service workforce

The public service is the 'implementation arm' of Government. For this reason, it requires a capable, committed and disciplined workforce. To achieve this, the following interventions are necessary:

Value life-long learning.

Introduction of lifelong learning initiatives is critical and the public service workforce should be encouraged to take initiatives for their own learning and development and be motivated to view learning and development as a constant in their lives.

Align training programmes to critical skills.

Alignment of the training programmes with the critical skills required from the public servants is necessary to increase the skills base critical for the development of the economy in the province.

Make training in core Senior Management Competencies compulsory

Training in the competencies of Senior Management prescribed by the Department of Public Service and Administration should be made compulsory for all Senior Managers in the province including municipalities.

1.10.2. Action plan for strategic priority five

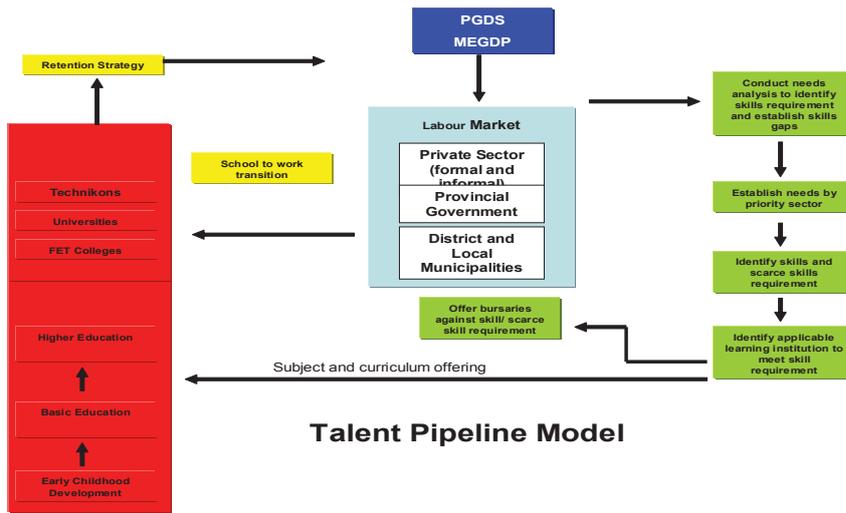
Table 5 Action plan for strategic priority five

Activity	Indicator	Lead Sector	Other Sectors	Time-Frame
Encourage life-long learning	% of public servants paying for own studies	All departments	Higher education institutions	2014
Aligning training programmes with the critical skills list of the province	Number of training programmes aligned to critical skills	All departments and SALGA	Higher education institutions	2014
Compulsory training in SMS competencies	Number of officials trained	DOE	Other departments and SALGA	2014

1.11. The Talent Pipeline Model

A talent pipeline model (below) has been developed for the province. This model identifies the process the province will follow to balance the province’s demand for (the skills required in the market place) and supply of (the various educational institutions) of required skills.

Diagram 1. The talent pipeline model



This model starts by identifying the province’s skills requirement from the PGDS and the MEGDP. A skills audit is then conducted to establish the skills gap. Once this is done, the province is able to determine the skills requirement and identify which training institution is best equipped to address this requirement. In addressing the province’s skills requirement, the foundation phase and basic education will focus on the subjects that are needed to ultimately produce the required skill.

In order to address the skills development priorities that have been identified in the province, the supply (educational institutions) must be able to respond to the demand (the skills required for the province).

Career counselling at basic and higher education level will be aligned to provide students with advice on career choices to meet the province’s skills requirement. The Mpumalanga Province provides unique career opportunities in infrastructure development, knowledge-based sectors, climate change and green economy, manufacturing, agriculture, agro-processing, rural development, mineral beneficiation, tourism, the business sector, the public sector and NGOs.

The province should develop a sound provincial skill retention strategy to ensure that the skills remain in the province. Strategic partnerships should be developed to ensure that skills are retained in the province.

1.12. HRDS and Mpumalanga Economic Growth and Development Path

The HRDS has identified a number of interventions to ensure that the skills strategy supports the province’s economic growth path. These include:

Educational institutions should focus on skills development to address scarce and critical skills.

Offering apprenticeship training for emerging artisans.

Identifying SMME entrepreneurial opportunities and providing skills training to support these opportunities.

Developing incentives to retain scarce and critical skills.

Providing opportunities for learners and graduates to obtain industry experience through public-private partnerships.

Establishing an institute of higher learning in the province.

The province's economic growth path has identified certain sectors to help create employment. The HRDS has identified the skills required by sector, the educational institution that will provide the training to address the skill gap and how the bursaries are to be allocated to address the skills shortages. The table below proposes the bursary allocation per sector with effect from the academic year 2012:

Table 6 Allocation of bursaries per sector

Sectors to support employment creation	Proposed allocation of bursaries
Infrastructure development	12%
Knowledge-based sectors	5%
Climate change and green economy	14%
Manufacturing	16%
Agriculture, agro-processing and rural development	21%
Mineral beneficiation	6%
Tourism and business services	15%
Public sector	4%
NGOs	7%

PART TWO

RESEARCH CONDUCTED

2.1. Analysis of Employment and Skills in Mpumalanga

This third part of this document presents a summary of the relevant employment challenges and opportunities within Mpumalanga Province. The current labour pool is discussed, as well as changes that have taken place between 1995 and 2011.

It is evident in the third part that entrants into the labour market are growing faster than job opportunities in the same market. Mpumalanga's employment profile across a number of educational categories is compared with Gauteng, Limpopo and South Africa. With regard to the link between education and unemployment, the skills base in the various sectors will present a challenge in terms of upgrading relevant skills for those entering the labour market. Unemployment rates in Mpumalanga are high even for individuals who have completed their secondary education. Those with tertiary education stand a better chance of employment than those with secondary education and below.

Mpumalanga's economic profile and the concept of jobless growth is discussed in part three where areas of opportunity are presented, such as manufacturing for skilled labour. It is important that entrepreneurial opportunities are identified within the priority sectors, and that education/skills development is aligned accordingly.

2.2. Review of the Talent Pipeline in Local Government

Local government has been asked to ensure that locality-based development is being pursued. The second economy must be brought into the mainstream first economy. As we attempt to halve unemployment and poverty by 2014, local government, as the administrative tier closest to the second economy, will have to assume a stronger role as an economic development facilitator and a social mobilisation tool. To achieve this, local government will have to be manned by effective personnel to build upon successes and plan for future progress. This will require municipalities to have the capacity and understanding of national government's development objectives and processes, such as Integrated Development Planning (IDP) and Local Economic Development (LED).

In addition, municipalities are bound by legislation to provide basic services, such as the provision of water and sanitation. The first five years of the local government system was characterised by marked successes and resounding failures. The aim of DPLG's Municipal Leadership Development Programme is to provide leaders at political and administrative levels of local government with the necessary skills to help ensure that these failures are not repeated. This section discusses local government; municipalities and service delivery; management development initiatives at local government level; empowerment of women; the skills profile of local government; vacancy rates; workplace skills plans, scarce and critical skills in local government; and ways to resolve the *status quo* in Mpumalanga.

2.3 Review of the Talent Pipeline in Provincial Government

The talent pipeline can only be created through clearly defined career paths. This must be supported by job descriptions that identify both competency requirements and career path opportunities. The talent pipeline must be underpinned by the Mpumalanga Province's value system. The recruitment phase must determine whether a potential candidate subscribes to this value system. It does not help that the candidate/incumbent has the academic and skills profile, but lacks the core elements of the provincial government's value system. This section discusses how the HRDS links to the talent pipeline model. Furthermore, it provides a list of five occupation categories and also offer details on the competency requirements, core skills and transitional skills for each category. A list of occupation specific skills is also provided for each government department.

2.4. Review of the Talent Pipeline in the Private Sector

There is no co-ordinated approach to managing the talent pipeline in the private sector. This is left to individual companies and organisations. The large (corporate) private sector organisations have defined human resource strategies that include employment equity policies, training plans and succession plans. The medium, small and micro businesses manage their resource development on a more informal basis. The sector workplace skills plans were reviewed and analysed, and the following is evident:

There is no uniformity in assessment of what is critical and scarce.

Submissions are based on perceived compliance and information is not verified.

The process is not regarded as strategic and is administrative by nature.

Workplace skills plans focus on incentives.

Only organised business is claiming the incentives, which implies that there is a lack of training in small business.

Information is not readily available at provincial level. It is only aggregated at national level.

2.5. Identifying Skills Needed in the Labour Market

SETAs are required to identify employment and growth trends, current and future skills requirements, and to prioritise these in terms of skills development. They must provide a sector skills profile that their SSPs must address. The DoL uses these SSPs to develop a National Scarce Skills List for South Africa. Several reviews of SETA SSPs have raised concerns that these SSPs may not be a true reflection of demand. The HSRC has been involved in preparing a model with a number of key steps to identify and verify skills shortages. This is proposed as an approach for the Mpumalanga Department of Education to strengthen its HRD development strategy.

2.6. Defining the Skills Shortages in SA and Implications for Developing an HRDS

The purpose of this section is to highlight the difficulties surrounding the issue of skills shortages. Not only do skills shortages restrain targeted economic growth rate, but they are also difficult to define and quantify.

