HRDC
HUMAN RESOURCE DEVELOPMENT COUNCIL
of South Africa

Draft
Master Skills Plan of South Africa
(2024 – 2030)

Draft

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

LABOUR MARKET INTELLIGENCE

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ACRONYMS

CETC	Community Education and Training College
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DTIC	Department of Trade, Industry and Competition
ECD	Early Childhood Development
HET	Higher Education and Training
HEQC	Higher Education Quality Council
HRD	Human Resource Development
HRDC	Human Resource Development Council
HRDS-SA	Human Resource Development Strategy of South Africa
MSP	Master Skills Plan
M&E	Monitoring and Evaluation
NAMB	National Artisan Moderating Body
NDP	National Development Plan
NEETs	Not in Employment, Education and Training
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDP	National Skills Development Plan
PIRLS	Progress in International Reading Literacy Study
QCTO	Quality Council for Trades and Occupations
SACE	South African Council of Education
SAQA	South African Qualifications Authority
SETAs	Sector Education and Training Authority
TIMSS	Trends in International Mathematics and Science Study
TSM	Three Stream Model
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group

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1. MASTER SKILLS PLAN

This section situates the Master Skills Plan in the wider human resource development discourse.

1.1 About the Master Skills Plan

The Master Skills Plan (MSP) is an all-encompassing response by the social partners to ensure an adequate human resource pool to meet South Africa's fledging socio-economic needs and address skills supply and demand imbalances in the labour market. It is also the implementation plan of the reconceptualised Human Resource Development Strategy of South Africa (HRDS-SA) - "two sides of the same coin."

1.2 Vision

"Educated, skilled and competent individuals who contribute positively to their communities and the nation."

1.3 Mission

"To create a more coordinated, effective, and efficient HRD system in South Africa that supports economic growth, reduces inequality, and improves the quality of life for all individuals."

1.4 Theme

"The goal is one country, one strategy, one plan."

1.5 Background

The Inter-Ministerial Committee on Science and Innovation in 2022 requested a Concept Note to develop a country-wide Master Skills Plan. The Committee recommended that the MSP be integrated with and serve as the implementation plan of the reconceptualised HRDS-SA.

Subsequently, the Higher Education, Science and Innovation Portfolio Committee expressed the urgency to develop the MSP given the current unemployment situation, the government's considerable education and training investments, and the need to reshape curricula to respond to changing skills needs, driven by rapid technological advancements, and prevailing skills shortages in the labour market.

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1.6 Rationale

Now, more than ever, South Africa needs a paradigm shift in human resource development to address myriad challenges and opportunities:

Unemployment, Poverty and Inequality: Despite fiscal distribution policies, an expansive social safety net, active labour market policies, and considerable public education investments, South Africa faces mounting socio-economic pressures. The official unemployment rate is 32.6%, and expanded unemployment is 42.1%. Youth aged 15-24 and 25-34 recorded the highest unemployment rates of 60.7% and 39.8. The Gini Coefficient is 0.63,[1] the highest in the developing world. Approximately 30.3 million people (55.5%) are living in poverty at the national upper poverty line (R992), while 13.8 million people(25%) are experiencing food poverty.

COVID-19: The COVID-19 impact on schooling has been devastating, leaving learners between three-quarters and a full school year behind. About 400 000 to 500 000 learners have reportedly dropped out of school since the pandemic. The pandemic exposed the extreme digital divide in schooling. The private and wealthier schools managed to continue teaching with online resources, while children in poorer communities needed to be included.

Fourth Industrial Revolution: In a technology and innovation-driven world, the role of skills development in propelling our nation forward cannot be overstated. There system must massify the digital skills revolution and reduce the digital divide by empowering women, youth and people with disabilities, with special attention to underserved rural communities to enable them to participate meaningfully in the digital economy. Equally, upskilling must prepare our students and workforce for the high-tech jobs of the future.

Just Energy Transition: South Africa aims to transition to a low-carbon economy to drive sustainable growth, preserve the environment, advance social development, and create an inclusive society. The Just Energy Transition (JET) is expected to yield 815 000 new jobs up to 2050. A potential growth point is green hydrogen technologies, innovation, and the skills needed to grow the green hydrogen economy. Therefore, a coordinated and integrated plan is needed to support skills development, utilisation, and anticipation for the JET.

Proliferation: South Africa is certainly not without skills development plans. It is overladen with industry master plans, economic recovery plans, Presidential job plans, sector skills plans, school plans, post-school education and training plans, and national, provincial, metropolitan and municipal plans. Hence, the a need for an overarching MSP that streamlines the efforts of all role-players in the skills ecosystem.

Inefficiencies: There are skills planning inefficiencies, slow delivery, fragmentation, and overreach. The Human Resource Development Council (HRDC) mentions that duplicity in the HRD system has resulted in overlaps, resource wastage, different institutions funding the same programmes, spreading resources thinly, and ineffective monitoring and evaluation. The

[1] https://www.statista.com/outlook/co/socioeconomic-indicators/economic-inequality/south-africa

Human Sciences Research Council argued that the sprawl of regulatory institutions, over-regulation and bureaucratisation impedes rather than facilitates skills delivery. Therefore, better coordination across the skills system is a priority.

1.7 Aims

The MSP is intended to:

Provide a more **holistic, coherent and coordinated** response to HRD to avoid contradictions or duplications.

