



Western Cape  
Government

FOR YOU

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G4J Strategy

**PFA 7- Overview**  
Garden Route Skills Summit  
13 July 2023

# Outline

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PFA7 Overview



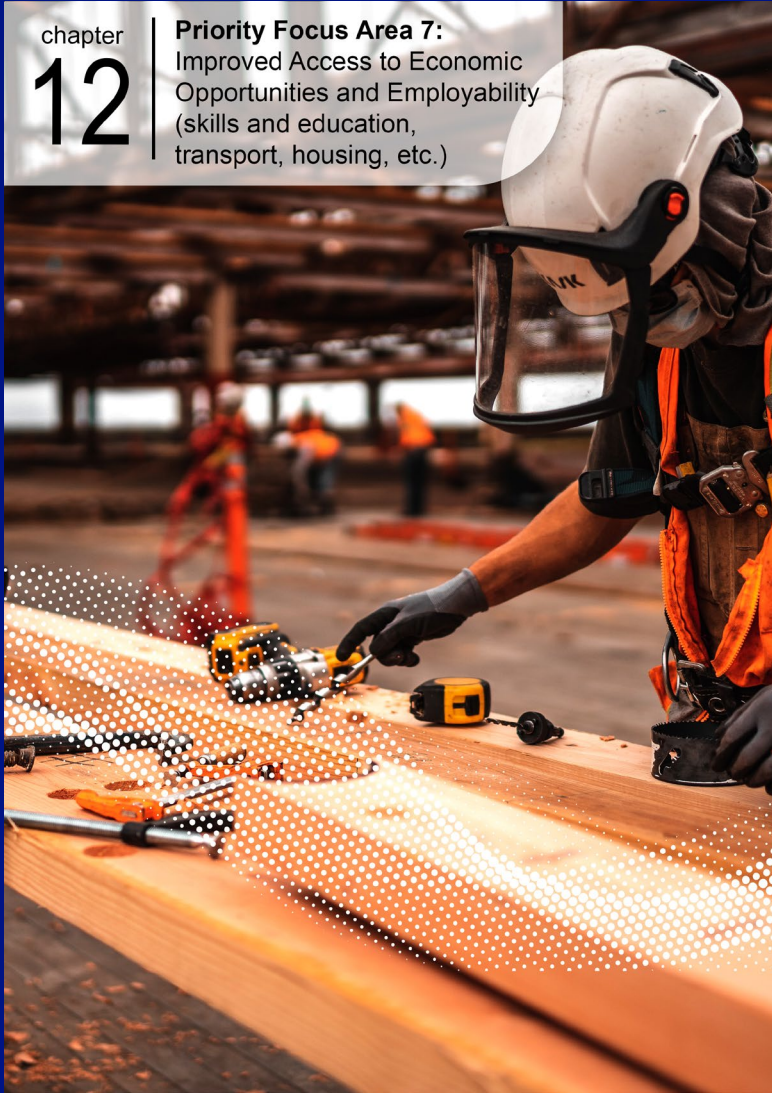
Key Aspects of the WCED response



Conclusion

chapter  
**12**

**Priority Focus Area 7:**  
Improved Access to Economic  
Opportunities and Employability  
(skills and education,  
transport, housing, etc.)



