



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF
THE PREMIER

LIMPOPO HUMAN CAPITAL INVESTMENT STRATEGY 2020-2030

Approved

LIMPOPO

HUMAN CAPITAL

INVESTMENT STRATEGY

(2020-2030)

TABLE OF CONTENTS

NO	ITEM	PAGE NO
01.	List of Acronyms	4
02.	Executive Summary	5-6
03.	Foreword by the Premier	7
04.	Introduction	8
05.	The Process Issues	9-14
06.	Provincial Overview	14-18
07.	Summary of key economic drivers	18-19
08.	Rationale for LHCIS	19-20
09.	Legal Framework	20-26
10.	LHCIS Outline	27-32
	- Broad Context	
	- Local Government Challenges	
	- Industry Challenges	
	- Higher Education challenges	
	- Cumulative Effects	
	- Theory of Change	
11.	Strategic Priorities	32-38
	- Summary of Strategic Priorities	
	- Strategic Priority One	
	- Strategic Priority two	
	- Strategic Priority Three	
	- Strategic Priority Four	
	- Strategic Priority Five	
	- Strategic Priority Six	
12.	Strategic Priorities Action Plan	39-51
13.	Role of SETAs	51-53
14.	Synopsis of skills shortages	54-72
15.	Institutional arrangement and coordination	73-74
16.	Conclusion	75

ACRONYMS

DHET	- Department of Higher Education and Training
DPWRI	- Department of Public Works Roads and Infrastructure
ECD	- Early Childhood Development
GDP	- Gross Domestic Product
HRDS	- Human Resource Development Strategy
HRDSA	- Human Resource Development South Africa
ICT	- Information Communication and Technology
LARD	- Limpopo Department of Agriculture and Rural Development
LDoE	- Limpopo Department of Education
LDP	- Limpopo Development Plan
LHRDS	- Limpopo Human Resource Development Strategy
LHCIS	-Limpopo Human Capital Investment Strategy
LSDF	- Limpopo Spatial Development Framework
MEC	- Member of the Executive Council
MIG	- Municipal Infrastructure Grant
MOU	- Memorandum of Understanding
MTSF	- Medium-Term Strategic Framework
NDP	- National Development Plan
NGO	- Non-Governmental Organization
NIHRDP	- National Integrated Human Resource Development Plan
NSDS III	- National Skills Development Strategy III
NSC	- National Senior Certificate
NQF	- National Qualification Framework
OFO	- Organizing Framework for Occupation
OTP	- Office of the Premier
SETA	- Sector Education and Training Authority
SEZ	- Special Economic Zone
SGB	- School Governing Body
SMME	- Small Medium and Micro Enterprises
TVET	- Technical, Vocational, Education and Training Colleges
PIVOTAL	- Professional, Vocational, Technical and Academic Learning

EXECUTIVE SUMMARY

The Limpopo Human Capital Investment Strategy (LHCIS 2020-2030) is derived from the Limpopo Human Resource Development Strategy (LHRDS: 2015-2019), which placed an emphasis on strong collaboration and partnerships between government and private sector, in pursuance of skills development in the province. The National and Provincial legislation are equally finding an expression in the Limpopo Human Capital Investment Strategy i.e.:

- The National Development Plan.
- The Limpopo Development Plan; and
- The Human Resource Development Strategy South Africa.

All these legal mandates put skills development at the centre of inclusive growth path. The strategy takes into consideration the socio-economic profile of the province. Limpopo Province has huge potential in nine sectors of the economy i.e. Mining, Agriculture, Manufacturing, Tourism, Public Sector, Construction, Wholesale and Retail, Transport and Logistics as well as the Energy Sector. In any development, the importance of ICT (Information and Communication Technology) and the Green Economy, are critical to all the sectors. There are promising expansions of mining activities across districts, which call for an urgent attention to skills development, as a means to increase labour absorption capacities of the mines and other industries. Skills gaps versus the market demand, requires that skills development in the province becomes one of the priorities through which to address socio-economic challenges. The Provincial Growth Points and the Special Economic Zones are given attention in the action plan, which is part of the Strategy.

