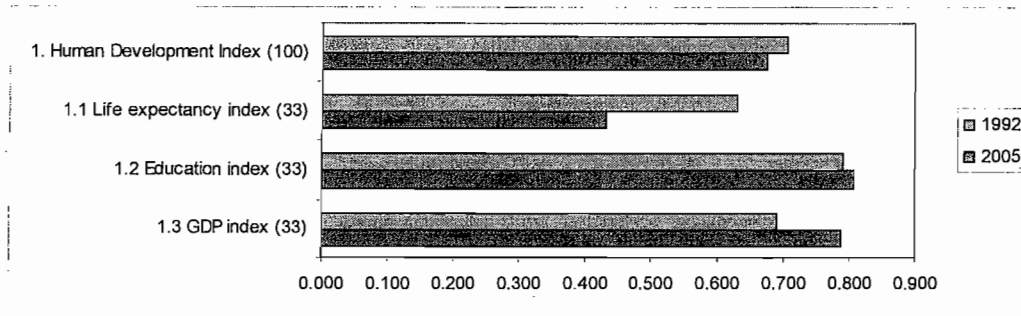


life expectancy index, which in turn is highly sensitive to the impact of HIV/AIDS. It is notable, for the HRD Strategy that the education index improved only marginally between 1992 and 2005. The reduction in the life expectancy index is somewhat offset by the improvement in the GDP index in this period.

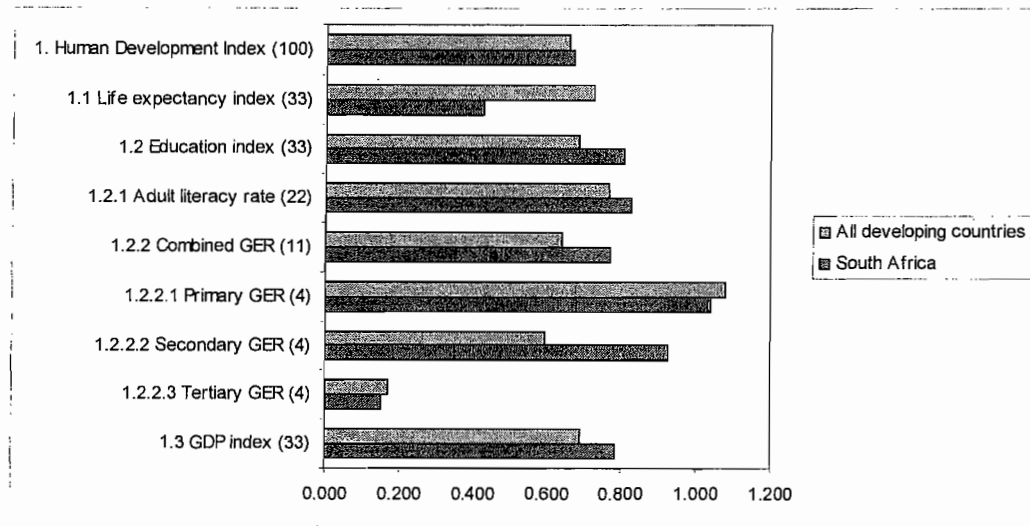
Figure 1: *South Africa's HDI values in 1992 and 2005*



Source: UNDP (1995); UNDP (2007)

Figure 2 below illustrates all the constituent parts of the HDI for South Africa, and for developing countries as a whole. South Africa has a significantly higher secondary school gross enrolment ratio (GER), compared to the average for other developing countries.

Figure 2: Detailed decomposition of South Africa's 2005 HDI



Source: UNDP (2007); UNESCO (2007).

With regard to education indices, South Africa is generally better off than the average for all developing countries, with the exception of primary Gross Enrolment Ratio and the Tertiary (Higher Education) Gross Enrolment Ratio. These latter areas clearly warrant attention within the country's HRD Strategy. Even though South Africa's aggregate education index is notably better than the average for developing countries, our life expectancy index is significantly lower. This validates the prioritization of health-related matters within the Government's programme of action. It also underscores importance of accounting for health-related matters within the HRD Strategy.

10. GOALS OF THE HRD STRATEGY

The HRD strategy is explicitly intended to contribute to the attainment of the following national goals:

- To urgently and substantively reduce the related scourges of poverty and unemployment in South Africa;
- To promote justice and social cohesion through improved equity in the provision and outcomes of education and skills development programmes; and
- To substantively improve national economic growth and development through improved competitiveness of the South African economy.

In pursuance of the above goals, this HRD strategy is designed to complement the range of purposefully developed development interventions to achieve the following:

- An improvement in South Africa's Human Development Index and the country's position in global HDI ranking;
- An improvement in the measure and ranking of South Africa's economic competitiveness;
- A reduction in the Gini coefficient (corresponding to a reduction in the inequality of wealth in the country); and
- An improvement in the measure of social cohesion as measured through specific social surveys.

11. THE STRATEGY

20-YEAR STRATEGIC FRAMEWORK

Strategic Priority One:

To ensure universal access to quality Early Childhood Development, commencing from birth up to age four.

Strategic Priority Two:

To eradicate adult illiteracy in the population.