Even though guidelines are provided there is still uncertainty as to what constitutes or is defined as a scarce or critical skill. The former is about availability and the latter is about generic and top-up skills that are required for performance. Quantification has to do with whether a skill is in short supply or not. There is controversy around the reliability of official statistics. For example, there is a large pool of unemployed graduates who are unable to acquire the experience needed to qualify in a profession. Added to this is the pool of retired personnel who are still able to contribute to the economy. Many high-level shortages in South Africa are attributed to a small pool of school leavers who have the necessary grades to access programmes such as engineering, accounting and medicine.

2.7 Skills Shortages per Sector

The face-to-face interviews conducted in 2010 with the sectors yielded the list of critical and scarce skills found further on in this document. The commissions discussed, modified and confirmed these lists on the day of the summit on August 2011.

2.8 Background and Analysis

This document should be read in context with the Draft National Scarce and Critical Skills List – Comparison 2006 - 2007 with 2007 - 2008 – Updated, the Human Resource Development Strategy for South Africa (HRD-SA) 2010 - 2030, Mpumalanga Economic Profile Volume 3 July 2008, the Mpumalanga Provincial Government Provincial Growth and Development Strategy (2004 - 2114), and the HRDS 2005 - 2014 of the Mpumalanga Provincial Government. This document details specific interventions required to realise the vision of the HRDS.

2.9 Provincial Growth and Development Strategy for Mpumalanga

The HRDS has an essential role to play in identifying the right skills and competencies to support the PGDS. The PGDS has identified a number of challenges that the province faces. For these, strategic responses are required. The PGDS identifies the following Human Resource Development (HRD) strategic thrusts, namely:

- To invest in people skills to promote service delivery, economic growth and development.

- To position higher education institutions to meet the skills demand of the province.

- To improve access to and to ensure quality education.

- That low literacy rates and high skills shortages are the key constraints to further growth and development.

2.10 Provincial Human Resource Development Strategy 2005 - 2014

In support of the above the Mpumalanga Province Human Resource Development Strategy (HRDS) 2005 - 2014 highlights the following:

The HRDS is intended to provide all sectors and stakeholders with a broad strategic framework within which HRD-aimed efforts and initiatives are located.

The HRDS is a guiding document that sets the vision, objectives, intervention strategies, performance measures, roles and responsibilities.

The development of the HRDS used an inclusive, consultative, participatory and transparent process that was facilitated by an external agency.

The strategy was developed by considering key strategic frameworks that underpin HRD in the country. These are the HRDSA 2010 - 2030, HRDS Vision 2015 and the NSDS III 2011 - 2016, the PGDS and the MEGDP.

The HRDS presents a structured, systematic and strategic response to the legacy of the apartheid education and training system, and its effects on the provincial skills profile.

The role of the provincial HRDS is to ensure that those people who suffered from discrimination in the past are prioritised and benefit from the identified provincial education and training opportunities through a co-ordinated and holistic approach to HRD.

HRD is at the heart of interventions that are aimed at transforming the social and economic fabric of the South African society. This is consistent with the global trend that has placed a significant premium on people as an indispensable investment for social and economic growth.

PART 3

HRD REVIEW

3.1 Review of HRD in Mpumalanga Province

The review of HRD in the province identified challenges that have to be addressed through the macro and transversal strategic processes that cover the entire province and all sectors. In turn, sector-specific strategies and actions are required to deal with these challenges. The challenges identified in the HRD review include the following:

Insufficient higher educational and training institutions with a limited range of courses.

The report on the Annual National Assessments (ANA) placed the province last in the mastery of literacy and numeracy in grades 3 and 6.

Only 7% of the population 15 years and older has any tertiary education.

There is no coherent strategy to retain critical skills.

High adult illiteracy rate (research indicates that 33.9 per cent of the population 20 years and older was functionally illiterate in 2010).

A strict unemployment rate of 30.4 per cent at the end of the second quarter 2011 (which was higher than the national average of 25.7 per cent, according to the QLFS of the second quarter 2011). The same survey also indicates that unemployment is highest among the youth of working age (15-34 years of age) in the province at 43.3 per cent.

The poverty rate of 45.8 per cent was the fourth highest among the nine provinces in 2010. Advancement of women, persons with disabilities and school-leaving youth is incoherent and unsystematic.

Research, co-ordination and information management is extremely weak and it does not support any structured and scientific planning and decision-making.

The paradigm shift from survivalist to entrepreneurialism and commercial enterprise in SMME's and rural communities is not structured (first and second economy scale).

Fragmented and disparate planning for HRD in the province cripples sustainable HRD.

Limited co-ordination and engagement with the SETAs to respond to province-specific skills development challenges.

Matching supply and demand – what employers in the province need compared to the skills that are available.

3.2 HRD Threats

The HRD threats that the province faces require an equal amount of attention. For this reason, it is important to put in place strategies and actions to manage them. The following threats have been identified in the HRD review:

Regional competition for high-level and scarce skills.

Brain drain.

Impact of AIDS on children, teachers and skilled workers (2009 National HIV and Syphilis Prevalence Survey indicates that Mpumalanga is the province with the second highest HIV prevalence rate after KZN),

1.7million people live in households with incomes that are below the poverty line.

The following are some of the sector-specific HRD opportunities identified in the province (See further information in Appendix I Draft National Scarce and Critical Skills List – Comparison 2006-07 with 2007-08 – Updated, and Appendix II):

Agro-processing.

Agro-products.

Stainless steel.

Chemical and chemical products.

Wood products.

Tourism.

Services (such as wholesale, banking, insurance, security, repair and maintenance).

SMME arts and crafts.

Infrastructure.

3.3 Further Opportunities

Further opportunities include:

The availability of SETA funding to drive skills development in the province, such as through learnerships. Funding is available for capacity-building and the required legislative framework.

The existence of a National Institute for Higher Education (NIHE) in the province and the commitment to establish a university in the province; and

Implementation of the HRD strategy to create the basis for coordinated, integrated and sustainable HRD planning in the province.

It therefore becomes critical that the province acts on these opportunities, by implementing key skills development programmes that focus on these areas. The HRD strategy considers these strategic demands and shapes the HRD model that best suites these demands. In addition, the following human resource development funding windows have been identified and require equal levels of coherency, focus and provincial coordination in order to maximise the gains for the province:

National Skills Fund, (NSF),

Innovation Fund, and

SETA project funding initiatives.

3.4 Objectives of the National Human Resource Development Strategy

In translating the vision and mission for HRD in the country to a practical level, the NHRDS sets the following strategic objectives:

Improve the foundations for HRD.

Improve the supply of high-quality skills (scarce), which are more responsive to societal and economic needs.

Increase the employer participation in life-long learning.

Support employment growth through industrial policies, innovations, research and development.

Ensure that the four pillars of the HRDS are linked.

Human resource development in Mpumalanga Province

The Mpumalanga Province vision for HRD is as follows:

By 2014, Mpumalanga will be a province where optimal partnerships between the public, private and developmental sectors enable learning and skills development opportunities for everyone to support economic growth and service delivery.

The HRD principles are as follows:

Focus on responding to employer and individual demands, labour trends and profiles.

Offer a clear and shared understanding of the roles and responsibilities of government, employers and individuals.

Provide motivation for aggressive provincial HRD through a package of financial and status incentives, regulations and other measures to overcome the HRD barriers that individuals and employers face, as well as to help realise the full benefits of investing (bursary schemes and employment incentives).

Offer a flexible approach to employment and rewards – enabling public and private organisations to fit training into their own business development.

Provide greater choice for end users – putting more power in the hands of employees and individuals – a demand led education system moving away from a top - down producer driven system.

Reflect the principles for improved public service delivery, as articulated in the PGDS.

The critical enabler of an HRDS starts at school level. It is important to note that the quality of the skills pipeline for the province follows the education system and starts with early childhood development (ECD). Early childhood development (ECD) enrolments have expanded rapidly, rising from 18 000 in 2004 to 52 000 in 2008 and to 72 024 in 2010 (the latest figure includes EDC centres in communities).

Basic education is indispensable. 98% of the province's school children are in the school system.

Notably, the impact of high poverty and unemployment levels in many households in Mpumalanga manifest in multiple forms within the education environment. Some of these manifestations include the lack of safety of educators and learners in schools; and parents' inability to support learners due to high levels of illiteracy, working far from home, returning home late and leaving for work early.

This situation is exacerbated by poverty-related diseases (tuberculosis (TB), asthma, HIV and Aids, malaria) that are associated high mortality rates. This leads to more child-headed households, crime and higher attrition rates at school.

The education profile of the province in 2010 was as follows:

- No schooling = 12.8 per cent of population 15 years and older
- Grade 0 - 9 = 34.0 per cent of the population 15 years and older
- Grade 10 - 11 = 22.9 per cent of the population 15 years and older.
- Grade 12 = 21.3 per cent of population 15 years and older
- 7.3 per cent of the population 15 years and older has tertiary qualifications.

Access and equity in the education sector still remains a challenge. Approximately 400 schools remain without any electrical supply and there are about 254 unsafe and mud structures.

Efficiency in the schooling system remains low, as the province continues to be plagued by high dropout, repetition and failure rates. The provincial matric pass rate (56.8 per cent in 2010) was lower than the national average (67.8 per cent) and in terms of the ANA results Mpumalanga was the worst performing province among the nine.