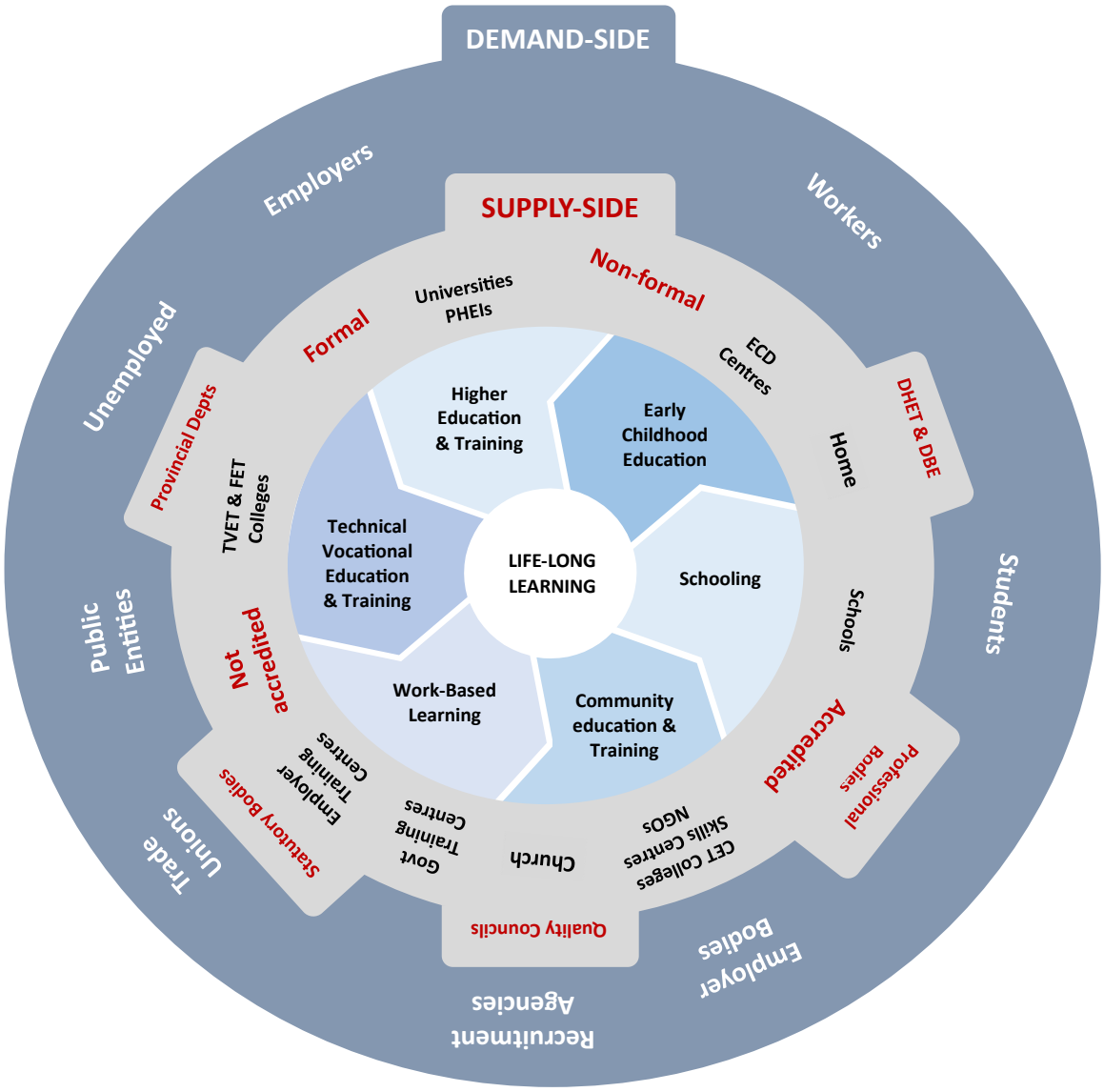
Bring coherence to the skills system by providing a **common platform for the realisation of the vision** for HRD in South Africa.

Clarify **institutional arrangements** that provide clear leadership and responsibility for key skills system elements.

Pledge **political and collective will** and commitment, including a financial commitment to develop human resources.

1.8 The HRD ecosystem

HRD ECOSYSTEM



- HRD refers to all forms of knowledge, education and skills acquisition. It occurs in any interactive human setting. HRD is formal, in-formal and non-formal, and accredited and non-accredited. There are short courses, formal qualifications, and emerging formats such as online, blended and micro-credentialing.

- The scope of coverage includes early childhood development, basic education, community education and training, technical vocational education and training, higher education and training, and workplace skills training.

- The HRD ecosystem covers the economy's skills supply and demand sides. The former consists of ECD Centres, homes, NGOs/CBOs, schools and PSET education institutions, which are non-profit, public and private.

- Statutory bodies comprise quality Councils (SAQA, UMALUSI, HEQC and QCTO), SETAs, SACE (schooling), and NAMB. It also includes professional bodies (e.g. Welding Institute).

- The main demand-side organisations are the social partners (state, employer bodies, trade unions, and civil society.

- It includes different economic sectors, government tiers, employers from corporates to micro-enterprises, individual workplaces, diverse educational institutional types, and civil society organisations.

- It combines these diverse HRD streams into a coherent whole for better coordination, collaboration and implementation.

- The Plan enables access to learning for people to have completed their studies, have not completed their studies, or never attended school, regardless of age, gender, race, location, and socio-economic background.

- The MSP does not focus solely on skills development for the economy. It is also about developing individuals politically, socially and culturally to participate fully in society.

- The MSP is the key enabler for improving the lives of millions of people.

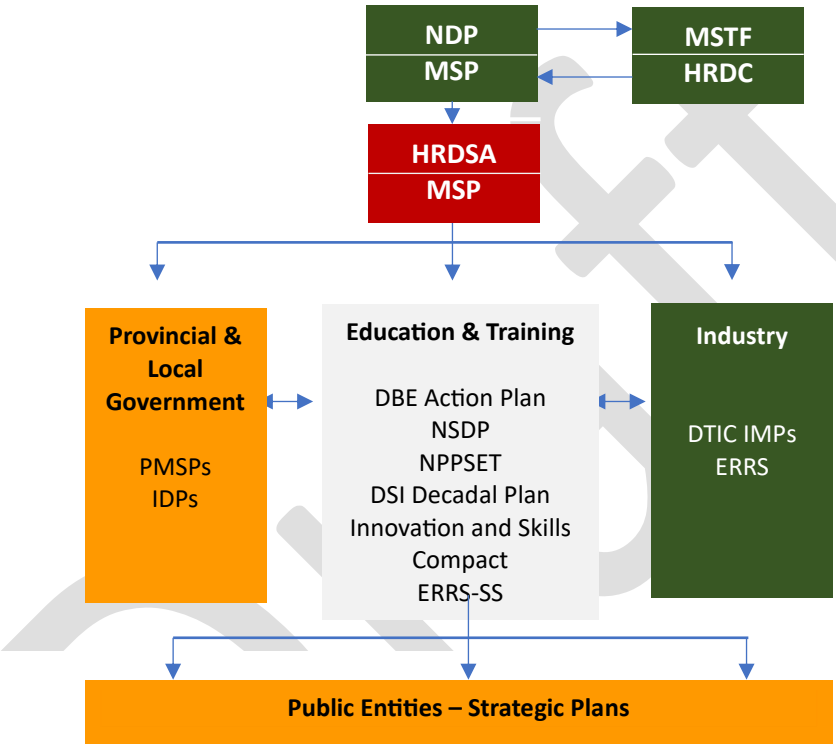
1.9 The Skills Planning Hierarchy

The MSP brings together existing plans that impact skills development in the country. These include, but are not limited to:

- *National Development Plan (NDP) 2030*
- *Medium-Term Strategic Framework (MTSF) 2019-2024*
- *Human Resource Development Strategy of South Africa (HRDSA) 2024-2034*
- *Master Skills Plan (MSP) 2024 - 2030*
- *Action Plan 2024 – towards the realisation of schooling 2030*
- *National Skills Development Plan (NSDP) 2030*
- *National Plan for Post-School Education and Training (NPPSET) 2021-2030*
- *Science, Innovation and Technology Decadal Plan 2021-2031*
- *Innovation and Skills Compact*
- *Skills Strategy: Support for the SA Economic Reconstruction and Recovery Plan (ERRS-SS)*

- *SETA Sector Skills Plans (SSPs) 2000-2025*
- *DTIC Industry Master Plans (IMPs)*
- *Economic Reconstruction and Recovery Plan (ERRS)*
- *Provincial Master Skills Plans (PMSPs)*
- *Municipal Integrated Development Plans (IDPs)*

PLANNING HIERARCHY



- The *National Development Plan (NDP)* sets out the long-term vision for the country. It provides the programme through which South Africa can advance radical socio-economic transformation through development planning.
- The *Medium-Term Strategic Framework (MTSF) 2019-2024* is the implementation plan for the *NDP*.
- The *Human Resource Development Strategy of South Africa (HRDSA) 2024-2034* magnifies Chapter 9 (Improving education, training and innovation) of the *NDP*.
- New *Master Skills Plan* (MSP) as its implementation plan.

- The following plans will align with the MSP:

    - Provincial Master Skills Plans (PMSPs) and Integrated Development Plans (IDPs).

- Education and training or skills development plans.
- DTIC IMPs and the *ERRS*.

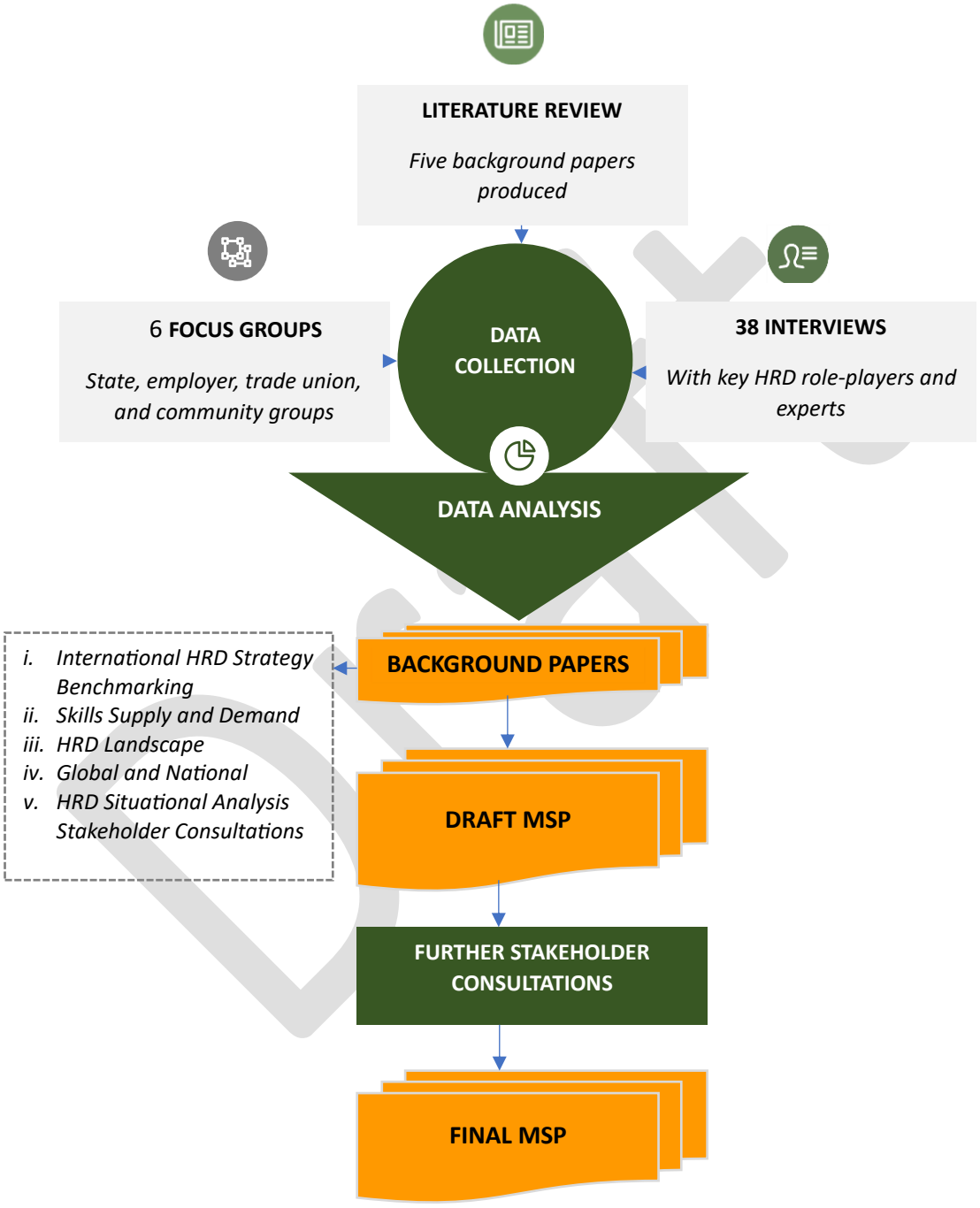
- Strategic Plans of public entities.

The following principles guide the MSP:

	Implementation The MSP should serve as an effective "implementation arm" of the newly envisaged *HRD Strategy of South Africa*.
	Inclusivity The Plan's development process must involve all key stakeholders across all levels of government, the private sector, labour, NGOs, public and private education and training providers, and HRDC.
	Clarity The Plan should clearly define roles and responsibilities, who needs to do what, and when.
	Uniqueness The *MSP* should keep what is in other plans.
	Linkages The *HRDS* AND *MSP* should demonstrate linkages with other skills plans and processes. It must integrate skills development (across government levels, economic sectors, and occupations).
	Comprehensive The *HRDS* and *MSP* should cover all levels and types of education and training.
	Short and Simple The Plan itself should be short and simple so that it provides a focus on the key issues to be addressed.
	Monitoring and evaluation The Plan should be accompanied by SMART monitoring, reporting and evaluation mechanisms (specific, measurable, achievable, relevant, and time-bound).

2. DEVELOPMENT APPROACH

An evidence-driven approach was adopted to develop the MSP:



3. FINDINGS OF THE BACKGROUND RESEARCH PAPERS

Five background research papers informed the Master Skills Plan. The key findings of these papers are summarised.

Paper One: HRD Landscape

South Africa's HRD landscape is rich and diverse. All citizens have access to learning and development, regardless of age, location, education level, and socio-economic status. There are early childhood development centres, public and private schools, community colleges, TVET colleges, universities, private institutions, workplace training centres, and civil society skills centres.