# Overview

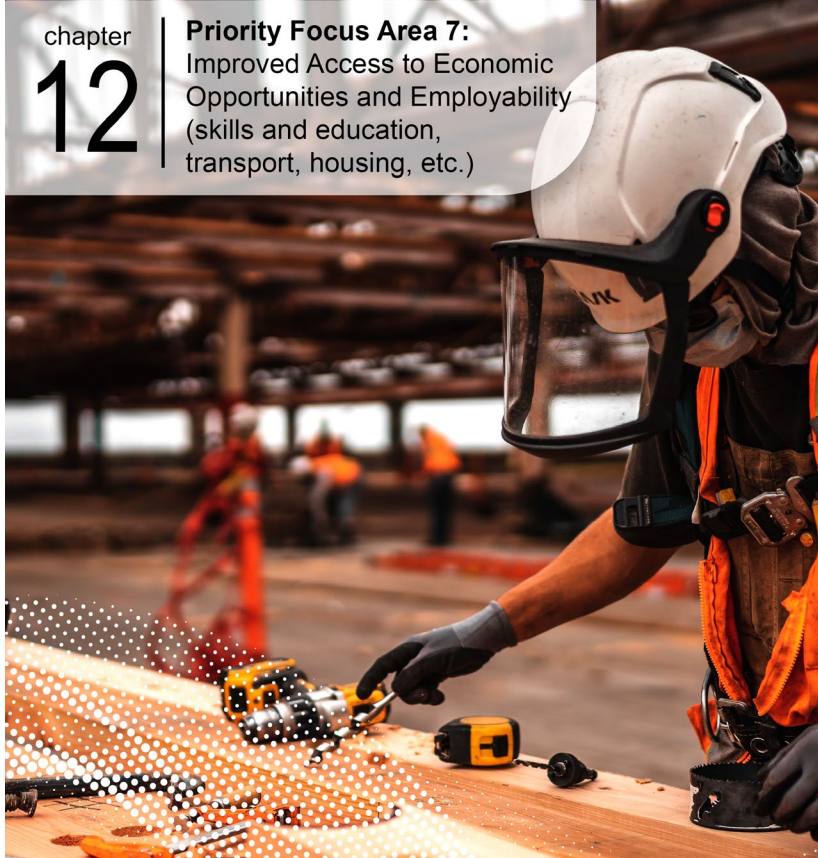
## Priority Focus Area 7: Improved Access to Economic Opportunities and Employability (skills and education, transport, housing, etc.)

# PFA 7: Improved Access to Economic Opportunities and Employability (skills & education, transport, housing etc)

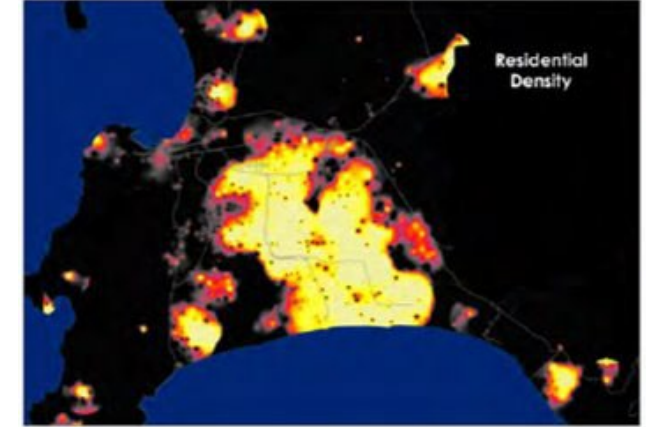
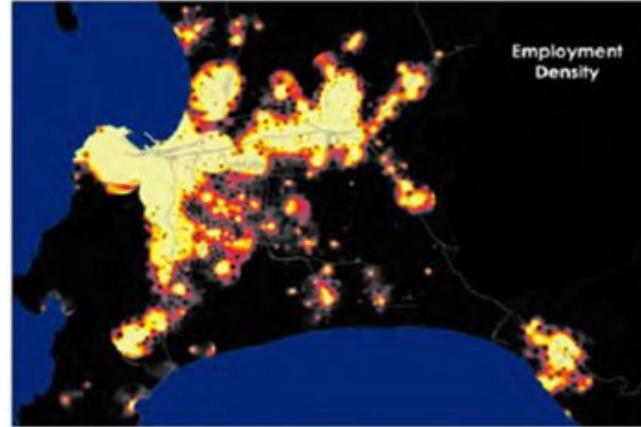
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**Priority Focus Area 7:**  
Improved Access to Economic  
Opportunities and Employability  
(skills and education,  
transport, housing, etc.)