Higher education and training must include subjects that are relevant to the province's skills requirements.

The system does not support school-to-work transition. For example, career guidance counselling needs to be strengthened both at school and higher education level.

The FET colleges play an important role in skills development. Currently private sector institutions are electing to provide their own in-house training due to the perceived low level of skills transfer from the FET colleges.

Inefficiencies increase the cost of maintaining the education system. The extent to which the education system, at all levels, is able to adequately prepare students for further education and/or employment in the labour market requires greater insight. Improving the quality of learning and outcomes requires attention – particularly finding suitably qualified educators in the fields of Mathematics and Science at FET colleges.

Research has been done and the necessity of a further learning/higher learning institution in the province has been highlighted.

There is a perception that adult education and training (AET) needs to be refocused and made relevant.

The allocation of bursaries must be aligned with the province's skills requirements.

Public-private partnerships will have to be created to address many of these issues.

Addressing competency at senior management level in government

The DPSA has developed a number of competencies and have also indicated the required proficiency levels which the various levels of management need to exhibit at provincial government, district, and municipal levels. These competencies and their fit in the HRDS will be discussed in greater detail when dealing with provincial government and municipal HRD requirements.

It is important to note that the following components are important to help realise the province's HRDS:

- Recruitment and selection.
- Identifying skills gaps.
- Competency assessments.
- Targeted interventions to develop staff.
- Competency models.
- Performance management and development system (PMDS) and integrated quality management system (IQMS).
- A staff and scarce skills retention strategy.
- Employee wellness programmes.

The Mpumalanga Province needs to target the following skills for staff retention purposes. The skills:

- that are critical to the service delivery needs of departments in the province;
- that assist in the delivery of the province's primary mandate;
- needed to realise the objectives of the province, which are scarce, difficult and expensive to replace. The Scarce Skills Strategy document for the Public Service lists the following scarce skills: transport engineers, planners, economists, development planners, medical doctors, speech therapists, agricultural engineers, veterinary surgeons, science technicians, health professionals, information technology (IT) personnel, sign language practitioners, Maths and Science teachers; and
- of women and people living with disabilities in order to comply with the targets required by the *Employment Equity Act* (No. 55 of 1998).

Findings of the ministerial task team on municipalities

Following the recent protests and unrest the task team led by the Ministerial Committee investigating the status of municipalities in Mpumalanga made the following findings. Specific challenges at district and municipal levels relate to:

- A lack of capacity – specifically at project management unit level – to successfully implement IDP plans.
- Project management.
- Stakeholder management.
- Civil, electrical, mechanical, engineering skills at tertiary and artisan levels.
- Unstable municipal councils.
- Some administrations are not run professionally.
- Breakdown in local representative and participatory democracy.
- Weak and uncoordinated support provided by provincial departmental experts.
- Ineffective financial management and collapse of financial management systems.
- Inadequate revenue collection, debt management policies and systems;
- Weak financial management capacity.
- Extensive poor compliance to various MFMA provisions.
- The current status analysis of municipalities with regard to human resources management is as follows. Of the 21 municipalities in Mpumalanga:

- o 9 municipalities' IDPs are rated as 'credible' and council-approved;
- o 12 municipalities are rated as 'not credible' but also approved by council. The reasons for the non-credibility of IDP's are due to a lack of sector plans (water, electricity, human settlement and human capital) to support capacity building, a spatial development framework, comprehensive infrastructure plans, as well as LED strategies;
- o at least 12 municipalities have municipal managers (MM), two suspended (Nkomazi and Thembisile), two have been placed on special leave (Thaba Chweu and Albert Luthuli); And five MM posts (Mbombela, Lekwa, Msukaligwa, Mkhondo and Pixley Ka Seme) are vacant; and
- o of the 122 Section 57 senior manager posts, including the municipal managers, 98 posts are filled of which 86 have signed performance contracts.

Local government's spending priorities in meeting the needs of the poor are still biased and skewed towards the historical advantaged towns/cities (the policy favours allocation to those who contribute more).

Currently, 11 municipalities fall within the B2-C1 categories (mainly B3, B4 and C1) that receive more than 50% of their revenue from national transfers. Nine municipalities in the province (42.8% for the 2007/ 2008 financial year) and eleven municipalities (52.3% for the 2008/ 2009) are highly grant-dependant. These municipalities have special institutional capacity needs. At the same time, serious intervention and alternative infrastructure delivery mechanisms may be needed to provide basic services to their communities.

Economic priorities of the province, as identified by MEGA

MEGA has identified the province's economic priority areas. These areas will be addressed in detail in the relevant section. However, it is important to note the following:

Entrepreneurial skills must be developed in line with the identified priority areas.

The relevant educational institutions must present learning/courses that are in line with the identified skills requirements in these priority areas.

Training in the priority areas (engineering, artisans, business skills, ICT) needs to be strengthened.

Scarce skills have been identified for the province, as per the occupational categories and economic priority areas.

Analysis of employment and skills in Mpumalanga Province

This presents a summary of the relevant employment challenges and conclusions from "A Labour Market Profile of the Mpumalanga Province" by Prof Haroon Borat and Natasha Mayet, September 2008 – Final Draft II and the PGDS (2004 - 2014) - 2008 Review, SERO – September 2011 and PERO – 2010.

Current labour pool

The Mpumalanga Province accounts for 7.2 per cent of South Africa's total population. There is a lack of a significant difference between males and females

(Female = 51.5 per cent and Male = 48.5 per cent). Mpumalanga registered an outflow of 164 905 citizens between 2006 and 2011 compared to the inflow of 120 746 over the same period, resulting in a net out migration of -44 159.

At the end of the second quarter 2011, the labour force in Mpumalanga was made up of 54.1 per cent males and 45.9 per cent females. Examining the distribution of the labour force in Mpumalanga by age, the bulk (35.6 per cent) lies between 25 and 34 years. The age distribution of the labour force in Mpumalanga by age category appears in line with the rest of South Africa. The share of labour market participants with no education in Mpumalanga is 5.7 per cent, which is more than four times the estimate for Gauteng (1.3 per cent) and more than double the national estimate (2.3 per cent).

It should be noted that the youth (15-34 years of age) accounts for 53.8 per cent of the labour force in Mpumalanga. When viewed against the backdrop of high school dropout and pass rates, specific interventions must be developed to ensure that the youth are up-skilled to provide a meaningful contribution to the Mpumalanga economic stream, as the youth is the future leadership of the province and country.

The occupational profile of Mpumalanga at the end of the second quarter 2011 was as follows:

Plant and machine operators	- 9.7 per cent
Craft-related	- 13.9 per cent
Skilled agriculture	- 1.2 per cent
Sales and services	- 14.0 per cent
Clerks	- 7.4 per cent
Technicians	- 10.9 per cent
Professional	- 2.7 per cent
Managers	- 5.7 per cent
Domestic workers	- 7.2 per cent
Elementary occupations	- 27.4 per cent

Table 7 Employment by sector, 2010-2011

Industry	% Contribution to total employment Q2 2011	% Contribution to provincial GVA 2010	Sub-industry contribution to industry employment Q2 2011
Agriculture	8.8%	3.4%	Agriculture & Hunting 84.6%; Forestry & Logging 15.4%; Fishing 0.0%
Mining	5.9%	18.5%	Coal 81.0%; Gold & Uranium Ore 15.7%; Metal 2.8%; Other 0.8%.
Manufacturing	8.5%	19.8%	Fuel, Petroleum, Chemical Rubber 17.2%; Metal Products 29.3% Wood & Wood Products 8.6%; Food, Beverages & Tobacco 21.0%; Non-Metallic Mineral Products 8.6%;Transport Equipment 1.6% Electrical Machinery 2.6%; Textiles 9.4%; Electronic 0.0%; Furniture & NEC 1.6%.
Utilities	2.6%	4.6%	Electricity, Gas, Steam & Hot Water Supply 87.2%; Collection, Purification & Distribution of Water 12.8%.
Construction	7.8%	2.5%	Building of complete construction; civil engineering 72.7%; Building installation 17.7 per cent; Building completion 9.6%
Trade	24.5%	11.7%	Retail & Repair 69.7%; Hotels & Restaurants

Industry	% Contribution to total employment Q2 2011	% Contribution to provincial GVA 2010	Sub-industry contribution to industry employment Q2 2011
			12.1%; Wholesale & Commission Trade 4.7%; Vehicle & Fuel Sales 13.5%
Transport	4.4%	9.5%	Post & Telecommunications 6.0%; Air Transport 3.5%; Land & Water 90.5%
Finance	9.3%	13.3%	Real Estate 5.8% Finance & Insurance 9.3%; Other 84.9%.
Community Services	18.5%	16.7%	Health & Social 23.3%; Education 37.8%; Public Administration 23.0%; Other 16.0%

Changes in the labour force

Mpumalanga lost 23 700 jobs over the three quarters of the recent recession (2008 Q4 – 2009 Q2). When adding the job losses since the end of the recession to the losses experienced during the recession, some 63 000 jobs were lost between the end of the third quarter 2008 and the end of the second quarter 2011.