From an analysis of the landscape, the paper made several recommendations:

- Better intelligence is needed about the HRD landscape. Information gaps exist in the informal sector, civil society, and training centres residing with line Ministries, which do not report performance into a central database.
- HRD governance, leadership and management should be enhanced.
- Coordination and collaboration between stakeholders should be improved. Better coordination between government departments at different levels and collaboration with the private sector and NGOs is needed. The HRD Council should facilitate coordination and collaboration to ensure a cohesive and integrated HRD approach.
- Quality assurance of learning programmes and initiatives should be improved. Programmes should align with industry needs and standards.
- HRD funding and resource allocation should be enhanced. Innovative financing mechanisms should be explored.
- TVET college funding should be increased to support occupational programmes.
- Community Education and Training colleges should focus on job skills training for sustainable livelihoods.
- The private sector should do more to give students access to workplaces for experiential learning.

Paper Two: Global and Local Context of Human Resource Development

This paper surveys the global and local context in which HRD unfolds.

- African consumers are expected to play a bigger role in the global economy with the growth of middle-class consumers.
- The South African economy is bedevilled with low growth, an energy crisis, infrastructure deterioration, logistics bottlenecks, loss-making state-owned enterprises, corruption, dysfunctional local authorities, and recurring social unrest.
- Technology trends include biomedical breakthroughs, material science, artificial intelligence, e-commerce, remote work, cryptocurrency, renewables, 5G mobile networks, the Internet of Things, and the on-demand economy.
- Climate change, environmental degradation, biodiversity and extreme weather conditions are global and national priorities. There is increased pressure on the E&T sector to contribute to mitigating climate change.
- EdTech trends are personalised teaching and learning, micro-learning, digital credentialing, online teaching, homeschooling, micro-schools, soft skills, and open educational resources.

Paper Three: Skills Supply and Demand Imbalances

The paper analysed skills supply and demand imbalances in the South African labour market and found the following:

- High unemployment of unskilled workers and high vacancy rates for skilled workers bifurcate the labour market.
- Youth bears the brunt of unemployment. About 3.7 million (36.1%) young people aged 15-24 are not in education, employment and training (NEETs).[2]
- Occupational shortages for high-skilled occupations range from 38% for skilled agricultural workers to 94.2% for managers.
- One-third of employees work in a field different from the one in which they qualified.
- Underqualification and overqualification rates of 28.1% and 24% further suggest a high degree of skills mismatch.

[2] Statistics South Africa (2023) Quarterly Labour Force Survey, Q1. StatsSA: Pretoria.

- Although labour demand is high for STEMM occupations, most university and TVET college students are enrolled on management, business studies, humanities and social sciences.

- Positive labour market outcomes are better for apprenticeships and internships, but SETAs offer mostly (about 49%) short skills programmes.

- The key recommendations include pro-growth, pro-employment macro-economic policy, a demand-led programme qualification mix, NEET training vouchers, skewing student aid to STEM courses, expanding internships, and decongesting PSET campuses with open learning systems.

Paper Four: Benchmarking HRD Strategies and Plans: Lessons for South Africa

The background paper benchmarked several countries' national skills plans and human development resource strategies of Ireland, Norway, Jordan, India, Seychelles, CARICOM, Namibia, Rwanda, and Papua New Guinea.

- The HRD strategies and plans are between five and 10 years old.

- Most country strategies are state-led, but Rwanda puts the private sector at the helm.

- Most countries exclude schooling from national HRD strategies and focus on workforce development.

- Strategic priorities cohere around access, quality, lifelong learning, technology, green issues, employer engagement, inclusivity, workforce development, partnerships, and youth empowerment.

- Rwanda prioritises human capital development, export dynamism and regional integration, well–managed urbanisation, competitive domestic enterprises, agricultural modernisation, and capable and accountable public institutions.

- The best approach to developing an HRD strategy is to identify a country's needs and priorities and respond accordingly.

Paper Five: Stakeholder Findings Report

There were extensive stakeholder consultations with state and non-state role-players in the HRD community of practice. Some key findings were:

HRD Council: The HRDC should have legislative powers to implement the HRD Strategy and Master Skills Plan. Alternatively, the HRDC should be disbanded, and the strategy and Plan should reside in the Presidency.

Skills System: The SETAs and skills levy grant system should be reviewed due to poor impact. Another view was that the skills development levies should be incorporated into the voted education budget, with SETAs competing for funds.

Schooling: The DBE's Action Plan 2030 interventions should be implemented. Reading for meaning, numeracy, and STEM should be prioritised.

CET: Community education and training colleges should focus on job skills training for sustainable livelihoods.

TVET: The QCTO occupational qualifications should be the only programme type colleges offer. People with technical expertise should be appointed to Councils. Employ artisans as instructors and lecturers.

HET: Unstable universities to return to their academic missions. Political interference and cadre deployment should be stopped. People with impeccable credentials should be appointed to the Councils and executive management.

Dual Education: The learnership application system should be centralised to prevent "double dipping" and nepotism. Tax breaks should be offered to employers for internships.

Skills Priorities: There should be a focus on the green economy, digitalisation, entrepreneurship, STEM skills, and youth unemployment.

4. THEORY OF CHANGE

IMPACT	An educated and skilled population contributes to the country's economic growth, employment and social development priorities.		
GOALS	**1. Universal access to quality early childhood development**	**2. Improve learning outcomes in the school system**	**3. Empower youth not in employment, education or training with employability and entrepreneurship skills**
OUTCOMES	• Holistically developed young children • Expanded access to quality ECD for 0- to 4-year-olds • Improved ECD quality	• Ten-year-olds can read for meaning • Improved mathematics and science outcomes • Increased number of matric students passing maths and physical science • Supported and strengthened Three-Stream Model implementation in Basic Education	• Improved access to education and training and work-based opportunities • Improved employability of NEETs • Improved efficiency and coordination of employment services • Expanded access to entrepreneurship development
GOALS	**4. Create an adequate labour market pool of digital and green skills**	**5. Strengthen HRD institutional capacity, linkages and coordination**	**6. Integrate HRD planning and implementation with industrial policy and other government, social partner and industry plans**
OUTCOMES	• Develop TVET programmes for digital and green skills • Digital divide between the "haves" and "have nots" bridged • Government strategies and plans on digital and green transitions, research and innovation supported • Diverse teaching and learning delivery modes adopted • Skills development for at-risk and displaced workers provided	• Aligned human and financial resources to strategic objectives • Strengthened governance, leadership, and management in HRD institutions • Strengthened HRDC capacity for strategy implementation and coordination Legislated HRDC and HRDS-SA Improved safety and security in HRD institutions • Aligned national, provincial and local government HRD interventions to HRDS-SA and MSP • Responsive programme qualification mix to labour demand • Supported community-based organisations and cooperatives with skills development	• HRD integrated with industrial and economic policies • Qualifications aligned to industry needs • HRD aligned to industry supply and value chains • Small and micro enterprises supported skills development, including the informal sector, to create an ecosystem for small business development • Skills levies are effectively and efficiently used • Internships and apprenticeship enrolments increased
OUTPUTS	• Quality ECD provision.	• Efficient and effective schooling system.	• Improved skills development NEET provision.
	• Better skills matching.	• Better coordinated HRD system.	• HRD aligned to industrial policy.
INPUTS	Funding	Skilled Human Resources Infrastructure	