Limpopo is a youthful province. It has over 5.4 million people of which 36.3% fall into the youth category (i.e. 15 to 35 years). Children and school going age youth represent 33% of the total population. It is critical to note that only 9.2% of the population older than 20 years of age have a Higher Education qualification. At the same time, unemployment stands at 38.9%, the majority of which, are females and the youth (Stats South Africa, Quarterly Labour Force Survey)

The LHCIS is a response to the context as captured above. The key focus is skills development, in order to achieve the main purpose of the LHRDS. The purpose is to:

- Support the broader goals of the NDP to reduce unemployment, alleviate poverty, address service delivery challenges, and reduce the societal inequalities through skills development education and training.
- Give effect to the current Limpopo Development Plan 2020-2025.
- Foster collaboration and cooperation between various role players in support of skills development in the province.
- Create a responsive and demand driven approach in skills development, informed by the Provincial and National development skills requirements and strategies; and
- Create partnerships as a vehicle to drive skills development in the province.

In order to achieve/realize the main thrusts, as encapsulated in the National and Provincial legislation, the Limpopo Human Capital Investment Strategy has identified six strategic priorities, as reflected hereunder:

- **Strategic Priority One:** Strengthening the Public Education system.
- **Strategic Priority Two:** Improving the skills of the Provincial Economy through TVETs and Universities.
- **Strategic Priority Three:** Building a capable workforce.
- **Strategic Priority Four:** Forming Strategic Partnerships to drive skills development in the Growth Points.
- **Strategic Priority Five:** Focus on Higher Education, Training, Research, and Innovation; and Aligning bursary awards with required skills in the Provincial economy
- **Strategic Priority Six:** Promoting Entrepreneurship.

FOREWORD BY THE PREMIER

The Limpopo Province has developed an overarching Limpopo Development Plan (LDP), which derives its mandate from the National Development Plan (NDP) and other mandatory legislation and policy directives. The Plan seeks to provide the basis for socio-economic growth.

It became imperative therefore, that the Province had to engage in a vigorous exercise to review the Limpopo Human Capital Investment Strategy (LHCIS) in order to respond directly to the Limpopo Development Plan, while also giving meaning to other National and Provincial empowering legislation. The Limpopo Human Capital Investment Strategy is the apex in the development of a skilled and capable citizenry, to support the growing Provincial economy.

Limpopo Province has long emphasized that “Development is about people”. This means that any development, which does not put people at the centre is not complete. Through the LHCIS we seek to put into practice the motto by emphasizing skills development as a way to support and grow the economy of the Limpopo Province. I call upon all economic sectors, Provincial departments, and parastatals to support and promote the Limpopo Human Capital Investment Strategy, so that we may fulfill Provincial and National imperatives, in terms of much required skills development.

Together we can build the Limpopo we want.

.....

MR.CHUPU STANLEY MATHABATHA

Premier: Limpopo Province

2. INTRODUCTION

The Limpopo Human Capital Investment Strategy (LHCIS) is a medium-term strategy that provides a platform for an integrated and coordinated approach in the skills development drives in order to meet the skills needs of the province in the medium-term, in support of effective implementation of the Limpopo Development Plan (LDP).

The LHCIS seeks to foster collaboration between the public and private sector, in skills development. It hinges on National and Provincial legal mandates but more emphatically, it seeks to respond to the Limpopo Development Plan, in terms of emphasizing skills development as a way to grow the economy.

The purpose of the LHCIS 2020-2025 is to:

- Support the broader goals of the National and Provincial Government to reduce unemployment, alleviate poverty, address service delivery challenges, and reduce the societal inequalities through skills development education, and training;
- Give effect to the current Limpopo Development Plan 2020-2025;
- Foster collaboration and cooperation between various role players in support of skills development in the province.
- Create a responsive and demand-driven approach in skills development informed by the Provincial and National development plans and strategies; and
- Create Partnerships, with the Private Sector as a vehicle, to drive skills development in the province.