Strategic Priority Three:

To ensure that all people remain in education and training until age 18 years.

Strategic Priority Four:

To ensure that all new entrants into the labour market have access to employment-focused education and training opportunities.

Strategic Priority Five:

To ensure that levels of investment is above the global average for all sectors of the education and training system.

Strategic Priority Six:

To ensure that inequality of education outcomes in education and training outcomes is significantly less than income inequality prevailing at that time.

Strategic Priority Seven:

To ensure that education and training outcomes are equitable in terms of race, gender, disability, and geographic location.

Strategic Priority Eight:

To ensure that the balance of immigration and emigration reflects a net positive inflow of people with priority skills required for economic growth and development.

Strategic Priority Nine:

To ensure that all adults in the labour market (unemployed and employed) have access to education and training opportunities that will enable them to acquire a minimum qualification at Level 4 of the NQF.

Strategic Priority Ten:

To ensure progressive improvement in the external efficiency of higher education, Further Education and Training and the occupational learning system.

Strategic Priority Eleven:

To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its economic competitiveness.

Strategic Priority: Twelve

To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its human development index.

Strategic Priority Thirteen:

To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its knowledge and education dimension of the Human Development Index, as measured by the adult literacy rate (with two-thirds weighting) and the combined primary, secondary, and tertiary gross enrolment ratio (with one-third weighting).

Strategic Priority Fourteen:

To ensure that South Africa is ranked in the top 10% of comparable countries in terms of its technology and innovation index.

Strategic Priority Fifteen:

To ensure that South Africa ranks in the top 10% of comparable countries in terms of levels of human capital stock in respect of the indicators contained in Table 2 below.

Table 2: Indicators for 20-year Strategic Framework

Category	Indicator
EDUCATION AND TRAINING	Literacy rate of 15-24 years olds (Youth Literacy Rate)
	Adult Literacy Rate of the Population 15 +
	Percentage of population over 15 with no education
	Percentage of population over 15 with primary education completed
	Percentage of population over 15 with Grade 12/Std. 10 completed
	Percentage of population over 15 with higher education completed
	Education level of the bottom 10 % of twenty-year olds in terms of education attainment
OCCUPATIONAL CATEGORIES	Number of Engineers per 100 000 of the population
	Number of medical doctors per 100 000 of population
	Number of doctoral graduates per 100 000 of the population
	R&D personnel (number in FTE) per million of the population
TECHNOLOGY DIFFUSION AND ACCESS	Researchers in R&D (per million people)
	Innovation Linkages Index
	Readiness of Information Technology Index
	Innovation Policy Index
	Innovation Capacity Index
	Networked Readiness Index
HEALTH	% of population over 5 years who have been immunized
	Life Expectancy

5-YEAR MEDIUM TERM STRATEGIC FRAMEWORK: STRATEGIC PRIORITIES ONE TO NINE, WITH INDICATORS AND BROAD 5-YEAR TARGETS

The 5-year Strategic Framework seeks to provide a Medium-Term Strategic Framework (MTSF) for HRD in South Africa. The commitments, strategic priorities and activities contained within the 5-year Strategic Framework are explicitly designed to respond to the challenges enumerated earlier. The Commitments below are written as a collective commitment by all stakeholders in response to a call to action. The word “we” is therefore used to signify a collective commitment and common purpose.

COMMITMENT ONE: We will urgently overcome the shortages in the supply of people with the priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth:

- Strategic Priority 1.1: To accelerate training output in the priority areas of design, engineering and artisans that is critical to the manufacturing, construction and cultural industries.
- Strategic Priority 1.2: Increase the supply of skilled personnel in the priority areas of design, engineering, artisans that are critical to manufacturing, construction and cultural activities through net immigration.
- Strategic Priority 1.3: To accelerate the number of new training graduates in priority economic sectors identified in ASGISA and the NIPF and IPAP.

COMMITMENT TWO: We will increase the supply of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities:

- Strategic Priority 2.1: To ensure that skills development planning is credible, integrated, coordinated and responsive to social and economic demands.
- Strategic Priority 2.2: To ensure that skills development programmes are demand-led through substantive and systematic input from employers in the determination of skills demands for the country.
- Strategic Priority 2.3: To improve the employment outcomes of post-school education and training programmes.
- Strategic Priority 2.4: To ensure that FET and HET are responsive to the skills demands arising from South Africa’s social and economic development imperatives.

COMMITMENT THREE: We will ensure universal access to, and urgently improve the quality of, basic education and schooling (up to Grade 12) in a manner that is purposefully focused on achieving a dramatic improvement in the education outcomes for the poor, on equipping learners with optimal capacity for good citizenship, and to pursue post-school vocational education and training or employment:

- Strategic Priority 3.1: To ensure equity in education inputs and learning outcomes.

- Strategic Priority 3.2: To ensure that education outcomes promote values that are consistent with good citizenship and provisions of the South African Constitution.
- Strategic Priority 3.3: To improve learner performance and quality of education in the schooling system.
- Strategic Priority 3.4: To expand age-appropriate participation in Early Childhood Education.
- Strategic Priority 3.5: To improve the percentage pass rate in Grade 12 and ensure that the profile of passes is commensurate with the country's social and economic imperatives.
- Strategic Priority 3.6: To ensure that all learners, especially the poor, have access to basic health-promoting interventions.