Table 8 Labour changes

Industry	Employment Change	
	Q3 2008 to Q2 2009 (recession period)	Q3 2008 to Q2 2011 (recession plus post-recession)
Agriculture	-2 800	-6 100
Mining	+5 500	-3 800
Manufacturing	-6 500	-12 000
Utilities	+3 700	+5 200
Construction	+4 600	-15 200
Trade	-41 200	-37 500
Transport	-3 200	-6 500
Finance	+3 300	-6 400
Community Services	+13 400	+19 600
Private Households	-500	-300
Total	-23 700	-63 000

When comparing the profile of the employed in Mpumalanga between the third quarter 2008 and the second quarter 2011, it is evident that there is a smaller proportion of skilled employees, the employed are generally more educated, more male orientated and older after the recession than before.

The South African economy is displaying an increasing appetite for highly skilled labour. The continued mechanisation of manufacturing and industrial processes, and the pursuit of international competitiveness means that lower-skilled and poorly educated workers are likely to bear the brunt of retrenchments.

Over the period under review, the biggest absolute decline in Mpumalanga employment according to skill level, occurred in work classified as semi-skilled. When focussing on the period between the third quarter 2008 and the second quarter 2011 (that includes the recession), it is evident that some industries (mining and construction) have seen job losses for unskilled and semi-skilled workers, accompanied by more employment opportunities for skilled workers. The community services industry has seen the opposite trend, with less-skilled workers increasing in number. The utilities industry was the only industry to record more employment opportunities for both skilled and semi-skilled workers, albeit less for unskilled workers. The agriculture and finance industries recorded larger numbers of semi-

skilled workers at the end of the period under observation and lower numbers of skilled and unskilled workers. Yet other sectors (manufacturing, trade and transport) have seen employment for all three skills groupings declining. This is an important point to highlight: Although sectors in the Mpumalanga labour market may be skills biased, this does not preclude them from creating employment across the skills spectrum.

With the exception of employees with a post matric qualification, all the education levels suffered absolute declines in number from the start of the recession up to Q2 2011. The poorly educated are also the more vulnerable in society and with them suffering the majority of job losses, job creation as well as social assistance interventions of government must focus on addressing their specific plight. Females suffered more as a result of the recession and the slack economy since then. For every one job lost among the male population since prior to the recession, females suffered nearly 2.5 job losses. In absolute terms, 59 030 job losses were suffered by the youth cohort. The current call for youth employment interventions appear to be entirely justified and should be fast tracked as a matter of urgency.

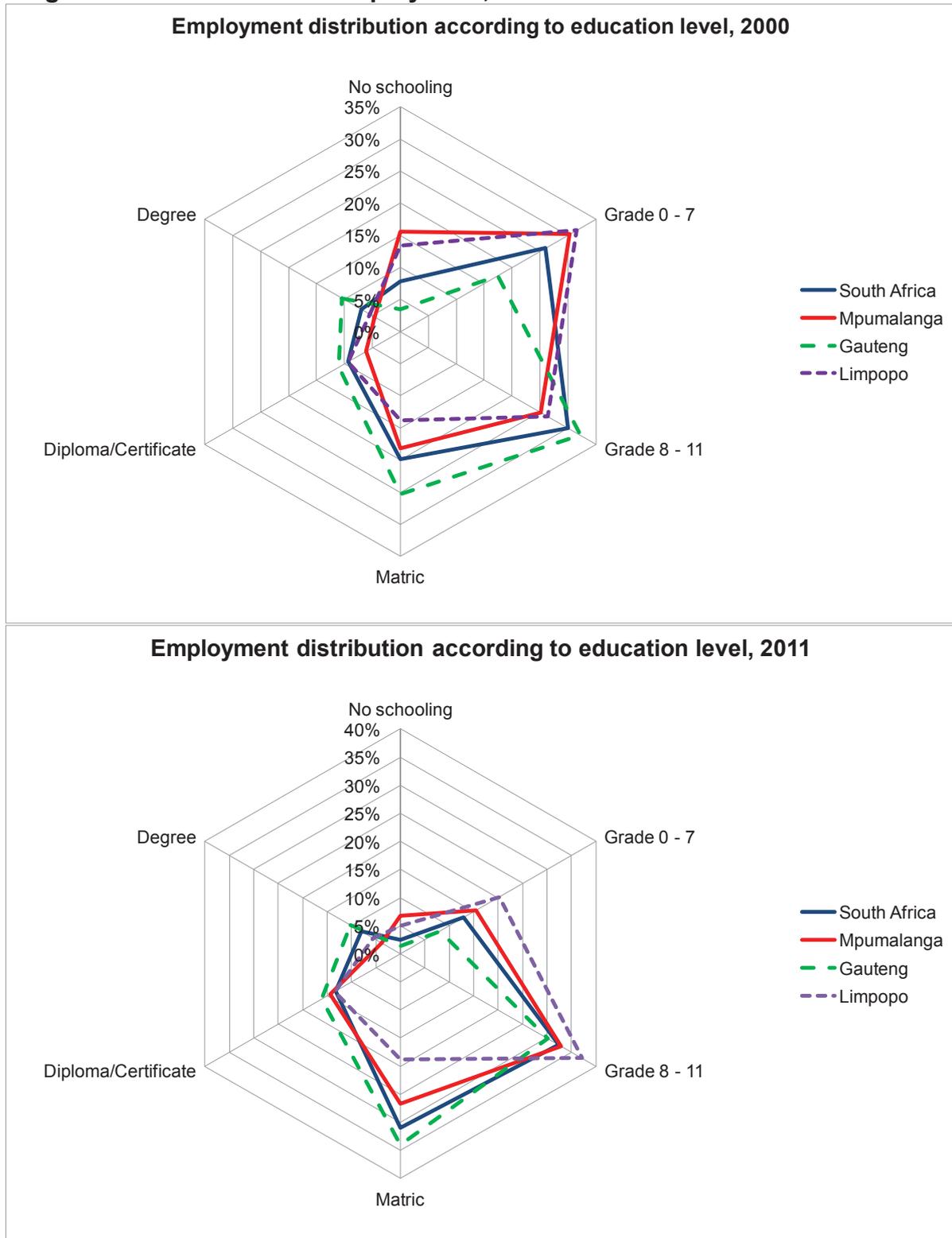
It is evident that entrants into the labour market are growing faster than job opportunities in the same market. A higher premium is also being placed on higher levels of education than before. Nonetheless, unemployment continues to be a challenge. Therefore, it is important that entrepreneurial opportunities are identified within the priority sectors and the education be aligned accordingly.

Education and employment

The figures below depicts the distribution of employment across six educational categories for South Africa, Mpumalanga, Gauteng and Limpopo for the period 2000 to 2011. The first trend worth noting is the skills-bias in employment, as reflected by the increase of the employed, with higher levels of education, that is, matric and diploma/certificate, and a fall in the proportion of the employed with lower levels of education. Since 2000 there has been a significant drop in the share of the provincial employed with no schooling (from 15.6 per cent in 2000 to 6.7 per cent at the end of the second quarter 2011) along with a significant rise in the percentage of employees with matric (18.1 per cent in 2000 to 26.7 per cent at the end of the second quarter 2011).

The second observation worth noting is that the employed in Gauteng is better educated than in Mpumalanga. The proportion of employed without any education in Mpumalanga (6.7 per cent) is also more than double the national share (2.5 per cent). This suggests that the employed in Mpumalanga are less-educated than the rest of South Africa. The educational profile of Mpumalanga's employed is closer to that of Limpopo than Gauteng, although Mpumalanga's employed is slightly better educated at the higher levels than their counterparts in Limpopo.

Diagram 2 - Distribution of employment, 2000-2011



Education and unemployment

The unemployed youth of working age (15-34 years of age) contributed 76.6 per cent to the number of unemployed in Mpumalanga at the end of the second quarter 2011. The average unemployment rate for the youth cohort was 43.3 per cent at the end of the second quarter of 2011. Some 51.1 per cent of the youth who have completed

secondary school were unemployed whereas 45.0 per cent of those who have not completed secondary schooling were unemployed in the second quarter of 2011.

Unemployment rates in Mpumalanga are high – even for individuals who have completed their secondary education. The share of unemployed with higher levels of education has increased since 1995. From 1995 to 2011, the share of the unemployed with a matric qualification or higher increased from 20.7 per cent to 31.1 per cent at the end of the second quarter 2011 an increase of more than 10 percentage points. This appears to point towards the lack of returns to education in the Mpumalanga labour market, unless an individual has a tertiary education, in which case there are larger returns in Mpumalanga than in the rest of the country.

Overall, output growth in various sectors over the period 1995-2011 has experienced a skills bias. This will present a challenge for the Mpumalanga economy in terms of upgrading relevant skills for those entering the labour market each year in search of employment.

Economic Profile of Mpumalanga and Employment Opportunities

Bharat and Mayet highlighted the following with regard to Mpumalanga's economic profile.

The growth sectors in the province that are providing employment are:

- Finance.
- Retail Trade.
- Construction.
- Manufacturing.

The following sectors provide a negative employment growth rate in the province – even though some are in a possible growth cycle:

- Forestry.
- Agriculture.
- Fishing.
- Mining and quarries.
- Utilities.