3. THE PROCESS ISSUES

3.1 Background

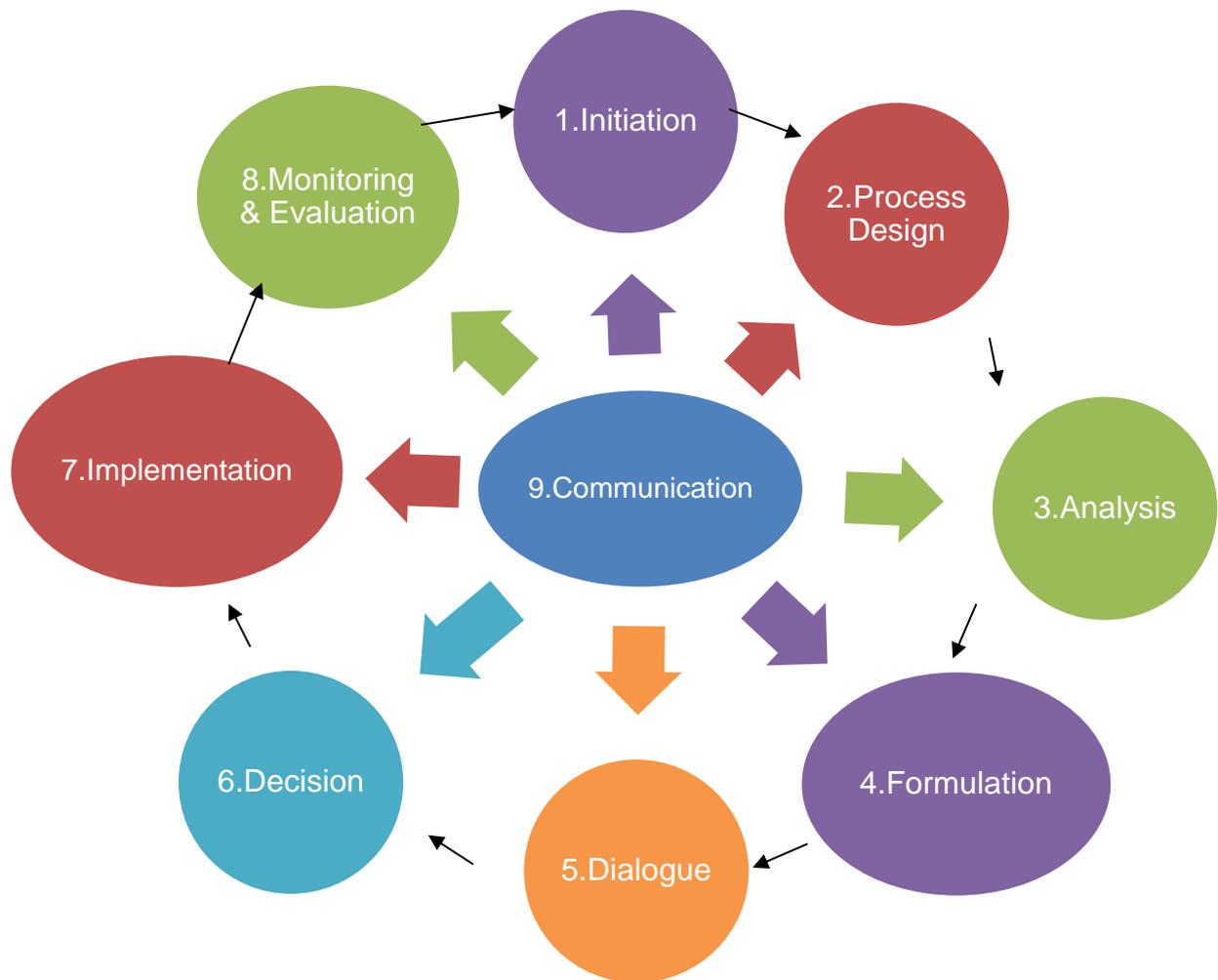
The Limpopo Human Capital Investment Strategy (2020-2030) is not a new policy but a review of the 2015-2019 Strategy. The 2015-2019 Human Resource Development Strategy yielded valuable experiences, which were used as cornerstones for the Limpopo Human Capital Investment Strategy 2020-2030. Some of the concrete experiences are:

- The Human Capital Development system starts at pre-schooling, through schooling and post-schooling phases, which must be linked and prioritized, in order to ensure sustainability.
- Skills development can only be fast-tracked if the Province works with and through TVETs and Universities.
- Industries and other private business must forge partnerships with institutions of higher and further education and with government, in order to deliver skills for the economy.

3.2 Policy Development Model

The Limpopo Human Capital Investment Strategy was reviewed along the lines of the model policy development as depicted in the schematic representation below:

Figure 1: The model illustration of the strategy review processes:



1. Initiation is normally triggered by a need to address an issue or to bring about a solution to an existing challenge. The Limpopo Human Capital Investment Strategy is a response to the fact that the Human Resource Development Strategy 2015-2019 expired. There were also changed legal mandates, which needed to be responded to.