**72,8% - Adults employed**  
**67,4% - Youth employed**



## Why it matters

- **891 000** people are unemployed in the WC, equating to an unemployment rate of **27.2%** and **32.6%** for youth
- For every aspirant job seeker in the Western Cape, there are **2.3 residents of** working age who have permanently disengaged from the world of work
- Maintenance and improvement of current working parts is indispensable for social well-being

# PFA 7: Improved Access to Economic Opportunities and Employability

## Goal

All citizens who want to be economically active have improved ACCESS to economic opportunities and employability through at least ONE pathway, with pathways comprising improved **EMPLOYABILITY ASSETS** (*knowledge, skills, experience, and/or competencies*), career management skills, workplace-ready capabilities and skills, economic opportunities more accessible to communities, and entrepreneurship.

## Objective

A thriving society where capable, economically active citizens are able to access economic opportunities and employment, including the skills of **the future**, and where **barriers** to accessing information, to developing competencies and skills, and to finding work, have been **reduced or removed**.



# PFA 7: A holistic, inter-connected approach

## Priority Focus Areas for Horizon 1 (up to 2026)



# Improved Access to Economic Opportunities and Employability



Youth and the unemployed can make **INFORMED CHOICES** about their careers and future and are enabled to pursue their career pathways

Citizens have **easier access to economic opportunities and pathways** nearer to the places that they live.

A strong **PIPELINE OF SUITABLY QUALIFIED PEOPLE** who are employment-ready, able to access available jobs and be absorbed rapidly and sustainably into employment.

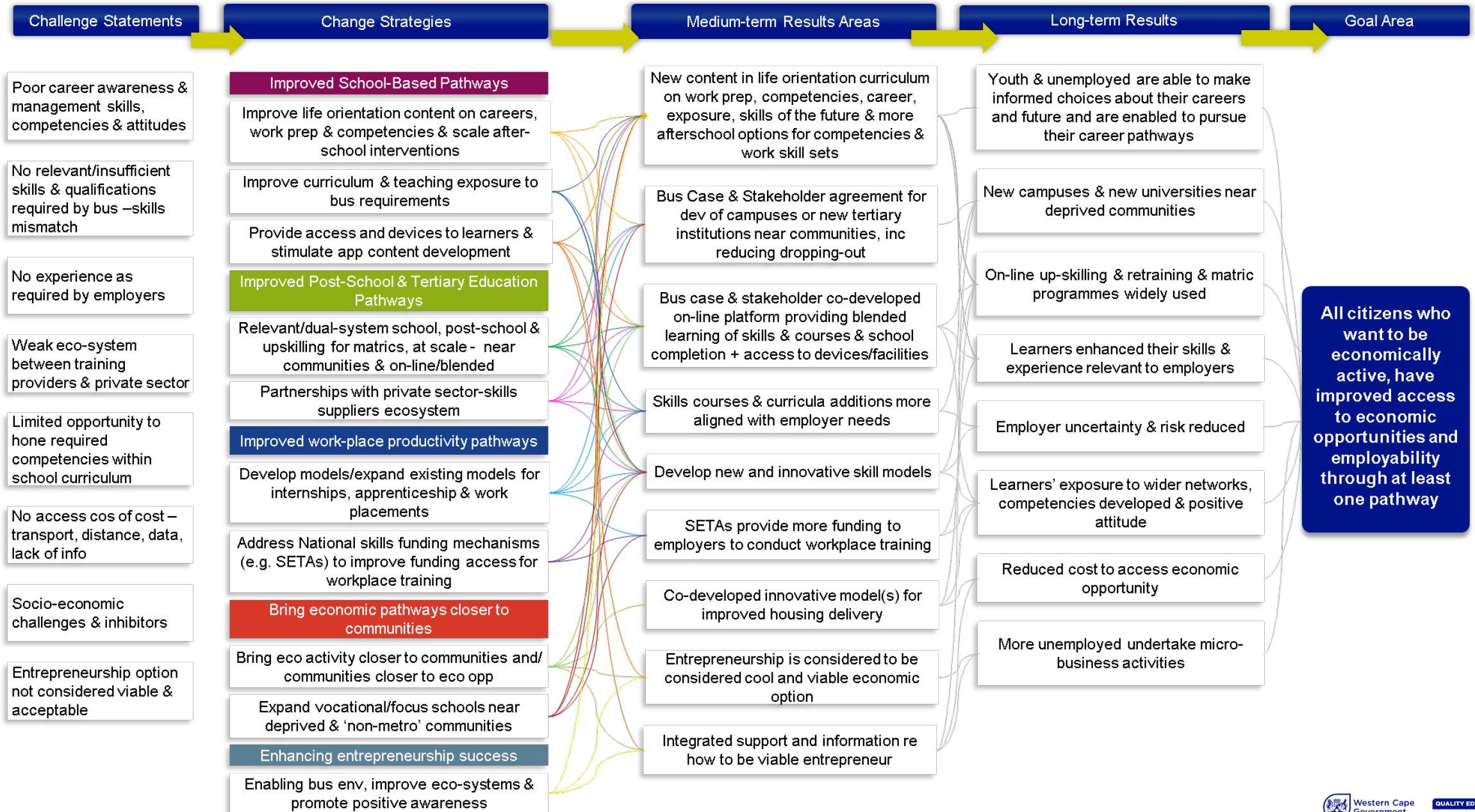
Western Cape school leavers/graduates have a **REPUTATION FOR TECHNICAL EXPERTISE** coupled with and are highly sought after by employers **INNOVATION/CREATIVITY/PROBLEM-SOLVING AND COLLABORATION SKILLS**