The sectors presenting employment opportunities for skilled labour are:

- Construction.
- Manufacturing.
- Agriculture.
- Finance.
- Retail trade.

The skills set requirements for these sectors include the following:

- Construction: engineering, artisans, construction, project management, contract management, and quantity surveyors.
- Manufacturing: production management, engineering, enterprise resource planning (ERP) skills, work study, artisans and quality control.

Agriculture: horticulture, livestock farmers, game farmers, artisans and animal husbandry;

Finance: accounting, auditing, banking, insurance and investment.

Retail trade: management, warehousing, stores and materials management.

The following sectors represent a negative employment growth rate for skilled labour:

Utilities.

Transport.

Communication.

The following sectors present employment opportunities for semi-skilled labour:

Finance.

Retail trade.

Construction.

Although the manufacturing and agricultural sectors show positive economic growth in the province, they reflect negative employment opportunities for semi-skilled labour.

Sector specific HRD opportunities that have been identified in the province by MEGA are:

Agro-processing.

Agro-products.

Stainless steel.

Chemical and chemical products.

Wood products.

Tourism.

Services (such as wholesale, banking, insurance, security, repair and maintenance).

SMME arts and crafts.

Review of the talent pipeline in local government

Local government in context

The South African Government has set a target of reducing poverty and unemployment by half by 2014. Political and economic systems to achieve these objectives have been designed and implemented nationally and locally. For example, at the political level, a 'developmental' local government system has been adopted to help ensure service delivery and social inclusion. Through local government, the State and communities are meant to share the responsibility for identifying areas of need and priority. Furthermore, they should join hands to plan, monitor and evaluate development initiatives in their localities.

Developmental policies, such as the National Framework for Local Economic Development (LED) and the Accelerated and Shared Growth Initiative of South Africa (AsgiSA), have begun to look at local government as the target space to

ensure development. For example, the recently drafted discussion document on LED asserts that, “the district and metropolitan areas provide a suitable platform for the concentration and coordination of state activity, they also provide a framework to ensure that locality-based development is being pursued to the benefit of local areas and all of their residents, in a fair and responsible manner, by municipalities and all their local partnerships”¹.

Through AsgiSA, “the state together with its agencies will become more focused over the next 10 years in accelerating growth leading to large-scale social transformation. This transformation will have to occur in the large marginalised townships and rural areas, the heart of the second economy”². This means that more developmental efforts will have to be concentrated at local level for the state to bring the second economy into the mainstream first economy. Local government is seen as the administrative tier closest to the second economy. Thus it will have to assume a stronger role as an economic development facilitator and a social mobilisation tool as we attempt to half unemployment and poverty by 2014.

These two national efforts have reiterated local government’s important socio-economic development role in South Africa, over and above its other development duties of delivering and improving services. These responsibilities require local government to be manned with effective personnel who will undertake the task of building upon identified successes and planning for future progress.

“Municipal Administration is a characteristic of the local government system” (Mawhood, 1993. 3). Notably, this gives municipalities the responsibility to develop communities on behalf of national government. For this reason, municipalities should have the necessary capacity and understanding of national government’s development objectives and processes, such as Integrated Development Planning (IDP) and Local Economic Development (LED). In addition, municipalities are bound by legislation to provide basic services, such as water and sanitation.

The first five years of the local government system was characterised by marked service delivery successes in some municipalities, while others failed to ensure service delivery and poverty alleviation. These failures are partly due to municipalities becoming a hive of tender acquisition economies; a lack of capacity; misadministration; corrupt officials; a lack of community inclusion and subsequent frustration; officials’ lack of understanding with regard to their developmental role and responsibility; political infighting; gender conflict; and a lack of cooperation between political and administrative leadership³.

According to many commentators and individuals involved in local and provincial government, the latter situation is due to a lack of effective leadership at municipal level. Notably, a lack of ethical, politically mature, gender sensitive, socially

¹ Extracted from “Stimulating and Developing Sustainable Local Economies” National Framework for Local Economic Development (LED) in South Africa, Discussion Document Version 1.10 May 2006

² Ibid, p6

³ Political leadership refers to officials elected by communities, such as traditional leaders, ward councillors and ward committee members. Administrative leadership refers to the appointed administrative officials, such as IDP managers, chief financial officer, etc.

conscious or 'developmental leadership' has become a resounding feature of local government.

Subsequently, the Department of Provincial and Local Government (DPLG) has made an effort to create a 'developmental leadership'. Through its Municipal Leadership Development Programme (MLDP), the Local Government Leadership Academy (LOGOLA), the DPLG aims to address the link between leadership, socio-economic development and municipal excellence in service delivery. By focusing on four key aspects of leadership development, the MLDP is designed to provide leaders at political and administrative levels of local government with the necessary skills to manage the development and service delivery challenges they face.

Municipalities and service delivery

To reach the developmental objectives for municipal areas, the government's priority since 1994 has been to meet the basic needs of the millions of South Africans living in poverty. This target has been a cornerstone of government's redistribution and poverty-eradication effort. In line with the Millennium Development Goals, government's target is to ensure that all households have access to the minimum standard for each basic service by 2014.

It is important that local government's skills requirements are aligned with the millennium development goals. The table below depicts the current targets set by the South African Government in order to accelerate service delivery to meet basic needs and to promote growth.

Table 9 Minimum standards for basic services, source vision 2014

Sector	Minimum Standard 2014 Target:
Water	All households to have access to at least clean piped water 200m from household.
Sanitation	All households to have access to at least have a ventilated pit latrine on-site.
Electricity	All households to be connected to national grid.
Refuse Removal	All households to have access to at least once-a-week refuse removal services.
Housing	All existing informal settlements to be formalised with land-use plans for economic and social facilities and with provision of permanent basic services.

The above service delivery objectives can only be achieved through the development and retention of the appropriate skills.

Managing development

In order to capacitate the management/leadership structures of local government the Department of Co-operative Governance and Traditional Affairs has developed a Municipal Leadership Development Programme (MLDP) that consists of four skills programmes:

Emotional intelligence (EQ).

Problem-solving and analytical thinking (PSAT).

Effective communication (EC).
Communal knowledge management (CKM).

The Development Bank of Southern Africa (DBSA) offers further capacity-building programmes, such as financial management, to support local government's management and leadership structures.

In addressing the challenge of developing a new cadre of African national and local government leadership, African scholars of leadership have warned of the need to break away from the 'process' -driven approach to leadership development to an approach that considers the uniqueness of the African context. Within this context one will understand the cultural and political issues that dictate relationships. Furthermore, one will be able to design leadership methods that can address these specific challenges. To be effective, leadership development programmes in Africa will have to consider the continent's cultural context. Notably, this will provide the answer to communicating the vision of a developmental local government.

Women empowerment and inclusion in local governance

Various positions from feminists and gender advocates justify the necessity of including women at all levels of decision-making and leadership – especially in local government. These debates range from the incorruptibility of women in leadership; the proven role of women in the leadership of the struggle for liberation in most African countries; and the social position of women as the foot soldiers who experience the difficulties of poverty first hand; This makes women suitable candidates to provide working perspectives on the fight against poverty and underdevelopment.

The situation for women empowerment and representation in decision-making is reported to have changed little since Beijing, 1995. Women empowerment advocates have taken a more radical position by saying that in actual fact nothing has really changed. In 2001 it was reported that, "According to data collected by the Inter-Parliamentary Union (IPU), an international organisation of state parliaments, the number of women members of government has risen by less than three percentage points, from 10% to 12.7%. So, despite all the promises made in Beijing, the number of women in legislative bodies has only increased by 0.5 percent annually. At that rate, it will take 75 years before women are assured of equal representation in their national governments" (Zeitlin: 2001).

The lack of change is understood to be due to negative social and cultural stereotyping. Women are stereotyped as lacking leadership capacity, being less powerful than men and being emotional. Notably, the aforementioned still inform decision-making processes in promoting and electing women at national, local government, as well as party-political levels. "Among government ministers worldwide, women fare only slightly better 14 percent, and they are largely concentrated in sectors typically seen as least powerful, such as education, health and sports. The number of women heading government sectors with the most clout in the power structure is particularly low, with only 9.4 percent in the legal area and less than five percent in economic, political and executive positions. This systematic disempowerment has left women with little presence in decision-making bodies and less likelihood of having their interests and concerns on the policy agenda" (ibid).

The implementation of quotas and electing women to 'tactically' reserved positions in national and local government do little to address the issue that lies at the heart of women's struggle for representation in decision-making and leadership positions in society. The key issue is that women's capacity to accept the challenges of leadership, as well as their equal ability to lead, deliver and excel like men is often not recognised. More importantly, recognising the value of a women's perspective will enhance the process of socio-economic development.

While the women's struggle is concerned with visible representation, women empowerment lobby groups, organisations and leaders are mindful of the strength of social and institutional barriers. They have reflected with honesty on the need to capacitate women to actively participate in traditionally male dominated arenas, such as local government leadership and governance. This observation has seen the innovation and implementation of local programmes that seek to remove social and institutional barriers to women's participation in local government. One such initiative is The Gender and Decentralisation Programme in the Lira District,

The skills profile of local government

Of South Africa's approximately 277 municipalities, 33 do not have one qualified engineer on their staff. The Department of Cooperative Governance and Traditional Affairs' *State of Local Government in South Africa: Overview Report* that was published in October 2009 stated that there was an overall vacancy rate of 12% for senior managers in local government in 2009. The department also noted that the competency levels for critical (middle and senior management) positions were not regulated. For instance, a municipal assessment indicated that a former tea lady had become the chief financial officer (CFO) in a municipality.