2. Process Design: The LHCIS Activity Plan was drawn up and circulated. Institutional arrangements, in terms of the appointment of members to the Technical Task Team and the Project Steering Committee was undertaken.

3. Analysis: Key legislative mandates and other literature were analyzed.

4. Formulation: The report format was agreed upon through the two committees appointed to drive the process.

5-6. Dialogue and Decision: Decision-making processes commenced with consultative workshops involving various stakeholders with regular communication at all levels. LHCIS dialogue stages, which culminated into the formal adoption of the strategy by EXCO.

7-8. Implementation and Monitoring and evaluation: The implementation of the strategic priorities action plan will be monitored and evaluated to assess the progress made, challenges and interventions for future strategy development.

9. Communication is in the centre of the model. The implication is that communication happened and shall continue to happen on an ongoing basis.

To ensure effective communication two standing committees were formed:

- Project Steering Committee; and
- Technical Task Team

The following stakeholders were consulted in the process of finalization of the strategy:

- Executive Council (EXCO)
- Limpopo Human Resource Development Council
- Limpopo Skills Development Forum
- Head of Departments (HODs)
- Department of Higher Education and Training
- Institutions of Higher Learning
- Sector Education and Training Authorities (SETAs)
- Unions
- Farmer's organization in all 05 Districts in Limpopo Province
- Business Sector
- Mining Sector
- Special Economic Zones (Fetakgomo-Tubatse and Musina-Makhado SEZ)

3.3 Data collection methods

The review process by nature draws a lot of data through secondary data collection methods, such as analyzing and synthesizing information from books, government publications, published statistics, Government Acts, Policy Frameworks and other existing strategic documents.

Primary data collection methods were used in the formulation and design stages. Conversations and interviews were conducted in order to draw experiences and knowledge particularly from employees who were involved in the development of the Limpopo Development Plan and also from some members of the Limpopo Policy Development Forum.

3.4 Literature review

The following key documents were read and analyzed, in order to inform the identification of the priorities, which are in line with the National Development Plan, the Limpopo Development Plan and also the Medium-Term Strategic Framework:

- Provincial Human Resource Development Strategy 2015-2019
- National Development Plan (NDP) Vision: 2030
- Limpopo Development Plan (2020-2025)
- Medium-Term Strategic Framework (MSTF) (2020-2025)
- Human Resource Development South Africa (HRDSA) 2010-2030
- National Skills Development Strategy (NSDS) III (2011-2016)
- The National Skill Development Plan
- National Integrated Human Resource Development Plan 2014-2018
- National Human Resource Development Strategy towards 2030
- Limpopo Spatial Development Framework

The Limpopo Human Capital Invest Strategy is not a new strategy. It is a review of the first Human Resource Development Strategy of the Province. The study was conducted in 2007 with the help of the German International Development Agency, which yielded a lot of data which in turn, gave birth the Provincial Human Resource Development Strategy (2010-2014) and subsequent reviews.

The Strategic priorities are in line with the priorities as encapsulated in the 2020-2025 Strategy, as mechanisms of bridging the skills gap in the Province.

3.5 Validation process

The data that was obtained from the vast literature, which was read and analyzed was arranged into useful information, which then gave birth to the Strategic Priorities. The Strategic Priorities were then consulted and agreed upon by the Technical Task Team and Project Steering Committee.

Before the above formal validation process took place, meetings were held with selected sector Departments such as: LEDET, LARD, GOGHSTA, LDOE, SETAs, HEIs, and others, in order to get their specialized inputs. Some sub-branches in the Office of the Premier made inputs, which were then encapsulated into the draft strategic priorities.

3.6 Consultative workshops

The Limpopo Human Capital Investment Strategy is a product of consultations with the whole array of skills role-players in the Provincial skills landscape.