**ENTREPRENEURSHIP** is considered a viable choice as an economic opportunity and citizens starting up a business – whether formal or informal – have access to the necessary support and enabling environment

Changing the view of **TOWNSHIP ECONOMIES** from **latent informal business** to **potential value chain business** or suppliers in specific sectors would open opportunities for township-based entrepreneurs to participate more favourably in industry value chains

Townships are vibrant and dynamic economic places contributing to and benefitting from break-out economic growth

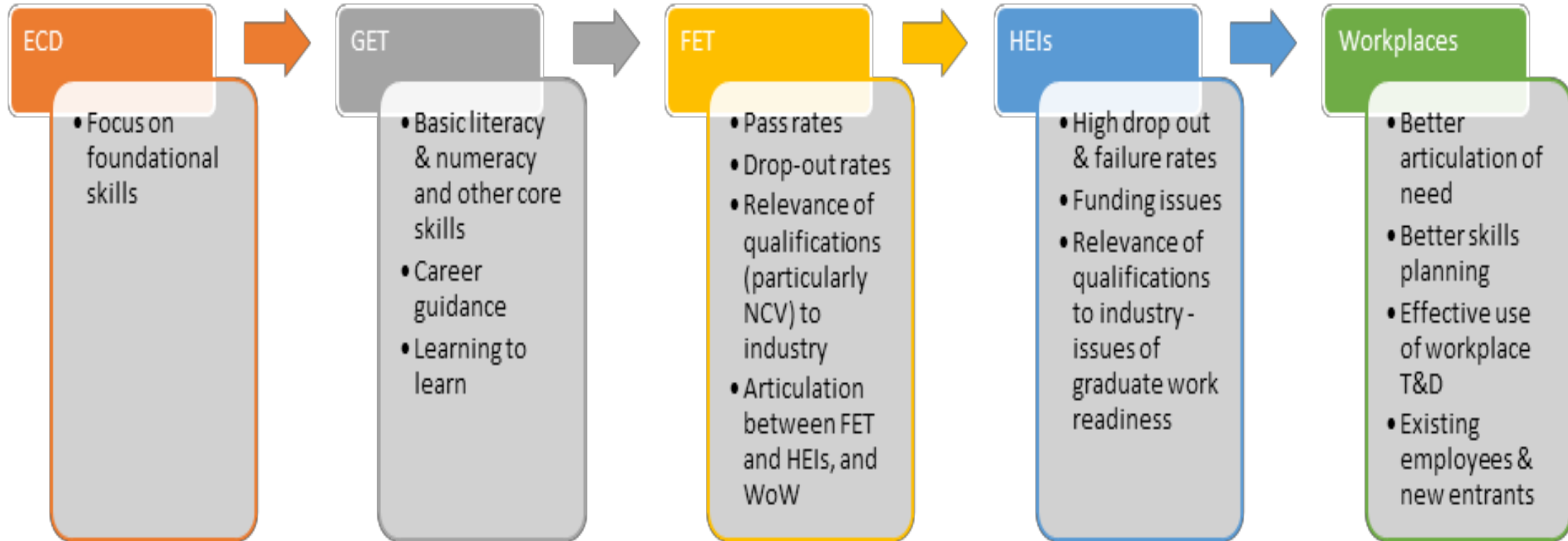
# Theory of Change for Improved Access to Economic Opportunities and Employability