The Municipal Demarcation Board's 2007/08 national capacity assessment report found that South Africa's municipalities were performing less than 50% of the functions they were meant to carry out.

In 2007, a study by the South African Local Government Association (Salga) found that one in three municipal councillors could not read or write and that even more lacked the basic competencies to run local government finances.

Even though a dearth of skills exists at a municipal level, the *Local Government Budgets and Expenditure Review 2003 to 2009* showed that 28% of municipal employees are appointed to posts that are not reflected on the municipality's organisational structure. These are political deployments made at the expense of hiring qualified individuals, while vacancy rates for key posts continue to remain high.

As can be seen in the table below, all municipalities are compliant in terms of workplace skills plans (WSP) submissions and levy payments.

Table 10 Workplace skills plans submissions and levy payments

Name of Municipality	Type	Size	Number of employees	Levy Compliance	Training committees /skills development committee	HRD policies	Signed	WSP/ATR Submission 2009-2010
MPUMALANGA								
Gert Sibande District	C	M	106	√	Not completed	No	√	√
Albert Luthuli Local	B	L	314	√	√	√	√	√
Msukaligwa Local	B	L	624	√	√	√	√	√
Mkondo Local	B	L	416	√	√	√	√	√
Seme Local	B	L	361	√	√	√	√	√
Lekwa Local	B	L	506	√	√	No	√	√
Dipaleseng Local	B	L	174	√	√	No	√	√
Govan Mbeki Local	B	L	1788	√	√	√	√	√
Nkangala District	C	M	112	√	√	√	No	√
Delmas Local	B	L	322	√	√	√	√	√
Emalahleni Local	B	L	1281	√	No	√	No	√
Steve Tshwete Local	B	L	1051	√	No	√	No	√
Ehlanzeni District	C	L	1428	√	No	√	√	√
Thembisile Local	B	L	268	√	√	No	√	√
Dr JS Moroka Local	B	L	506	√	√	√	√	√
Emakhazeni (Highlands)	B	L	321	√	√	√	√	√
Thaba Chweu Local	B	L	465	√	√	No	√	√
Mbombela Local	B	L	1456	√	√	√	√	√
Umjindi Local	B	L	293	√	√	√	√	√
Nkomazi Local	B	L	700	√	√	No	No	√
Bushbuckridge Local	B	L	675	√	√	No	√	√

Significantly, three of the largest employers in the province, namely Steve Tshwete, Emalahleni and Ehlanzeni do not have training committees. A third of municipalities do not have human resource development policies. Notably, human resource development policies, in conjunction with IDPs, should provide the framework within which skills development is planned. Failure to have such a framework results in training that is ad hoc, inefficient and unlikely to improve a municipality's performance.

Local Government Sector Scarce & Critical Skills Guideline 2007/2008 lists the following scarce skill areas for the Local Government Sector:

Infrastructure and service delivery.

Financial viability.

Community participation and planning.

Management and leadership.

ABET remains a fundamental priority area, as it defines an employee's ability to access further education, training opportunities and career pathing. It was found that 1 in 5 ward councillors could not read and write, which hampers service delivery in many municipalities.

The above intervention areas can be translated into a table that follows:

Table 11 Translating priority areas in programme interventions

Strategic Priority Area	Programme Intervention	Mode of Delivery
Infrastructure and service delivery	Infrastructure asset management Labour intensive construction(EPWP) Water services Roads and public Electricity reticulation	Learnership Skills programme Internship Bursary RPL Training and development
Financial viability	Municipal finance Audit and procurement Property valuation PFMA	Learnerships Skills programmes Internships Bursaries RPL Training and development
Community-based participation and planning	Planning LED knowledge and implementation IPDs Ward committee structure operation	Learnerships Skills programmes Internships Bursaries RPL Training and development courses
Management and leadership	Municipal Leadership Development Programme Training committees Councillors' programme	Skills programmes Learnerships RPL Higher learning, training and development LOGOLA PALAMA
ABET	Literacy Life skills programmes Workshops	Structured learning Learnerships Skills development programmes

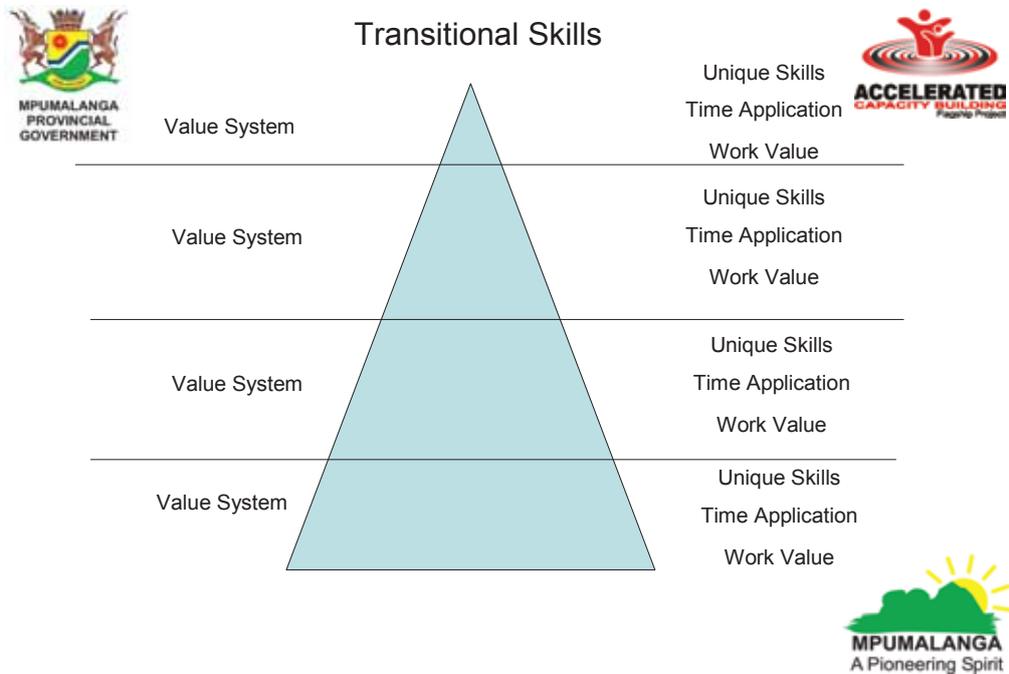
Review of the talent pipeline in provincial government

The talent pipeline and competencies in context

A talent pipeline can only be created through clearly defined career paths. Job descriptions should be developed in such a manner that both competency requirements but also career path opportunities are identified.

Importantly, the province's value system must underpin the talent pipeline. It must be identified during the recruitment phase whether or not the potential candidate subscribes to the value system of the province. It does not help that the candidate/incumbent has the academic and skills profile but lacks the core elements of the provincial government's value system.

Diagram 3 Talent pipeline

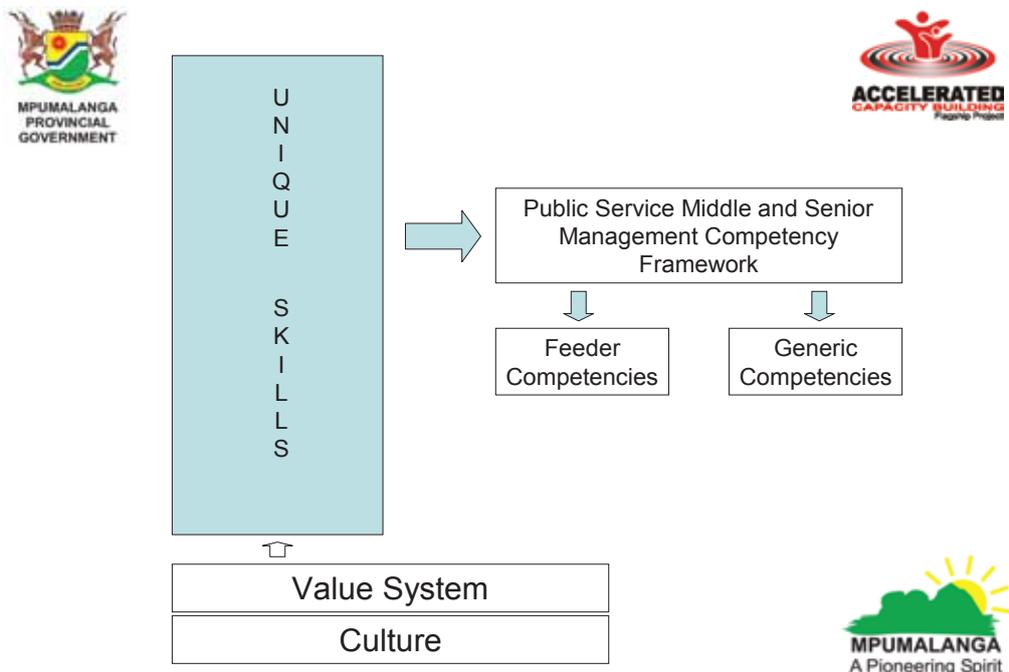


The Leadership Management Development Strategy (LDMS) is a systematic and structured process. Its purpose is to establish the leadership pipeline in the Public Service through targeted training programmes and by predicting and identifying future leaders.