COMMITMENT FOUR: We will urgently implement skills development programmes that are purposefully aimed at overcoming the related scourges of poverty and unemployment:

- Strategic Priority 4.1: To ensure that unemployed adults, especially women, have access to skills development programmes that are explicitly designed to promote employment and income-promoting outcomes.
- Strategic Priority 4.2: To ensure that all unemployed adults have access to training opportunities in Literacy and Adult Basic Education and Training (ABET).
- Strategic Priority 4.3: To accelerate the participation and graduation rates of learners coming from poor families or households in FET and HET.

COMMITMENT FIVE: We will ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment:

- Strategic Priority 5.1: To accelerate the implementation of training programmes for youth that is focused on employment-creation.
- Strategic Priority 5.2: To leverage public and private sector programmes to create employment opportunities and work experience for new entrants into the labour market.
- Strategic Priority 5.3: To improve the coverage and efficacy of vocational guidance and labour market information in a manner that promotes the optimal uptake of training and employment opportunities available to youth.

COMMITMENT SIX: We will improve the technological and innovation capability and outcomes within the public and private sectors to enhance our competitiveness in the global economy and to meet our human development priorities:

- Strategic Priority 6.1: To increase the supply of skilled personnel in areas of Science, Engineering and technology.
- Strategic Priority 6.2: To improve South Africa's performance in areas of teaching, research, innovation and the commercial application of high-level science, engineering and technology knowledge.

COMMITMENT SEVEN: We will ensure that the Public Sector has the capability to meet the strategic priorities of the South African Developmental State:

- Strategic Priority 7.1: To improve the credibility and impact of training in the public sector on improving service delivery.

- Strategic Priority 7.2: To leverage the Sector Education and Training Authorities to contribute optimally to capacity development in the public sector.

COMMITMENT EIGHT: We will establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRDS-SA:

- Strategic Priority 8.1: To improve the credibility, validity, utility and integrity of the various data and management information systems that are vital for successful planning and implementation of the HRDS-SA.

12. THE ROLE OF THE THREE SPHERES OF GOVERNMENT AND SECTOR DEPARTMENTS IN THE HRD STRATEGY FOR SOUTH AFRICA

Many provinces have already instituted, to varying degrees, HRD strategies in response to strategic priorities within their jurisdictions. These strategies are derived from the respective provinces' Growth and Development Strategies. Similarly, various occupation-specific HRD strategies have been or are being developed. Some notable examples include occupational categories for educators and medical staff.

It is not feasible or desirable to have a central HRD strategy that covers the full HRD mandates of all departments and spheres of Government, the private sector and civil society. Consequently, there is no expectation that Departmental, Provincial and Local Government and occupational HRD Strategies need to be a simple sub-set of the HRDS-SA. They need to reflect the priorities of the HRDS-SA through the lens of local conditions and/or sectoral conditions, cater for the indicators over which they have jurisdiction, and include activities and programmes that cater for their own strategic priorities and imperatives.

Many departments and entities have clearly defined roles in relation to the HRDS-SA. The indicators and activities related to each line-department or sub-system (such as education and the occupational learning system) expressed in the HRDS-SA would be transacted through the respective coordinating and/or National Intergovernmental Forums (such as MINMECs) to ensure inter-sphere integration of planning and delivery of the targets identified. This relates in particular to indicators related to Education and Health for which Provinces have a statutory mandate.

In addition, the HRDS-SA MTSF, referred to above, is intended to provide a framework for the elaboration of Department, Provincial, and Local Government-specific HRD strategies and plans. These strategies and plans need to be designed to respond to local priorities and imperatives. The indicators and activities, contained in the HRDS-SA thus serve as minimum guidelines to be operationalised in Provincial and Local Government HRD Strategies. In addition, Provinces and Local Government may also adopt Special Programmes that are specific to the Province.

In order to make reporting credible and manageable, all spheres of government and departments will report only against those indicators contained in the HRDS-SA, and not those that relate to their specific indicators or Special Programmes.

13. THE ROLE OF LABOUR AND BUSINESS IN RELATION TO THE HRD STRATEGY FOR SA

The scope and importance of the HRDS-SA for South Africa's development agenda dictates that it depends for its success on the full contribution of all social partners. While Government, in terms of its mandate and the public resources it holds in trust, has a significant role to play, it cannot perform this role optimally without substantive input from labour and business.

It is vital that this HRDS-SA is recognized as one that transcends the boundaries of Government endeavour. Labour and Business are engaged in numerous significant activities which shape both the policy environment and the development of human resources in the country.

In view of the above, explicit and credible institutional mechanisms will be established to facilitate conditions that will allow for the optimal and substantive participation of labour and business in the planning, stewardship and monitoring and evaluation of this strategy. These mechanisms are outlined below.