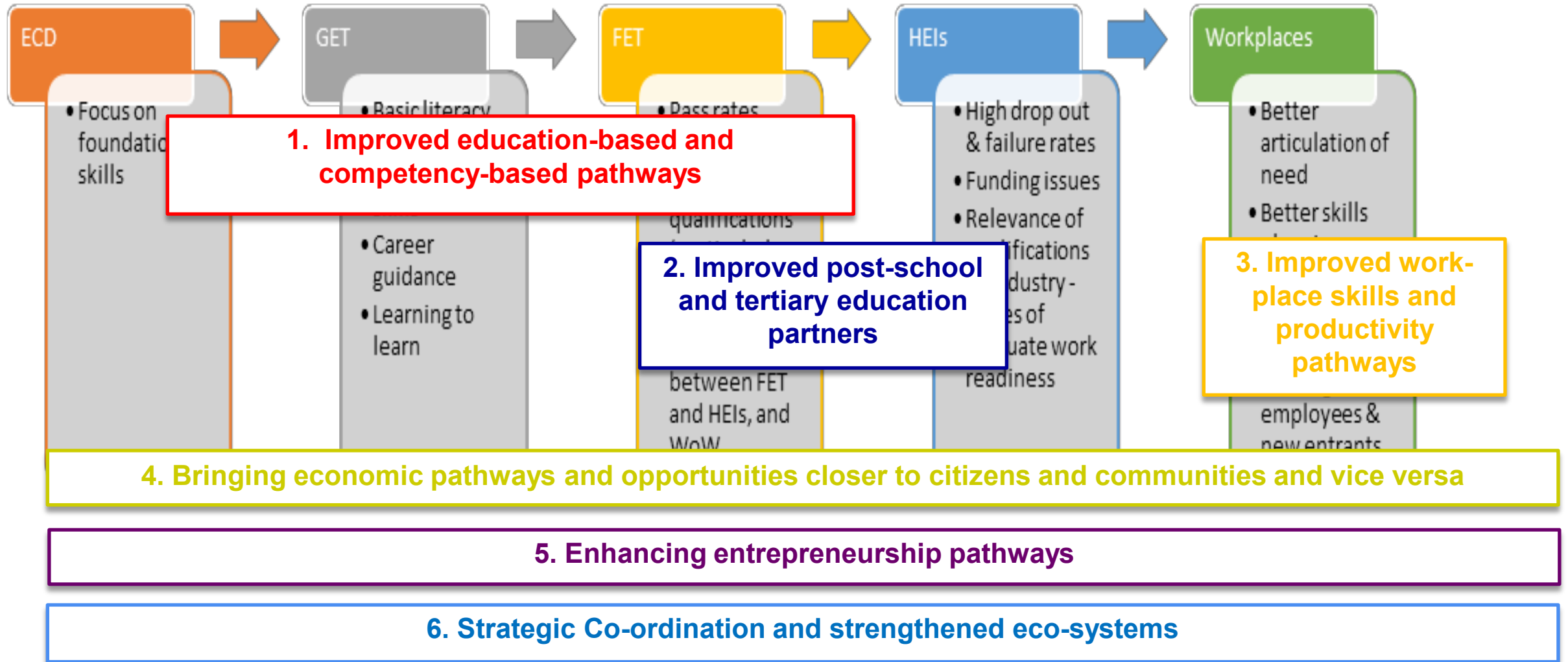


# Current pathways

WOMB - TOMB; HOME -WORK; LIVELIHOOD – LIFE-JOY



# G4J - 6 Themes and interventions fall along the path ( aim to enhance)



# Improved Access to Economic Opportunities and Employability Themes & Interventions

1

## Improved education-based and competency-based pathways

- Improving **life orientation content on careers, work-readiness and competencies**
- Expanding **after-school programme** to develop competencies
- Revising **curriculum and modes of learning to maximise** relevance to the workplace- 3 Streams
- Accelerating the **roll-out of focus schools** and increase scale and geographic coverage of these schools
- In partnership with the private sector, rolling out **online blended learning**