Through the Accelerated Capacity Building flagship project (ACBfp), the provincial government has taken steps in this structured process by establishing the Executive Development Programme (EDP), the Middle Management Development Programme (MMDP), Junior Management Development Programme (JMDP) and the Accelerated Development Programme (ADP) to achieve this leadership pipeline in Mpumalanga Province. These programs fully subscribe to and support the competencies as identified by the DPSA.

The DPSA has developed a competency framework that details the competencies required at the various management levels. To ensure that the skills pipeline is developed within the provincial government, various management development programmes have been developed to capacitate managers. These training programmes need to be ongoing to ensure the up-skilling of the management/ leadership structure.

Diagram 4 Competency framework



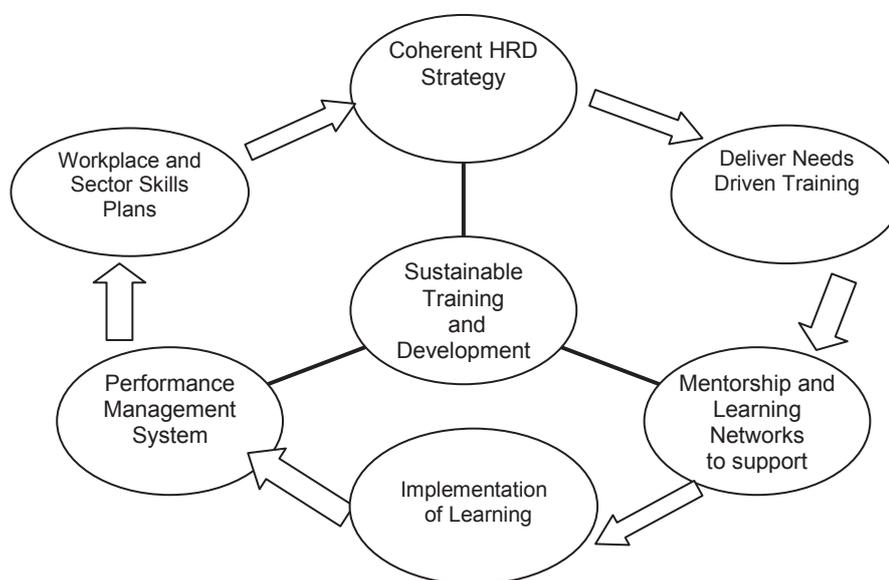
The DPSA's competency framework must form part of the performance management system. Performance against these management competencies must be reviewed regularly, at least four times annually.

Provincial Government Human Resource Strategy

The HRDS for provincial government must be linked to the following:

- Officials must be able to identify with the province's value system.
- Competency requirements/levels are a prerequisite to effective delivery of operational functions.
- Identification of core skill requirements.
- Identification of transitional skill requirements.
- Identification of scarce skills.
- Effective recruitment and selection.
- Employee retention strategy.
- Employee wellness programme.
- Performance management and development system and integrated quality management system;
- Implementation of training and development plans on an ongoing basis;
- Coaching and mentoring; and
- Monitoring and evaluation.

Diagram 5 Provincial HRD strategy



The human resource strategy must speak to the competency, core skills and transitional skills requirements of the province. The following table is an example of the various skills requirements by occupational category. The talent pipeline model for the province includes the following key components, as reflected in the table below:

- Occupational category.
- Competency requirement.
- Core skills.
- Transitional skills.

Table 12 Skills requirements per occupational category

Occupational Category	Competency Requirement	Core Skill	Transitional Skill
Senior Management	Operations management and problem solving Organisational Development strategy People management and empowerment Programme and project management Change management Communication People management Knowledge management Financial management Infrastructure management	Strategic capability Project and programme management Financial management Change management People management and empowerment Service delivery Job design Mentorship Integrity management Monitoring and evaluation Risk management Cash-flow management	Communication Time management
Middle Managers	Applied strategic thinking Communication and information management Networking and building bonds	Communication Financial management Project management Integrity management Service delivery	Communication Time management People management

Occupational Category	Competency Requirement	Core Skill	Transitional Skill
	Budgeting and financial management Project management Problem solving and decision-making Planning and organising Customer focus and responsiveness Managing interpersonal conflict and problem-solving Team leadership Developing others Impact and influence	Business processes Work study, job evaluation Monitoring and evaluation	
Junior management	Concern for others Creative thinking Diversity citizenship Problem analysis Self-management Team-building	Project management Problem solving Service delivery Report writing Presentation skills Human resource management Monitoring and evaluation BAS training	Communication Time management People management
Professional	As per job requirement	Service delivery Report writing Self-management PMFA and treasury regulations Customer care	
Clerks/ Technical/ Artisan	As per job requirement	Service delivery Report writing Self-management PMFA and treasury regulations Life skills training Customer care Computer literacy Cultural diversity Gender mainstreaming Occupational health and safety	

To further support the province's talent pipeline, occupational specific skills have been identified by department. See the table below.

Table 13 Occupationally specific skills

Government Department	Occupationally Specific Skills
Finance	Asset management Supply chain management
Human Settlements	Mixing concrete for construction Drafting of contracts
Agricultural, Rural Development and Land Administration	Rural development Veterinary and public health inspection Veterinary disease control Laboratory training Livestock/poultry management Veterinary nursing Crop management Land restitution and reform Land use management

Government Department	Occupationally Specific Skills
	Disaster management Water applications Dairy product quality assurance Research applications
Economic Development	Environmental impact assessments Environmental education Environmental management systems
Education	HIV and AIDS training Curriculum support Management and leadership
Health	Child health Maternal health Health promotion Malaria Tuberculosis Emergency and trauma care
Public Works Roads and Transport	Accident reconstruction Dragger and breathalyser National Traffic Information System (eNATIS) Drivers' licence examiners Vehicle testing <i>National Roads Traffic Act</i> Construction Industry Development Board (CIDB) training Joint Building Contracts Committee (JBCC) Construction Management Highway Design Handling of Dangerous Goods Landscaping Roads Construction and Maintenance Sewerage Treatment
Culture, Sport and Recreation	Events Management
Office of the Premier	MIP

Review of the talent pipeline in the private sector

There is no co-orientated approach to managing the talent pipeline in the private sector. This is left to the responsibility of individual companies and organisations. The large (corporate) private sector organisations have defined human resource strategies that include employment equity policies, training plans and succession plans. In turn, medium, small and micro businesses manage their resource development on a more informal basis.

The sector workplace skills plans were reviewed and analysed and the following is evident:

There is no uniformity in assessing what is critical and scarce.

Submissions are based on perceived compliance and information is not verified.

The process is not regarded as strategic and is administrative by nature.

Workplace skills plans focus incentives.

Only organised businesses are claiming the incentives. This implies that there is a lack of training in small business.

Information is not available at provincial level. It is only aggregated at national level.

Scarce and critical skills defined

The DoL (2007) gives the following definitions in its *Framework for Identifying and Monitoring Scarce and Critical Skills*, to help guide SETAs in identifying skills shortages:

1. Scarce skills refer to “those occupations in which there is a scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) because they are available but do not meet employment criteria”.

Thus, according to the DoL, scarcity can be either absolute, as in (a) above, or relative, as in (b) above. The definition for absolute scarcity is easy to understand, as it implies that no skills are available. The definition for relative scarcity needs explanation. Relative scarcity exists where suitably skilled personnel are available, but they do not meet other employment criteria, such as the remuneration level that is on offer and the conditions of employment that are provided. This includes being available to work in a specific geographical location (urban versus rural areas), equity considerations, or lead time to acquiring the requisite formal education and workplace training. These issues also influence recruitment and retention.

2. According to Mignonne Breier (in Johan Erasmus and Mignonne Breier, 2009), critical skills are typically referred to as “ specific key or generic and ‘top -up’ skills within an occupation. In the South African context, two groups of critical skills are identified:
 - 2.1. Key or generic skills, including (in SAQA-NQF terminology) critical cross-field outcomes. These would include cognitive skills (problem solving, learning-to-learn), language and literacy skills, mathematical skills, ICT skills and skills at working in teams.
 - 2.2. Particular occupationally specific ‘top -up’ skills required for performance within that occupation to fill a ‘skills gap’ that might have arisen as a result of changing technology or new forms of work organisation.”

3.5 Critical and Scarce Skills Priorities by Sector

Agriculture

- Technical knowledge.
- Problem solving.
- Business management.
- Management and leadership
- Mechanical expertise.

Further training and development needs include:

- Production.
- Engineering.
- Development.
- Economics.
- Veterinarians.

Scarce skills include:

- Veterinarians.
- Agricultural engineers.
- Plant and health specialists.
- Statisticians.
- ICT.
- Agricultural economists.
- Meteorologists.
- Pasture scientists.
- Plant production specialists

Construction

Scarce skills include:

- Construction managers.
- Project managers.
- Architects.
- Civil engineering
- Quantity surveyors.
- Land surveyors.
- Town and regional planners.