5. IMPLEMENTATION PLAN

OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
GOAL 1: UNIVERSAL ACCESS TO QUALITY EARLY CHILDHOOD DEVELOPMENT					
• **Holistically developed young children** • **Expanded access to quality ECD for 0- to 4-year-olds** • **Improved ECD quality**	The proportion of children aged 0 - to 4-year-olds participating in ECD.	64.1% (2021) [3]	• Develop new funding models to expand ECD provision. • Support parents and caregivers to participate in their children's development.	Progressive annual improvement from baseline	DBE; PEDs, HRDC; ECD Centres; NGOs

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[3] Statistics South Africa (2021). General Household Survey (GHS): Focus on Schooling 2020 – 2021. May 2023. StatsSA: Pretoria.

OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
GOAL 2: IMPROVE LEARNING OUTCOMES IN THE SCHOOL SYSTEM					
• **Ten-year-olds can read for meaning**	The proportion of Grade 4 learners reaching the required competency levels in the Progress in International Reading Literacy Study (PIRLS).	19% (2021)[4]	• Adopt and implement the *Revised National Reading Sector Strategy (2024-2030)*. • Devise and implement a national literacy campaign.	-Progressive annual improvement from baseline -The National Reading Plan for primary schools is implemented in all schools.	DBE; PEDs; NGOs
• **Improved mathematics and science outcomes**	Percentage of Grade 5 and Grade 9 in Maths and Science with basic knowledge and skills per TIMSS.[5]	Grade 5 Maths: 37% of learners acquired the basic knowledge and skills in 2019. Science: 28% in 2019.	• Increase the emphasis on foundational numeracy, literacy, mathematics and science in initial teacher and ongoing professional development. • Develop strategies to improve teacher retention. • Implement career guidance to increase recruitment of Mathematics and science students for teacher training	Progressive annual improvement from baseline	DBE; PEDs; DHET; NGOs; Universities
• **Increased number of matric students passing maths and physical science**	Percentage of students eligible to study Maths and Science at university annually	Grade 9 Maths: 41% of learners acquired the basic knowledge and skills in 2019. Science: (36%)[6]			

[4] All figures in this document are referenced, or come directly from, the PIRLS 2021 SA Report or PIRLS 2021 International Report - Nic Spaull (Secretariat of the 2030 Reading Panel)

[5] Trends in mathematics and science study (TIMSS). By 2015, only 34% of Grade 9 learners reached a minimum acceptable level of performance defined in the TIMSS programmes (the figure was 11% in 2002) DBE Actin Plan 2024.

[6] HSRC (2021) South Africa TIMMS Grade 5 and Grade 9 Results. Accessed at https://www.education.gov.za/TIMSS2019ReportRelease.aspx

OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
• **Supported and strengthened Three-Stream Model implementation in Basic Education**	Percentage of Schools of Skill implementing technical-occupational curriculum Number of ordinary schools implementing technical-occupational curriculum	Three Stream model pilot completed New indicator	-Stronger conceptualisation of the model, especially with articulation on the NQF. -Resource the implementation of the Three Streams Model	100% of Schools 1 007 schools	DBE, PEDs, DHET, Quality councils, Trade unions, NGOs, Treasury

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OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
GOAL 3: EMPOWER YOUTH NOT IN EMPLOYMENT, EDUCATION OR TRAINING WITH EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS					
• **Improved access to education and training and work-based opportunities** • **Improved employability of NEETs** • **Improved efficiency and coordination of employment services** • **Expanded access to entrepreneurship development**	Number of NEETs	Approximately 3.7 million (36.1%) out of 10.2 million young people aged 15-24 were not employed in education or training (NEET).[7]	• Increase NEET targets for internships, learnerships and apprenticeships. • Develop cost-effective, demand-led skills programmes (maximum of six months) in growth sectors to provide NEETs with occupational and job readiness skills • Pilot skills programmes in community education and training colleges to respond to local labour markets • Establish mentorship programmes to support entrepreneurship.	Progressive reduction in the NEET population annually.[8]	All Ministries; HRDC, NSA; NEDLAC; Presidential Clusters; PYEI, YES,NYDA; NGOs; SETAs,

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[7] Statistics South Africa, Quarterly Labour Force Surveys, Q1 2018 & Q1 2023.

[8] The best method of getting more employment is to foster an economy in which employment-generating firms are multiplying and expanding as fast as possible. Outlining what a broad reform package would look like is beyond the scope of this plan, but it is required.

OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
GOAL 4: CREATE AN ADEQUATE LABOUR MARKET POOL OF DIGITAL AND GREEN SKILLS					
• Develop TVET programmes for digital and green skills	Number of green skills and digital skills Cos	No digital and green CoS	• Establish TVET Centres of Specialisation for digital and green skills.	-Two green skills CoS established - Two digital skills CoS established	Relevant Ministries DHET; TVET Colleges; CSIR; Employer bodies; TVET colleges; universities; DTIC; SETAs
• **Digital divide between the "haves" and "have nots" bridged**	Percentage of school with internet access	80% (2023)[9]	• Provide digital infrastructure and internet connectivity in all public education and training institutions.	100%	
• **Government strategies and plans on digital and green transitions, research and innovation supported**	No of skills development partnerships in digital and green strategies and plans	No baseline	• Establish skills development partnerships to support the research and innovation ecosystem.	All digital and green strategies and plans have skills development partnerships.	
• **Diverse teaching and learning delivery modes adopted**	Number of PSET institutions adopting diverse teaching and learning modes	No baseline	• Develop institutional digital transformation plans for teaching and learning.	Progressive annual improvement from baseline.	
• **Skills development for at-risk and displaced workers provided**	Number of skills development projects for at-risk and displaced workers provided	No baseline	• Develop skills programmes for retrenched workers and workers whose jobs will be affected by the just transition.	Progressive annual improvement from baseline.	