14. MECHANISMS FOR THE EFFECTIVE STEWARDSHIP, COORDINATION AND MANAGEMENT OF THE HRD STRATEGY FOR SOUTH AFRICA

The mechanisms and tools for the stewardship, coordination and management of the HRDS-SA is predicated on: (a) integration with the existing institutional mechanisms established to achieve integrated planning and intergovernmental coordination; and (b) a tripartite model for coordination and consultation.

The primary institution for HRD coordination is the HRD Sub-Committee of the Cabinet Investment and Employment Committee, the Cabinet being the highest decision-making body. The HRD Sub-Committee will be chaired by a minister, who shall be responsible for the overall stewardship of the HRDS-SA. Each Province will be encouraged to establish an HRD sub-committee of the Provincial Executive Council Economic Cluster for the stewardship, coordination and management of the provincial government activities pertaining to HRD. In addition, the President's Coordinating Council will be the primary vehicle for facilitating intergovernmental coordination and integration of the HRDS-SA.

Ministerial bilateral meetings for the purpose of achieving coordination and integration of activities within specific ministries will be institutionalised. Examples in this regard, include the transaction of matters pertaining to common concerns between the Ministry of Labour and the Ministry of Education, or between the Ministry of Trade and Industry and the Ministry Science and Technology,

or between those ministries that have a direct interest in specific occupational categories, on the one hand, and the Ministries of Labour and Education, on the other hand.

The above structures will be supported at a technical level by Directors-General at a national level, and Heads of Department at a provincial level. The Directors-General Economic cluster will take responsibility for technical support to the HRD Sub-Committee of the Cabinet Investment and Employment Committee on matters related to the HRDS-SA. The Provincial Heads of Department Economic cluster will take responsibility for technical support of the HRD sub-committee of the Provincial Executive Council Economic Cluster.

An HRD Secretariat will be established within the Department of Education or the Presidency with requisite capacity to implement the day-to-day activities arising from the stewardship, coordination, management and implementation of the HRDS-SA.

The active involvement of Business and Labour is vital to the success of the HRDS-SA. To give effect to the tripartite model, we will establish the South African Joint Commission on Strategic Human Resources Development, to be comprised of all major stakeholders from Government, labour and business. This structure could either be constituted as a subcommittee within NEDLAC or as a separate structure, under the chairpersonship of the Presidency. The merits of these options will be considered in consultation within Government and with social partners. This joint commission will be fashioned largely on the successful elements of the successful JIPSA model and be comprised of principals and senior representatives from Government, as well as senior representatives from Labour and Business. It will be chaired by the Presidency and the following Ministers shall be members of the Commission: Ministers of Education; Labour; Trade and Industry; Science and Technology; Public Enterprises; Public Service and Administration; Communications; and Home Affairs.

Provincial Skills Development Forums will be strengthened where they already exist and be established in provinces where they do not exist. These forums will play an active role in facilitating HRD activities in the Province in a manner that supports the local growth and development priorities. They will play a key role in the development and support the implementation of the Provincial HRD strategies.

One serious gap in the current HRD coordinating architecture is the lack of explicit and uniform mechanisms throughout the country to incorporate Higher Education Institutions into the HRD planning processes at Provincial (and, by implication, Local Government) level. This is a serious shortcoming, as it robs the provinces (where Higher Education Institutions exist) of an extremely valuable resource for HRD. The incorporation of Higher Education Institutions into the Provincial Skills Development Forums will therefore be actively promoted.

The above mechanisms are graphically represented below. Figure 3 represents the mechanisms for Executive (Political) coordination and management, while Figure 4 represents the mechanisms for coordination and management at a technical level.