2

## Improved post-school and tertiary education partners

- Investigating the feasibility and develop a strategy to expand the **number of universities (private sector and public sector) and Technical Vocational Education and Training (TVET) colleges in the Western Cape**
- Together with the tertiary institutions, enhancing the **through-put rates of enrolled tertiary students**

3

## Improved work-place skills and productivity pathways

- Developing initiatives to enhance **experiential learning**, as well as knowledge exchange
- Exploring how the **DEDAT's BPO work placement model** can be replicated for growth opportunities
- Developing innovative models for **micro-certification of modules** from credible tertiary institutions rather than long-term accredited skills programmes.
- Working with the private sector **re their hiring practices**
- Strengthening dialogue between SMMEs and SETAs to **increase funding to non-corporate businesses**
- Forging closer relationships with the **Presidential Employment Stimulus team and YES** initiative to better leverage and reorientate these support packages
- Championing and investing in programmes to **deliver digital skills relevant to the workplace at scale** (see Tech and Innovation PFA).

4

## Bringing economic pathways and opportunities closer to citizens and communities and visa versa

- Overcoming the **digital divide** devices, connectivity, and relevant learning content available and aby making ccessible to all learners
- Creating **mixed-use, high density and compact** settlements
- Developing a vibrant, functional housing market as well as a land assembly pipeline to promote affordable, **better located, more integrated housing opportunities and access to housing ladder**
- Work with municipalities to support **homeowner-driven small scale development**
- Improving **public transport** to reduce commuting times
- Developing an overall **Western Cape township strategy** as well as township action plans within targeted communities
- Considering whether programmes such as the **WCG's Year Beyond Programme and EPWP can be used to assist skills transfer into township-based growth opportunities**
- Improving urban management in townships to support investment, enabling the **development of economic nodes and commercial activities**



# Improved Access to Economic Opportunities and Employability Themes & Interventions

5

## Enhancing entrepreneurship pathways

- Understanding the **impact of compliance enforcement on local businesses, and develop more incremental, affordable, and empowering systems** where necessary.
- Leveraging **existing digital entrepreneurial platforms to provide support to entrepreneurs**, providing information and a community of guidance to start-ups and those who want to expand.
- Supporting opportunities **for microbusiness support for women**
- Identifying and address challenges **and ease of doing business**, including the concerns about crime and safety, within the environment for entrepreneurs/microbusiness
- Developing campaigns **to promote entrepreneurship and microbusiness.**
- Conducting an international **benchmarking of South Africa's labour legislation and regulations, as well as assist business compliance with respect to labour relations regulations.**
- Supporting the **entrepreneurship pathway from skills (business skills) to SMME support, to SMME development through supplier development in the public and private sector**
- Developing **school-based collaborative programmes** with private sector that supports youth start-up businesses

6

## Strategic Co-ordination and strengthened eco-systems

- Increasing **economic IQ** about learning, schools, entrepreneurship, and microbusiness, providing open data
- Strengthening **the learning ecosystem** and forums of learning institutions to support relevant learning