[9] ol.co.za/capetimes/news/angie-motshekga-says-80-of-public-schools-have-internet-connectivity-ae67d60f-6c90-4370-9509-b508abb6cf18

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OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
GOAL 5: STRENGTHEN HRD INSTITUTIONAL CAPACITY, LINKAGES AND COORDINATION					
• **Aligned human and financial resources to strategic objectives**	Evidence of organisational development interventions for HRD institution	Number of unqualified audits in HRD institutions	• Organisation Development support is given to HRD institutions for aligning resources to objectives and priorities.	Unqualified institutional audits	HRDC, All national and provincial ministries, local municipalities, all PSET institutions, Employer bodies, Trade unions, Civil society organisations
• **Strengthened governance, leadership, and management in HRD institutions**	Evidence of governance, leadership, and management for HRD institutions	No baseline	• Capacity development support to improve governance, leadership, and management in HRD institutions	Unqualified institutional audits	
• **Strengthened HRDC capacity for strategy implementation and coordination**	Evidence of capacity development for strategy implementation	No baseline	• Strengthen HRDC Secretariat for strategy implementation and coordination.	HRDS-SA is implemented	
• **Legislated HRDC and HRDS-SA**	Legislated HRDC and HRDS-SA	No legislative backing	• Establish an inter-ministerial task team to explore the need for the HRDC and HRDS to be legislated.	HRDS-SA and HRDC are legislated	
• **Improved safety and security in HRD institutions**	Number of recorded safety and security incidents	No baseline	• Facilitate a discussion with security stakeholders to minimise disruption to education and training.	Reduction in safety and security breaches in HRD institutions	

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OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
• **Aligned national, provincial and local government HRD interventions to HRDS-SA and MSP**	Number of partnerships	No baseline	• Develop partnerships for alignment of HRD interventions.	Number of partnerships established	
• **Responsive programme qualification mix to labour demand**	Occupations in high demand	List of occupations in high demand (Refer to Annexure A)	• Establish a process to measure whether PSET institutions offer qualifications to address high-demand occupations.	PSET institutions are offering qualifications in the OIHD List	
• **Supported community-based organisations and cooperatives with skills development**	Number of CBOs and cooperatives supported with skills development	No baseline	• Develop a user-friendly process to access skills development funding for CBOs and cooperatives to access the skills levy.	Progressive annual improvement	

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OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
GOAL 6: INTEGRATE HRD PLANNING AND IMPLEMENTATION WITH INDUSTRIAL POLICY AND OTHER GOVERNMENT, SOCIAL PARTNER AND INDUSTRY PLANS					
• **HRD integrated with industrial and economic policies**	The number of Plans aligned to HRDS-SA	No baseline	• Strengthen HRDC participation in governmental clusters, industry master plans, provincial skills master plans and sector skills plans.	100%	HRDC, All national and provincial ministries, local municipalities, all PSET institutions, Employer bodies, Trade unions, Civil society organisations
• **Qualifications aligned to industry needs**	Number of qualifications aligned to occupations in high demand (OIHD)	Occupations in High Demand List	• Undertake alignment of qualifications to occupations in high demand. • Develop a communication strategy to promote occupations in high demand, • Establish a process to develop a list of qualifications to address OIHD.	All OIHD have qualifications.	
• **HRD aligned to industry supply and value chains**	Number of industry supply and value chains	No baseline	• Establish partnerships for HRD alignment with relevant role-players in supply and value chains.	Progressive annual improvement	
• **Small and micro enterprises supported skills development, including the informal sector, to create an ecosystem for small business development**	Number of SMEs supported	No baseline	• Increase HRD support to SMEs and the informal sector. • Implement applicable recommendations arising out of the engagement of Micro and Small Enterprises in the Workplace Based Learning South Africa Study	Progressive annual improvement	
• **Skills levies are effectively and efficiently used**	A skills levy review	No baseline	• Initiate a review of the levy grant system and SETA system	Skills levy review completed	

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OUTCOMES	INDICATORS	BASELINE	INTERVENTIONS	TARGETS TO 2030	LEAD AGENCIES
• **Internships and apprenticeship enrolments increased**	Number of internships and apprenticeships	19 536 artisans 40 000 interns	-Engage employers to enrol more internships and apprenticeships	30 000 apprentices and 100 000 interns annually	

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6. MONITORING AND EVALUATION

A monitoring and evaluation framework is developed separately to track performance against the Plan.

7. FINANCING

The Plan will consist of the following sources:

- Voted education budget
- Skills development levies
- Public entity training budgets
- SARS tax incentives
- Corporate social investments
- Donor support
- Private sector funding

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ANNEXURE A: NATIONAL OCCUPATION IN HIGH DEMAND LIST (2023)

OFO CODE	OCCUPATION	OFO CODE	OCCUPATION	OFO CODE	OCCUPATION
2021-222108	Registered Nurse (Medical)	2021-341110	Associate Legal Professional	2021-332101	Insurance Agent
2021-121201	Human Resource Manager	2021-651501	Rigger	2021-311704	Geophysical Technician
2021-132107	Quality Manager	2021-422102	Travel Consultant	2021-134502	College Principal
2021-411101	General Clerk	2021-134501	School Principal	2021-511101	Flight Attendant
2021-121905	Programme or Project Manager	2021-251202	Programmer Analyst	2021-142101	Importer or Exporter
2021-121901	Corporate General Manager	2021-311303	Energy Efficiency Technician	2021-321101	Medical Diagnostic Radiographer
2021-343401	Chef	2021-242101	Management Consultant	2021-351302	Geographic Information Systems Technicians
2021-251201	Software Developer	2021-213201	Agriculture Consultant	2021-432104	Warehouse Administrator / Clerk
2021-215101	Electrical Engineer	2021-214406	Marine Engineering Technologist	2021-213302	Environmental Scientist
2021-214401	Mechanical Engineer	2021-242202	Policy Analyst	2021-221102	Resident Medical Officer
2021-251102	Data Scientist	2021-431102	Cost Clerk	2021-214603	Metallurgical Engineer
2021-121101	Finance Manager	2021-312201	Production / Operations Supervisor (Manufacturing)	2021-422203	Contact Centre Real Time Advisor
2021-132401	Supply and Distribution Manager	2021-222103	Registered Nurse (Child and Family Health)	2021-242207	Compliance Officer
2021-132102	Manufacturing Operations Manager	2021-132407	Airport or Harbour Manager	2021-734206	Loader Operator
2021-121202	Business Training Manager	2021-121903	Physical Asset Manager	2021-524903	Sales Clerk / Officer
2021-215104	Energy Engineering Technologist	2021-242401	Training &Development Professional	2021-213102	General Biologist
2021-222105	Registered Nurse (Critical Care and Emergency)	2021-241108	Forensic Accountant	2021-213110	Medical Scientist
2021-671101	Electrician	2021-681201	Confectionary Baker	2021-311801	Draughtsperson
2021-231101	University Lecturer	2021-213105	Biotechnologist	2021-252201	Systems Administrator
2021-241101	General Accountant	2021-211301	Chemist	2021-431103	Taxation Clerk
2021-215103	Energy Engineer	2021-226302	(SHE&Q) Practitioner	2021-214301	Environmental Engineer
2021-432301	Transport Clerk	2021-111205	Senior Police Officer	2021-711301	Driller
2021-222111	Registered Nurse (Operating theatre)	2021-214901	Biomedical Engineer	2021-653109	Automotive Engine Mechanic
2021-241104	External Auditor	2021-262201	Librarian	2021-711101	Mining Operator
2021-233108	Senior Phase School Teacher (Grades 7 - 9)	2021-334302	Personal Assistant	2021-252301	Computer Network and Systems Engineer
2021-132104	Engineering Manager	2021-652301	Metal Machinist	2021-716108	Seed Processing Machine Operator
2021-251203	Developer Programmer	2021-134503	Faculty Head	2021-214104	Production Engineering Technologist
2021-233107	FET Phase School Teacher (Grades 10-12)	2021-121104	Internal Audit Manager	2021-213204	Wine Maker
2021-142103	Retail General Manager	2021-214202	Civil Engineering Technologist	2021-514201	Skin Care Therapist
2021-332302	Purchasing Officer	2021-212101	Actuary	2021-441602	Skills Development Administrator
2021-322101	Enrolled Nurse	2021-311202	Surveying or Cartographic Technician	2021-216604	Web Designer
2021-111207	Senior Government Manager	2021-341103	Paralegal	2021-251302	Web Developer
2021-733201	Truck Driver (General)	2021-331201	Credit or Loans Officer	2021-652204	Patternmaker
2021-651302	Boiler Maker	2021-422206	Call or Contact Centre Agent	2021-211402	Geophysicist
2021-111204	Senior Government Official	2021-134507	Departmental Head	2021-671102	Electrical Installation Inspector
2021-132405	Fleet Manager	2021-672105	Instrument Mechanician	2021-315303	Aeroplane Pilot