Education

Scarce skills include:

- Financial management.
- Mathematics teachers.
- Early childhood development teachers.
- Science teachers.
- ICT teachers.

Critical skills in education include:

- Project management.
- Management and leadership.
- Organisational development.
- Labour relations.
- Policy analysis.

FET college skills shortages include:

- Civil engineering.
- Electrical engineering.
- Engineering and related design.
- Financial.
- Economics and accounting.
- Hospitality.
- IT.
- Mathematics.

Forestry

Scarce skills include:

- Civil engineering.
- Chemical engineering.
- Environmental scientists.
- Mechanical engineers.
- General managers.
- Entomologists.
- Plant pathology.
- Forestry scientists.

Critical Skills include:

- Technical.
- Chemical spraying.
- Environmental consultants.
- Management.
- Accounting.
- Pest control.
- Research.

Health

Scarce skills include:

- Professional nursing.
- Pharmacists.
- Medical practitioners.
- Medical specialists.
- Dentists.
- Nutritionists.
- Optometrists.
- Radiographers.
- Medical technologists.
- Demographers.
- Social economists.
- Data analysts

Critical skills include:

- Advanced accounting skills.
- Advanced neo-natal life support skills.
- Advanced programming skills.
- Data analysis.
- Financial management.
- Human resource skills.

Manufacturing

Scarce skills include:

- Managers.
- Technical.
- Artisans.

Mining

Critical skills include:

- Leadership skills.
- Management and supervision.
- Technical skills.

Scarce skills include:

- Technicians.
- Artisans.
- Machine operators
- Professional (geologists etc.).

Wholesale/Retail

Scarce skills include:

- Communication skills.
- Consumer handling skills.
- General IT user skills.
- Literacy.
- Management skills.
- Numeracy skills.
- Problem solving skills.
- Team working skills.
- Technical skills.

Critical skills include:

- Industrial safety.
- Negotiation skills.

Local Government

Scarce skills include:

- Audit skills.
- Financial management skills.
- General management skills.
- Engineering.
- Accounting skills.
- Economists.
- Nurses.
- Town planners.
- ICT.
- Human resource management skills.
- Land surveyors.

Critical skills - councillors include:

- Management.
- Communication.
- Financial.
- Life skills.

Political skills.

Critical skills – municipal managers include:

Management skills.

Technical skills.

ICT.

Communication.

Financial.

Scarce skills by provincial government department

An analysis of the workplace skills plans reveals the following scarce skills:

Table 15 Scarce Skills

Human Settlements
Architecture
Structural Engineering
Town and Regional Planning
Electrical Engineering
Geotechnical Engineering
Mechanical Engineering
Hydraulic Engineering
Quantity Surveyors
Civil engineers

Agricultural, Rural Development and Land Administration
Animal Science
Pasture Science
Agri Economics
Plant production
Forest Management
Animal Health
Animal Production
Agricultural engineers
Engineering technicians
State veterinarians
Veterinary nursing
Vet technologist
Agricultural researchers
Soil scientists
Town and regional planners
Land surveyors
Land surveyor technicians
Land reform and rural development
Geographic information system specialists
Accounting
Statisticians
Agricultural economists

Co-operative Governance
Civil engineering
Graphic design
Urban regional planning
Structural engineering

Accounting
Water quality management
Town and spatial planning
Electrical engineering

Economic Development
Policy analysts
Geographic information systems
Web designers
Graphic designers
Chemical engineers
Industrial psychologists
Industrial economists
Business management
International trade
Public affairs
Environmental science
Energy Economists
B. Com Law
Graphic design
Business research
Property studies
Project management
Development Economists
Environmental resource economist
Economists and Econometrics

Education
Maths, Science ,Technology, Language and Sign Language teachers
Foundation phase teachers
Commerce: Economic and Management Sciences, Accounting, Business Studies and Economics teachers
Financial management

Health
Medical doctors
Pharmacists
Radiographers
Professional nurses
Orthotics and Prosthetics
Professional nurses specialising in: operating theatre, critical care, oncology, nursing sciences
Radiography
Pharmacologists
Dietetics
Clinical psychologist
Clinical engineering
Physiotherapy
Emergency medical services
Dental technologists, clinical psychologists, dieticians, occupational therapists, speech and hearing therapists

Office of the Premier
Monitoring and evaluation of programmes
Sign language

Arts, Sport and Culture
Film and video
Archival studies
Record management
Librarian information studies

Sound engineering
Information communication studies
Museum science
Visual art & craft professionals
Heritage/museum

Public Works, Roads and Transport
Air traffic controllers
Diesel motor mechanics
Aeronautical engineers
Architects
Civil engineers
Structural engineers
Electrical engineers
Mechanical engineers and technicians
Quantity surveyors
Technicians
Civil engineering
Building construction
Metal fabricators
Electrical engineering technicians
Artisans (electricians, bricklayers, carpenters and plumbers)
Inspectors

Finance
Financial accounting and auditing
IT
B. Com Economics

Safety, security and liaison
Crime prevention management
Transport management
Community policing
Road transport management
Road traffic and municipal management

(Part 4 Continues in Volume 2)



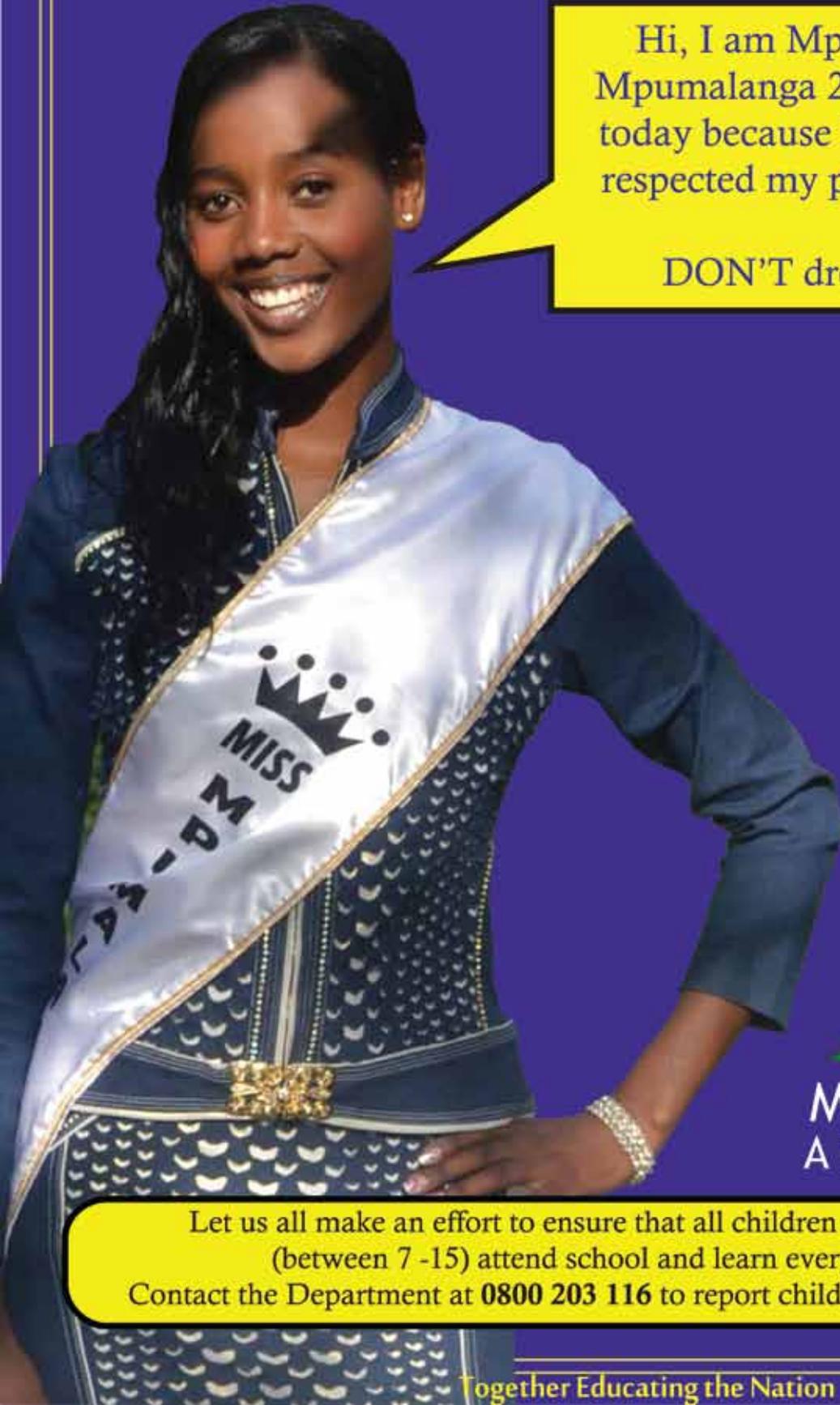
education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Compulsory Schooling Campaign

Hi, I am Mpumi Lephoko, Ms Mpumalanga 2011. I am what I am today because I went to school and respected my parents and teachers.

DON'T drop out of school!



MPUMALANGA
A Pioneering Spirit

Let us all make an effort to ensure that all children of school going age (between 7 -15) attend school and learn every school day.
Contact the Department at **0800 203 116** to report children not attending school

Together Educating the Nation