# Improved Access to Economic Opportunities - Flagship projects for 2023/24

- 1 **Improved life orientation** content on careers, work-readiness, and competencies, where learners obtain greater support to career development at school and where learners are exposed to the world of work and workplaces, particularly in professions where there is a shortage of skills. As part of developing work-readiness skills, explore the introduction of sports back into the school curriculum as this builds competencies such as self-discipline, team-work, and communication
- 2 Explore **how the DEDAT's BPO work placement model can be replicated** for growth opportunities that are currently constrained by skills shortages, essentially leveraging and derisking private sector's recruitment whilst simultaneously giving previously unemployed or graduates an opportunity to gain work experience.
- 3 Develop **bespoke township strategies**, drawing in all relevant departments, the relevant municipality and the community and armed with the suite of levers and enablers to be deployed as appropriate. This will include a process in which growth opportunities are identified within the township, key needs of the community are prioritized which is also mindful of GBV preventive measures), and implement innovative plans to address the top set of opportunities and needs (soft infrastructure – skills, business support and hard infrastructure – structures). As a systemic aspect of this, improve urban management in townships to support investment so that economic opportunities are enabled closer to communities



# Improved Access to Economic Opportunities - Projects for 2023/24

	PFA	Theme	Interventions	Projects – 1
1	PFA: Employability	Improved education-based and competency-based pathways	Improving life orientation content on careers, work-readiness and competencies	1. Career Clubs in Schools
No	PFA	Theme		Projects – 4
9.	PFA: Employability	Improved work-place skills and productivity pathways	Exploring how the DEDAT's BPO work placement model can be replicated for growth opportunities that are currently constrained by skills shortages	<ol style="list-style-type: none"> <li>1. ED Support: Labour Relations Compliance</li> <li>2. Growth through experiential learning &amp; jobs – Clothing &amp; Textiles</li> <li>3. Improved work-place skills and productivity pathways – BPO</li> <li>4. Three Streams Model</li> </ol>

- The implementation of Year 1 Project plans will speed up after the approval of the Implementation Plan in June.
- Project plans for Year 2 will be submitted in the next phase

# Key Aspects of the WCED-DEDAT response

# DEDAT's Skills Strategy in Support of PFA 7

- In the Long-Term actively pursue a strategy that **negates** the need for a **DEDAT skills priority**.
- In the medium term develop curricula/training modalities that **negates the need for DEDAT post school intervention**.
- In the short-term support growth through improvements in **labour productivity, fulltime employment and support demand through a supply-side instrument**.
- Our strategy is G4J - experiential learning is the most direct manner in delivering jobs.

## Long-term & Systemic: Ecosystem alignment

- **Strategic Co-ordination and strengthened eco-systems**
- A self-correcting skills ecosystem sensitive and responsive to changing industry demands.
- Expand public and private education institutional offerings aligned to industry skills needs - support public TVET dual
- Extensive work with basic and higher education to bring about alignment between industry and academia
- Align funding windows, areas of funding and funding requirements with changing industry requirements.
- Develop and support institutional responsive structures

## Medium Term: Curricula alignment

- **Improve education-based and post school education pathways**
- Introduce new and/or refine curricula and training modalities across higher education and basic education more suited to ever changing industry demands.
- New modalities in delivering curricula including new delivery (digital modalities (reach and scale)
- CBMT in Schools partnership with private sector and WCED – THS learners gain more practical skills to improve employability.
- SETA support for STEAMAC (pilot of 3 year support from FoodBev SETA).

## Immediate Impact: Experiential Learning Programmes

- **Improve workplace skills and productive pathways**
- Replicate the BPO workplace model to other sectors
- Transitioned more than 5000 unemployed youth into employment via experiential learning.
- .... of which 80% of beneficiaries who complete their experiential learning will be transitioned into fulltime employment.
- Crowd in more than R500m in financial support.
- R360m increase in household income
- Explore on the job training and non-accredited training that lends to employment (NEETS)

# DEDAT's Entrepreneurship Promotion in Support of G4J

## Context:

- **Entrepreneurship**, like capital, is a **critical factor of production**
- SA problem: **LOW start-up rate** of new businesses and **HIGH failure rate** of existing businesses
- Some key inhibiting factors:
  - A “**not-so-encouraging**” entrepreneurship **culture** in communities
  - **Not an option** for young people, “Get a job .... “
  - **Inadequate support** (financial and non-financial) eco-system .... both in terms of business stage of development (e.g., start-up) and geographical distribution (urban vs rural)
  - **Poor levels of education** and training
  - **Red tape** and government bureaucracy - regulatory constraints (e.g., rigid labour laws)
  - **Availability of technical** and industry-specific **training** (e.g., artisans becoming entrepreneurs)