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2021-653306	Diesel Mechanic	2021-214101	Industrial Engineer	2021-331503	Insurance Loss Adjuster
2021-251101	ICT Systems Analyst	2021-121301	Policy and Planning Manager	2021-242210	Business Administrator
2021-133105	Information Technology Manager	2021-213109	Zoologist	2021-215201	Electronics Engineer
2021-261101	Attorney	2021-441903	Program or Project Administrators	2021-212102	Mathematician
2021-653303	Mechanical Fitter	2021-672104	Electronic Equipment Mechanician	2021-216402	Transport Analyst
2021-143905	Call or Contact Centre Manager	2021-321104	Sonographer	2021-653307	Heavy Equipment Mechanic
2021-413201	Data Entry Operator	2021-242403	Assessment Practitioner	2021-733210	Road Construction Plant Operator
2021-331301	Bookkeeper	2021-263507	Adoption Social Worker	2021-313201	Water Plant Operator
2021-335402	Import-export Administrator	2021-651202	Welder	2021-532202	Aged or Disabled Carer
2021-212103	Statistician	2021-311903	Food and Beverage Technician	2021-661304	Diamond Sorter and Evaluator
2021-132402	Logistics Manager	2021-641502	Carpenter	2021-263401	Clinical Psychologist
2021-263101	Economist	2021-242102	Organisation and Methods Analyst	2021-532203	Community Health Worker
2021-242302	Skills Development Practitioner	2021-735101	Deck Hand	2021-653201	Aircraft Maintenance Mechanic
2021-112101	Director (Enterprise / Organisation)	2021-222117	Midwife	2021-214902	Explosive Ordnance Engineer
2021-222116	Nurse Manager	2021-213202	Agricultural Scientist	2021-311702	Metallurgical or Materials Technician
2021-332301	Retail Buyer	2021-241301	Financial Investment Advisor	2021-672107	Special Class Electrician
2021-222101	Clinical Nurse Practitioner	2021-611302	Landscape Contractor	2021-242307	Recreation Officer
2021-132403	Road Transport Manager	2021-642602	Solar Installer	2021-315304	Flying Instructor
2021-121908	Quality Systems Manager	2021-681103	Butcher	2021-264301	Interpreter
2021-671202	Millwright	2021-262202	Information Services Manager	2021-264302	Translator
2021-432201	Production Coordinator	2021-121204	Recruitment Manager	2021-134506	Educational Registrar
2021-514101	Hairdresser	2021-672205	Telecommunications Technician	2021-333401	Property Manager
2021-234102	Intermediate Phase School Teacher (Grades 4-6)	2021-332102	Insurance Broker	2021-242402	Occupational Instructor
2021-235101	Education or Training Advisor	2021-216302	Industrial Designer	2021-213306	Water Quality Analyst
2021-431101	Accounts Clerk	2021-214904	Quantity Surveyor	2021-131201	Aquaculture Farm Manager
2021-216401	Urban and Regional Planner	2021-132410	Maritime Search and Rescue Mission Coordinator	2021-321201	Medical Technician
2021-333101	Clearing and Forwarding Agent	2021-733211	Remotely Operated Vehicle (ROV) Pilot	2021-641501	Carpenter and Joiner
2021-311301	Electrical Engineering Technician	2021-242215	Fraud Examiner	2021-214605	Metallurgist
2021-111202	General Manager Public Service	2021-711302	Rock Drill Operator	2021-313901	Integrated Manufacturing Line Process Control Technician
2021-522301	Sales Assistant (General)	2021-211302	Manufacturing Research Chemist	2021-134205	Health Service Specialised Clinic Manager
2021-235102	Education or Training Reviewer	2021-542203	Special Forces Operator	2021-333201	Events Manager
2021-132301	Construction Project Manager	2021-243201	Communication Coordinator	2021-312103	Engineering Supervisor
2021-214201	Civil Engineer	2021-312202	Maintenance Planner	2021-441501	Filing or Registry Clerk
2021-333301	Recruitment Officer	2021-711201	Mineral Processing Plant Operator	2021-352102	Camera Operator (Film, Television or Video)
2021-734402	Forklift Driver	2021-242208	Organisational Risk Manager	2021-213104	Biochemist
2021-234201	Early Childhood Development Practitioner	2021-241103	Tax Professional	2021-221207	Pathologist