Figure 3: Intergovernmental coordination of the HRDS-SA: Political

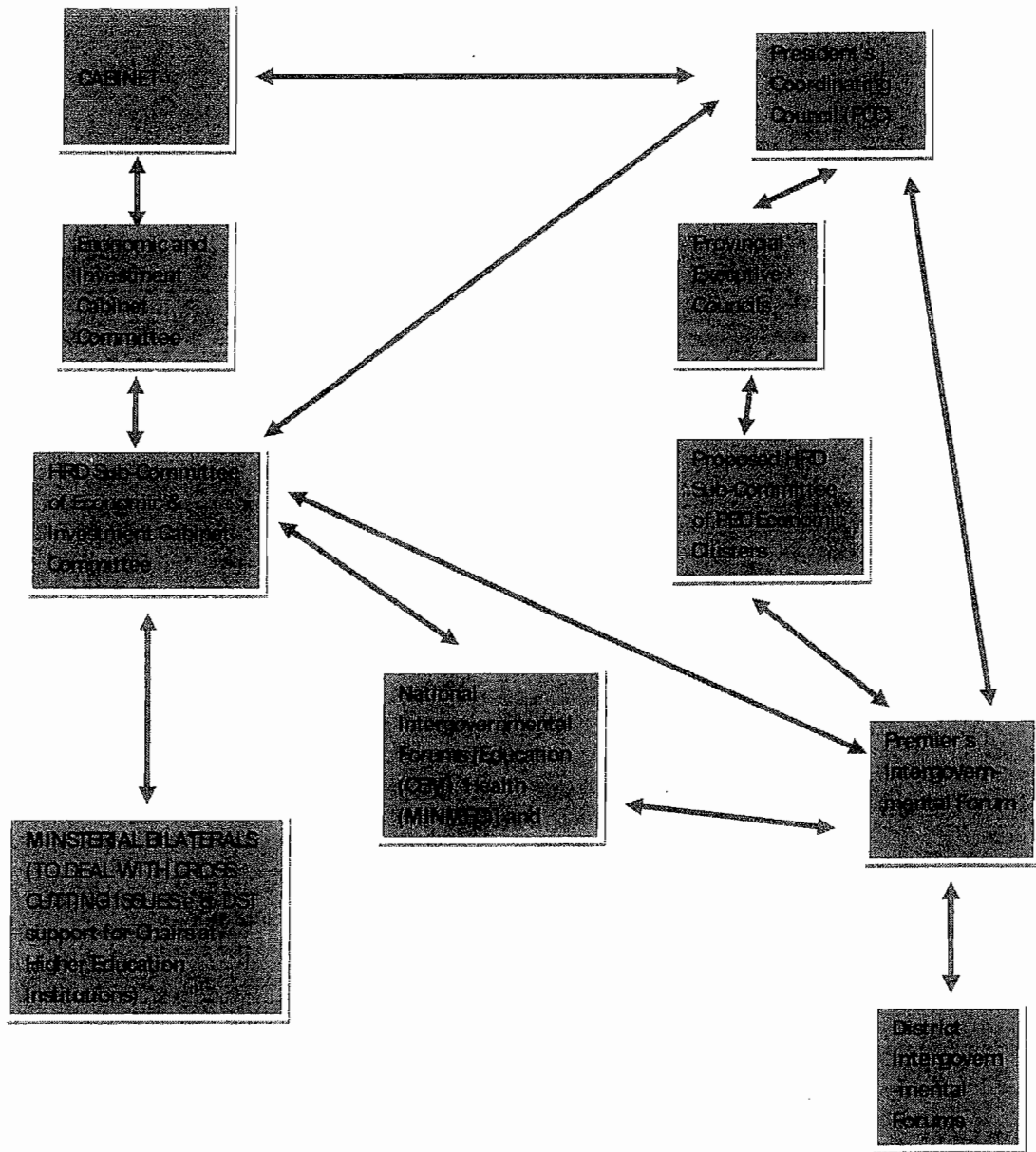
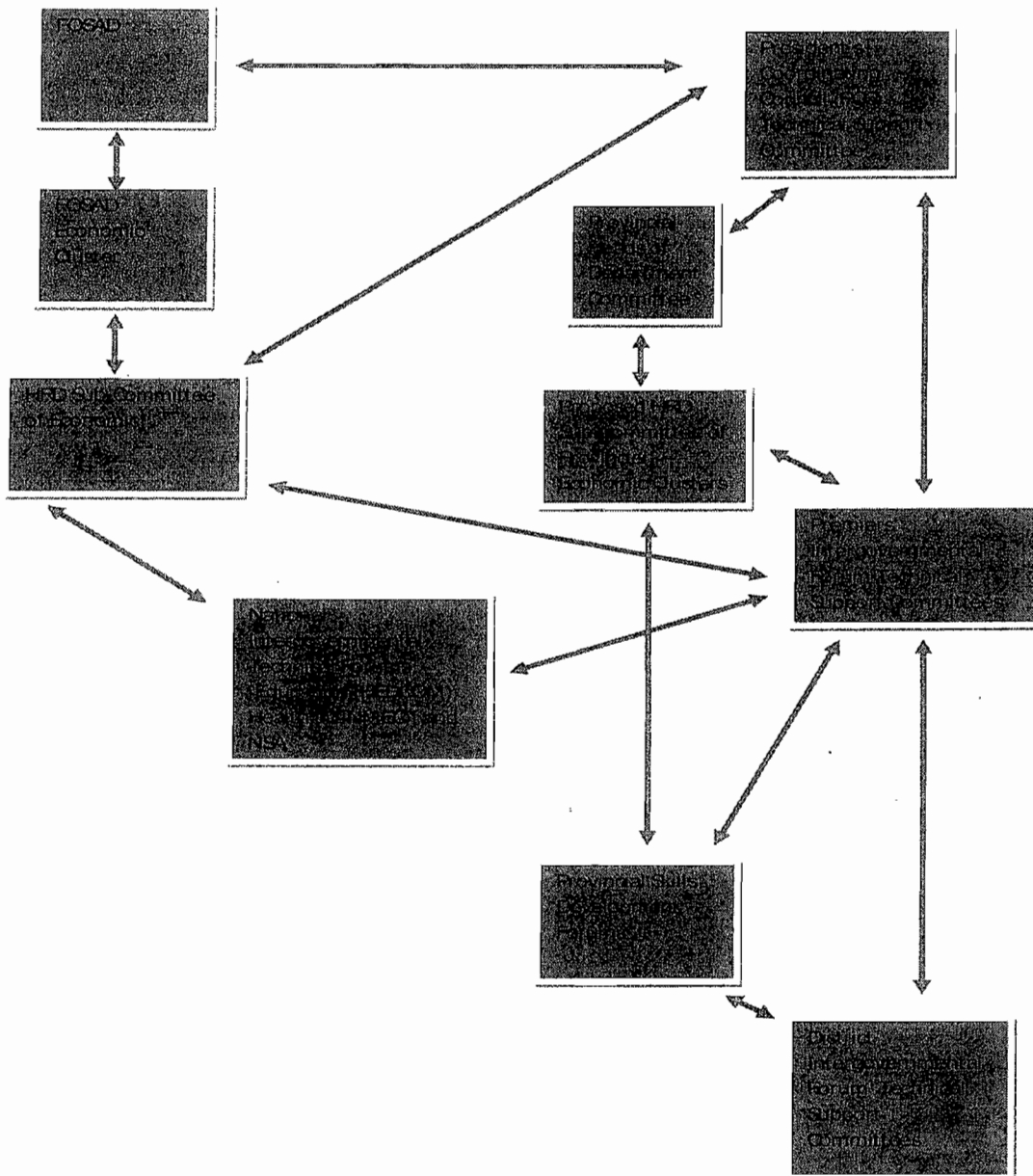