## Our Response:

- Realise & accept that the economy and entrepreneurship is critical for our prosperity
- Let's do this together - all 3 spheres of gov & agencies, tertiary education, private sector, support organisations
- Selected key thrusts:
  - **Regulatory reform** and reduction of government bureaucracy (Red Tape Reduction Programme)
  - Province and **district-wide entrepreneurship promotion** (e.g., events, workshops, training)
  - **Supplier development** (public sector local suppliers)
  - Private & public sector **business opportunity linkages**
  - **School and post-school entrepreneurship promotion & development**
  - **Township and informal business** support
  - **Women, start-ups & youth** as key themes

# DEDAT's Township Growth in Support of G4J

## Context:

- Need to include those excluded from the economy because of e.g. (lack of) skills & income, geography
- Rationale for supporting township & informal sector



- Historical and existing social deprivation with concomitant unemployment, poverty & feelings of hopelessness



- Means to address challenge of urbanisation and in-migration



- Potential enormous economic opportunities to contribute significantly to the “mainstream” economy

## Our Response:

- Finalisation of a township economic growth strategy (TEGS)
- Selection of about 2 pilot sites for implementation
- Key thrusts:
  - Spatial Planning
  - Regulatory reform
  - Enterprise development & business support
  - Infrastructure (social and economic)
  - Skills development and training
  - Crime (and extortion)
  - Technology and innovation



# 3 Streams - Emergent Policy Implementation aiming to increase access learning pathways

**ACADEMIC (97%)**

General, formative, well-rounded Post School Education & Training studies

**VOCATIONAL**  
 Broadly aligned to a vocation ; Both ordinary and Focus

Focus Schools such as Technical, Agricultural, and Art high schools

**OCCUPATIONAL** - preparing learners for the workplace

- SoS etc

Outcome	Outcome Indicator	Baseline 2018/19	Five Year target
Increase access to Technical, Agricultural, Vocational and Skills subjects and schools	Percentage of learners who offer at least one subject in the technical, agricultural, vocational and skills fields.	6%	12%

# WCED approach

## 3 Streams

Tech/SoS  
26 Tech + 26  
SoS  
10 Subjects-FET;  
13 Subjects- GET

**FOCUS SCHOOLS  
(30)**  
7 MST, 3 X BCM, 3 X  
Agric, 4 X Engineering,  
3 X ICT, 5 X Arts, 2 X  
Maritime and Marine, 3 x  
Service)

**E3(Entre/Empl  
/Educ)  
Pilot  
550 schools**



# List of Current Technical schools in WC

	Education District	School Name		Education District	School Name
1	Metro Central	Intshukumo SS	14	Metro South	Oval North SS
2	Metro Central	Oude Molen THS	15	Metro South	Wynberg Boys High
3	Metro Central	Spes Bona THS	16	Metro South	Princeton SS
4	Metro East	Joe Slovo Engineering	17	Eden - Central Karoo	Beaufort West SS
5	Metro East	Kuils River THS	18	Eden - Central Karoo	Langenhoven Gymnasium
6	Metro East	Northpine THS	19	Eden - Central Karoo	Morester SS
7	Metro East	Sizimisele THS	20	Eden - Central Karoo	Eden THS
8	Metro East	Bellville HS	21	Cape Winelands	Drostdy THS
9	Metro East	Bellville THS	22	Cape Winelands	Esselenpark SS
10	Metro North	Delft THS	23	Cape Winelands	Labori THS
11	Metro North	Kasselsvlei Comp HS	24	Cape Winelands	Jakes Gerwel THS
12	Metro North	Proteus THS	25	Overberg	Groenberg SS
13	Metro North	St. Andrew's THS	26	West Coast	Weston SS

# How to plug in?

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**To take all of this forward more detailed discussion and is needed**

## **HOW?**

1. The transversal work across government departments can be strengthened
  - Implementation in districts and municipalities
2. Private sector and entities ( SETAs etc) can indicate where support can be committed

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Thank you