2021-422601	Receptionist (General)	2021-241107	Financial Accountant	2021-211401	Geologist
2021-226201	Hospital Pharmacist	2021-216502	Surveyor	2021-235601	ICT Trainer
2021-226203	Retail Pharmacist	2021-334102	Office Administrator	2021-311101	Chemistry Technician
2021-311401	Electronic Engineering Technician	2021-511302	Tour Guide	2021-431203	Statistical Clerk
2021-652302	Fitter and Turner	2021-332204	Commercial Services Sales Agent	2021-431204	Insurance Claims Administrator
2021-641201	Bricklayer	2021-121909	Sustainability Manager	2021-712101	Metal Processing Plant Operator
2021-122301	Research and Development Manager	2021-121910	Water Asset Manager	2021-671203	Mechatronics Technician
2021-216603	Multimedia Designer	2021-343201	Interior Designer	2021-671301	Electrical Line Mechanic
2021-141201	Café (Licensed) or Restaurant Manager	2021-132404	Warehouse Manager	2021-683401	Upholsterer
2021-432101	Stock Clerk / Officer	2021-333905	Supply Chain Practitioner	2021-422205	Contact Centre Forecast Analyst
2021-541401	Security Officer	2021-715301	Sewing Machine Operator	2021-235904	Examination Supervisor
2021-221101	General Medical Practitioner	2021-252901	ICT Security Specialist	2021-331501	Valuer
2021-143901	Facilities Manager	2021-121103	Credit Manager	2021-514204	Nail Technician
2021-412101	Secretary (General)	2021-252101	Database Designer and Administrator	2021-225101	Veterinarian
2021-311904	Manufacturing Technician	2021-226401	Physiotherapist	2021-226301	Environmental Health Officer
2021-121902	Corporate Services Manager	2021-242211	Internal Auditor	2021-216101	Architect
2021-642601	Plumber	2021-642607	Pipe Fitter	2021-214905	Agricultural Engineer
2021-653101	Automotive Motor Mechanic	2021-134901	Environmental Manager	2021-684905	Vehicle Body Builder
2021-222114	Nurse Educator	2021-312102	Miner	2021-214102	Industrial Engineering Technologist
2021-213205	Food and Beverage Scientist	2021-541101	Fire Fighter	2021-441201	Courier
2021-261901	Adjudicator	2021-222112	Registered Nurse (Surgical)	2021-134903	Small Business Manager
2021-513101	Waiter	2021-334103	Call Centre Team Leader	2021-264303	Linguist
2021-133101	Chief Information Officer	2021-222110	Registered Nurse (Mental Health)	2021-214302	Environmental Impact and Restoration Analyst
2021-432102	Dispatching and Receiving Clerk / Officer	2021-312101	Mining Production Supervisor	2021-732202	Taxi Driver
2021-671208	Transportation Electrician	2021-734301	Crane or Hoist Operator	2021-321107	Operating Theatre Technician
2021-121206	Health and Safety Manager	2021-122105	Customer Service Manager	2021-243301	Industrial Products Sales Representative
2021-242303	Human Resource Advisor	2021-313203	Water Process Controller	2021-252902	Technical ICT Support Services Manager
2021-133102	ICT Project Manager	2021-342204	Sports Coach or Instructor	2021-734210	Scraper Operator
2021-131101	Agricultural Farm Manager	2021-311217	Water Control Officer	2021-515103	Commercial Housekeeper
2021-122101	Sales and Marketing Manager	2021-242103	Business Development Officer	2021-263206	Heritage Consultant
2021-532901	First Aid Attendant	2021-263501	Social Counselling Worker	2021-681301	Dairyman
2021-214601	Mining Engineer	2021-311501	Mechanical Engineering Technician	2021-421401	Debt Collector
2021-222104	Registered Nurse (Community Health)	2021-132201	Mining Manager	2021-642701	Air-conditioning and Refrigeration Mechanic
2021-422501	Enquiry Clerk	2021-733101	Bus Driver	2021-221203	Emergency Medicine Specialist

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2021-683101	Tailor	2021-541501	Intelligence Operator	2021-431301	Payroll Clerk
2021-122103	Director of Marketing	2021-733204	Tanker Driver	2021-264103	Technical Writer
2021-234101	Foundation Phase School Teacher	2021-541201	Traffic Officer	2021-216301	Fashion Designer
2021-133103	Data Management Manager	2021-652201	Toolmaker	2021-134904	Office Manager
2021-332201	Commercial Sales Representative	2021-143906	Caravan Park and Camping Ground Manager	2021-243203	Corporate Communication Manager
2021-311701	Mining Technician	2021-121904	Contract Manager	2021-734101	Agricultural Mobile Plant (Equipment) Operator
2021-214501	Chemical Engineer	2021-311901	Forensic Technician (Biology, Toxicology)		
2021-211406	Hydrologist	2021-264102	Book or Script Editor		
2021-214403	Aeronautical Engineer	2021-715302	Clothing, Textile and Leather Goods Production Operator		
2021-532904	Personal Care Assistant	2021-122201	Advertising and Public Relations Manager		
2021-243103	Marketing Practitioner	2021-515101	Hotel Service Manager		
2021-221210	General Medicine Specialist Physician	2021-313501	Metal Manufacturing Process Control Technician		
2021-241102	Management Accountant	2021-261107	Legal Manager		
2021-216601	Digital Artist	2021-231102	University Tutor		

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ANNEXURE B: SKILLS GAPS

Skills gaps refer to top-up skills and vary from one individual to another. The identification of skills gaps research study conducted in 2023 revealed the following common skills gaps:[10]

Foundation Skills	Job-related skills (Technical skills)	Soft skills		Cognitive skills
		Inter-personal	Intra-personal	
Reading	Leadership	Customer care (service orientation)	Proactiveness	Problem-solving
Writing	Administration and Management (HR, Finance, Project, Operations, Marketing, Business, etc.)	Communication	Flexibility	Analytical (Critical) thinking
Numeracy	Planning	Collaboration and Teamwork	Time management	Decision making
Speaking	Organising	Resource management (finances, HR, water, energy, waste)	Adaptability	Creative thinking
Oral and written comprehension (Active listening)	Designing (technology design)	Public speaking	Discipline	Analytical thinking
Basic Computer skills	Selecting relevant equipment/ tools/ machinery /methodology /technology	Active citizenry	Strong work ethic	Logical reasoning
Media Literacy	Using appropriate equipment/ tools/machinery/methodology/technology (operations and control)		Managing your money	Memory
	Analysing (operations, data, information, policy, QC, etc.)		Reliability	Learning to learn (Active learning)
	Installation		Accountability	Self-reflection
	Repairing		Positive attitude	Judgement
	Maintenance		Ethical practices (integrity)	
	Troubleshooting		Self-awareness	
	Conflict resolution (negotiation)		Cultural awareness (functioning in a diverse environment)	
	Digital and AI		Social-perceptiveness (Empathy)	
	Physical strength		Environmental awareness	

[10] LMIP (2023) Identification of skills needs. Labour market Intelligence Programme.

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