Figure 4: Intergovernmental coordination of the HRDS-SA: Technical



**15. COORDINATION, INTEGRATION AND INSTITUTIONAL ARRANGEMENTS
FOR IMPLEMENTATION OF THE HRD STRATEGY**

The overarching recommendation for achieving integrated planning within Government is to graft the HRD planning mechanisms on the existing architecture for Government-wide planning. This will ensure that the HRDS-SA is fully responsive to Government's strategic priorities. At the same time, it will ensure that HRD planning is able to benefit from the institutional mechanisms, policy frameworks and practices that constitute the thrust of Government planning.

Integration needs to extend beyond Government to effectively marshal the current and potential contribution to HRD that originates from outside of the public sector. This wider integration will be achieved through (i) the institutional mechanisms for coordination established in terms of this strategy, and (ii) the creation of a single and comprehensive process for conducting labour market analysis and the modeling of skills supply and demand for all sectors.

There will be a single process and set of products related to labour market analysis and the modeling of skills supply and demand for all sectors. These analyses must be credible and comprehensive enough to serve the needs of all major users, especially the NSA/Seta's, Higher Education, and Further Education and Training. To achieve this, there will have to be credible capacity that is commensurate with the scope and complexity of the mandate. This could be achieved through the expansion of scope of the ESSA (Employment Services System) which is the system being developed by the Department of Labour. However, this would require that careful attention is paid to institutional location and reporting lines, given that this facility needs to service the full scope of HRD activities. In this regard, the location of this capacity within the HRD Secretariat will be carefully considered.

A substantial HRD conference will be convened by the chairperson of the HRD Cabinet Sub-Committee, in her/his capacity as the primary steward of the HRDS-SA, of all major stakeholders every five years. This conference will consider a substantive five-year HRDS-SA review report, various synthesis reports and the draft HRDS-SA Medium-term Strategic Framework. This conference is intended to be the pre-eminent forum for the coordination and strategic framing of HRD across all sectors of the country.

Annual review reports on the implementation of the HRDS-SA will to be considered by the Joint HRDS-SA Commission (described below), with the aim of soliciting perspectives and mobilizing efforts toward remedial action required and continued implementation of the strategy.

16. ACCOUNTABILITY, MONITORING, EVALUATION AND REPORTING

The HRD Sub-committee of the Cabinet Investment and Employment Cluster has primary responsibility for the monitoring and evaluation of the HRDS-SA. Monitoring and evaluation will be based on indicators and targets contained in this document and to an agreed schedule of reporting and M&E activities.

Reporting on non-governmental activities in areas of HRD in the country that impacts on this strategy will be enhanced. This includes the development of a clearer picture of the wide array of highly commendable activities and investments related to skills development being undertaken in the private sector. The modalities for achieving this objective will be jointly worked out with representatives of business and transacted within the South African Joint Commission on Strategic Human Resources Development. A proposal in this regard will be tabled for consideration at the South African Joint Commission on Strategic Human Resources Development within six months of its establishment.

Quarterly reports will be prepared by responsible institutions and agents for each of the Special Programmes included in the HRDS-SA. These reports will serve primarily as “early warning” signals and will guide implementation and remedial action where required. Targets will be monitored on an annual basis, and the results published in a consolidated Annual Report on the implementation of the HRDS-SA. This annual report will be complemented by the annual reports that will be prepared by each of the departments and agents responsible for the main sub-systems of the education and training system. These reports will serve primarily to review performance and revise targets, where necessary. They will also serve as a key accountability mechanism for the HRDS-SA. A major review, based on systematic evaluation studies and impact assessments, will be conducted every five years. These will include reviews by each of the main sub-systems within education and training, but will substantively rely on independent assessments, which include assessments using alternative data sources (such as those from STATS SA) to those used by line departments.

Each line department and entity responsible for major datasets will table within eight months of the launch of this strategy, for Cabinet approval, the policy framework governing their data specifications, collection, management and utilization. This policy framework will be focused on the scope of the HRDS-SA and will contain a clear schedule detailing the frequency and nature of reports to be made against the relevant indicators contained in the strategy.

17. IMPLEMENTATION OF THE HRDS-SA

The HRDS-SA is, at one level, a coordination framework, intended to combine the key levers of the constituent parts of the HRD system into a coherent strategy. All of the HRD sub-systems (such as the occupational learning system, which includes SETA's; FET; HE; the HRD Strategy for the Public Sector; and the Technology and Innovation System) have detailed strategic priorities, inputs, outputs and performance indicators that are elaborated within their respective strategic plans. There can be little strategic benefit if the HRDS-SA were to simply replicate these details. To give effect to the strategic dimension, the HRD strategy must be greater than the sum of parts, and therefore needs to:

- (1) bring about articulation between sub-systems to allow for optimal achievement of systemic outcomes;
- (2) initiate activities which cannot be done in any of the sub-systems but which is mission-critical for the HRD system in the country;
- (3) facilitate holistic analyses of HRD and the functioning of the labour market;
- (4) deal with shortcomings in labour market information; and
- (5) ensure economies of scale with regard to complex analytical work (such as labour market supply and demand forecasting).

Each of the activities listed in the 5-year strategic framework will be elaborated into a detailed project plan (implementation plan) that will be monitored through quarterly progress reports. This annual project plan will include actual budgeted amounts and must therefore be clearly aligned to the budget process. The first step in implementation, and the first performance measure against which accountability measures will be applied, is the development of clear project plans.

The commencement date for the implementation of this Strategy is 1 April 2009 (the beginning of the 2009/10 Government Financial Year), and the deadline for the finalization of project plans for the first year of implementation is 31 January 2009. For all subsequent years, the deadline for the finalization of project plans to be implemented in a particular year, is 31 January of the preceding Government Financial Year.

The end of the first year of implementation will occasion a substantive review in order to remediate challenges that inevitably arise in the first phase of any substantial enterprise and, most importantly, to align the HRDS-SA with the Programme of Action for the new Government five-year term.

It is essential that the mission-critical activities contained in this Strategy are effectively implemented, as a failure to do so will subvert the success of the entire Strategy. In view of this, a project management unit (PMU) will be established within the HRDS-SA Secretariat to bring in the necessary planning and policy analysis expertise to assist each of the key departments to ensure that project plans are developed and successfully implemented. A report listing the mission-critical activities, as well as a clear plan for their effective implementation, will be tabled at the Ministerial HRD Sub-committee immediately following the adoption of this strategy. The role of the PMU with regard to these mission-critical activities will be clearly spelt out in this report. It is expected that the PMU will work in collaboration with specific departments or entities where a specific mission-critical activity coincides with their mandate.

18. CONCLUSION

The indicators and targets enumerated in this Strategy are critical to South Africa's path toward reduced levels of poverty, unemployment and inequality. They are critical in improving social justice and to achieving sustainable reconstruction and development. The targets are not just numbers; they represent opportunities for changing the lived conditions of people for the better. They will also play a fundamental part in improving community and social cohesion.

One important aim of the HRDS-SA is to provide a framework for the multitude of skills development activities in the country and, in so doing, to render them more purposeful and to improve their impact on the skills challenges of the country. It is hoped that this Strategy will promote the skills development agenda that will take us into the next two decades of development for the country.

HRD represents a key lever for accelerating economic growth and development in South Africa. The responsibilities of Government arising from this Strategy are significant. However, this Strategy is not solely related to the responsibilities of Government. It is a call to all stakeholders and agents that have a role to play in HRD: workers, employers, the non-governmental sector, educators, learners, parents, individuals and the community. It is a call to create a better life for all South Africans.

ANNEXURE A: IMPLEMENTATION PLAN

COMMITMENT ONE: We will urgently overcome the shortages in the supply of people with the priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth.

COMMITMENT ONE: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 1.1: To accelerate training output in the priority areas of design, engineering and artisans that is critical to the manufacturing, construction and cultural industries.	
Strategic Objective	Indicator/outputs
Increase the annual output of engineering graduates in higher education and training	Number of engineering graduates per annum
Increase the annual output of artisan graduates through targeted artisan training	Number of artisans certificated per annum
Increase the annual output of design graduates in FET	Number of design graduates from FET Institutions
Increase the annual output of design graduates in higher education and training	Number of design graduates from Higher Education Institutions
Strategic Priority 1.2: Increase the supply of skilled personnel in the priority areas of design, engineering, artisans that are critical to manufacturing, construction and cultural activities through net immigration	
Strategic Objective	Indicator/outputs
To increase the supply of engineers in shortage areas through targeted immigration of appropriately qualified people	Net difference between immigration and emigration of qualified engineers per year
To increase the supply of persons in areas identified in the immigration quota list through targeted immigration of appropriately qualified people	Net difference between immigration and emigration of qualified people in the listed areas per year

Strategic Priority 1.3: To accelerate the number of new training graduates in priority economic sectors identified in ASGISA and the NIPF and IPAP	
Strategic Objective	Indicator/outputs
To increase the supply of appropriately qualified people to meet the human resource demands in the areas of ICT	Aggregate national output of graduates with qualifications linked to demands in the areas of ICT in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Capital/Transport equipment & Metal fabrication industries	Aggregate national output of graduates with qualifications linked to demands in the Capital/transport equipment & metal fabrication industries in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Automotives & Components industry	Aggregate national output of graduates with qualifications linked to demands in the Automotives & Components industry in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Chemicals, Plastics Fabrication & Pharmaceuticals industries	Aggregate national output of graduates with qualifications linked to the demands in the Chemicals, Plastics Fabrication & Pharmaceuticals industries in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Forestry, Pulp & Paper, & Furniture industries	Aggregate national output of graduates with qualifications linked to the demands in the Forestry, Pulp & Paper, & Furniture industries in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the BPO&O industry	Aggregate national output of graduates with qualifications linked to the human resource demands in the BPO&O industry in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Tourism industry	Aggregate national output of graduates with qualifications linked to the human resource demands in the Tourism industry in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Biofuels industry	Aggregate national output of graduates with qualifications linked to the human resource demands in the Biofuels industry in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Diamond beneficiation & jewelry industry	Aggregate national output of graduates with qualifications linked to the human resource demands in the Diamond beneficiation & jewelry industry in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet the human resource demands in the Agro-processing industry	Aggregate national output of graduates with qualifications linked to the human resource demands in the Agro-processing industry in FET, HET and SETA facilitated training
To increase the supply of appropriately qualified people to meet human resource demands in the Film & Television industry	Aggregate national output of graduates with qualifications linked to the human resource demands in the Film & Television industry in FET, HET and SETA facilitated training

COMMITMENT ONE: ACTIVITIES

Activity
Establish credible technical capability within the HRDS-SA to monitor and facilitate special interventions for accelerating the adequate supply of priority skills (brief will include identification and facilitating resolution of impediments to efficient and integrated skills development in the country) [transact critical interface between demand side (economic strategies, poverty and employers) and supply side (DoL, DoE, private providers)]
Establish active collaboration between the HRDS-SA and the National Skills Authority to monitor and facilitate special interventions for accelerating the adequate supply of priority skills (brief will include identification and facilitating resolution of impediments to efficient and integrated skills development in the country) [transact critical interface between demand side (economic strategies, poverty and employers) and supply side (DoL, DoE, private providers)]
Ensure alignment and integration of targets across all areas of priority skills supply
Increase the capacity and resourcing of relevant engineering faculties to increase the output and quality of engineers in specific priority areas
Ensure that SETA's and FET colleges have demonstrable capability and efficacy in facilitating the acceleration of artisan training in relevant sectors
Reporting regularly on updated scarce skills studies
Incorporate adequate response to the demand for priority skills in credible FET planning and Institutional capacity development through FET recapitalization programme
Incorporate adequate response to the demand for priority skills in credible HE planning and Institutional capacity development
Ensure that the allocation decisions of the National Students Financial Aid Scheme for Higher Education and Further Education and Training is aimed at responding to the demands for priority skills urgently required by the economy
ICT skills development strategy developed and commence with implementation
Establish ICT Skills Development Council
ICT Skills Development Strategy accounted for in SETA SSPs, HE Plans and FET plans.

COMMITMENT TWO: We will increase the supply of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities.

COMMITMENT TWO: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 2.1: To ensure that skills development planning is credible, integrated, coordinated and responsive to social and economic demands	
Strategic Objective	Process Indicators
To ensure that there is a coordinated and credible master scarce skills list that accounts for the imperatives of all key stakeholders and economic sectors	Master Skills List credibility accepted and is utilized by all major stakeholders
To ensure that enrolment planning for FET is guided by a coordinated master scarce skills list that sufficiently accounts for the imperatives of all key stakeholders and economic sectors	FET institutional planning and funding decision are informed by the Master Skills List
To ensure that enrolment planning for HET is guided by a coordinated master scarce skills list that sufficiently accounts for the imperatives of all key stakeholders and economic sectors	HET rolling plan, institutional planning and funding decision are informed by the Master Skills List
To ensure that planning for SETA skills development is based on a coordinated master scarce skills list that sufficiently accounts for the imperatives of all key stakeholders and economic sectors	SETA funding and training facilitation is informed by the Master Skills List
Strategic Priority 2.2: To ensure that skills development programmes are demand-led through substantive and systematic input from employers in the determination of skills demands for the country	
Strategic Objective	Process Indicators
To ensure that employers establish capability for the effective articulation of their assessment of projected demand for skills through annual WSP /ATR submission processes	Capability existing in all economic sectors for systematic and rigorous articulation of employer assessment of the demand for skills in the respective economic sectors
To ensure that the SETA Sector Skills Plans are based on credible and substantive input from employers	Employer input to the development of Sector Skills Plans are systematic, credible and rigorous
To ensure that the Master Scarce Skills List is based on credible and substantive input from employers	Employer input to the development of Master Scarce Skills List are systematic, credible and rigorous
To increase coverage and scope of employer reporting on workplace training activities and spending (including levy and non-levy funded training)	% of levy paying companies who report on total workplace training activities and spending