The 2020-2030 Limpopo Human Capital Investment Strategy went through the following consultation processes:

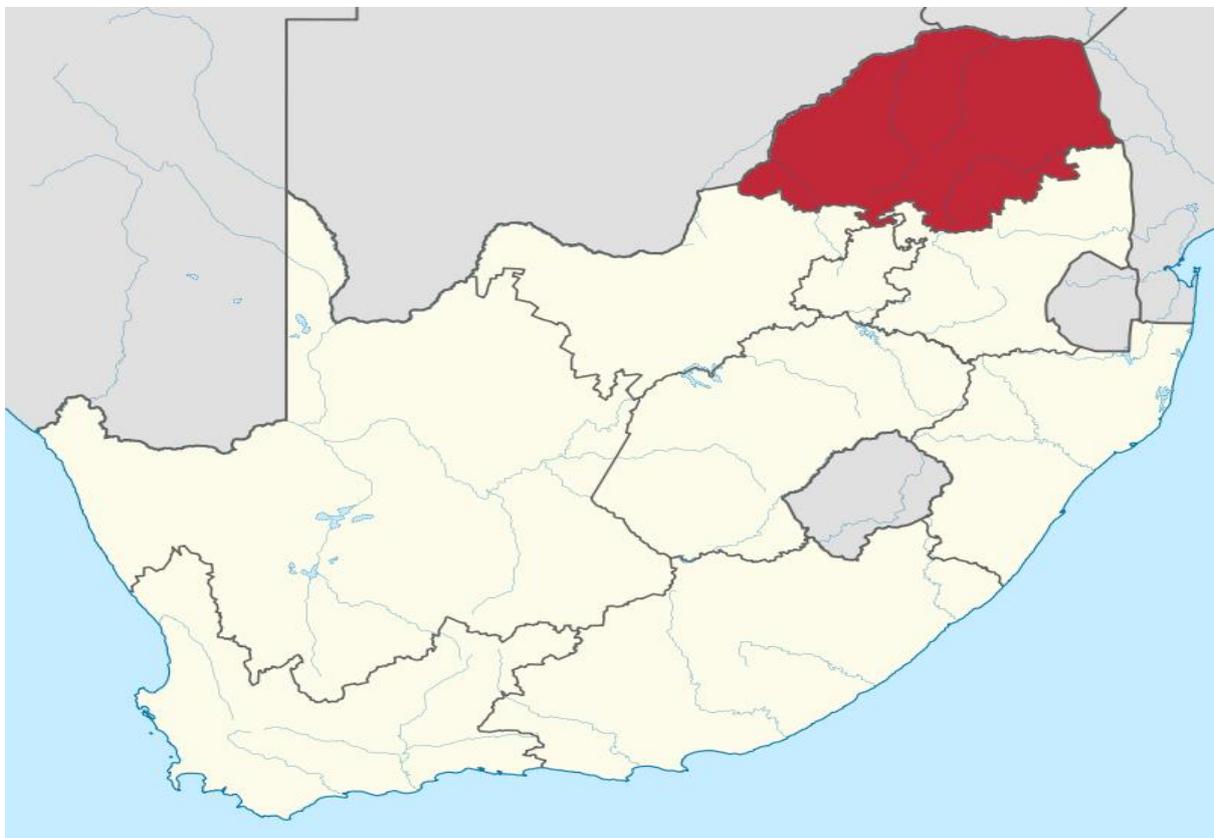
NO	STAKEHOLDERS CONSULTED	DATE
1.	Appointment of technical task team	14/10/2020
2.	Review Inception and Development of Information Solicitation Template	21/10/2020
3.	Meeting Technical Committee Members	30/10/2020
4.	Meeting Technical Committee Members	12/11/2020
5.	Stakeholder Consultation (All SETA's and Sector Departments)	26/11/2020
6.	Development and Presentation of 1 st Draft to the DDG	18/02/2021
7.	Consultation with Limpopo Youth Council	08/04/2021
8.	Developing new milestones	15/04/2021
9.	Limpopo Skills Development Forum	21/09/2021
10.	Business Forums Meeting	23/09/2021

11.	HRDC Meeting	06/10/2021
12.	Meeting with Mining Cluster	02/11/2021
13.	Meeting with institutions of higher learning	24/11/2021
14.	Meeting with the Farmers and Department of Agriculture Limpopo Province	11/02/2022
15.	Meeting with Limpopo Skill Development Forum	17/03/2022
16.	Meeting with Limpopo Human Resource Development Council	16/04/2022
17.	Head of Department Forum (HOD Forum)	25/04/2022
18.	Executive Council (EXCO)	26/05/2022

4. PROVINCIAL OVERVIEW

4.1 Summary of the Provincial profile

Figure 2: Limpopo Province



4.1.1 Limpopo Province has huge potential in the following 9 sectors of the Economy:

- Mining Sector,
- Agricultural Sector,
- Manufacturing Sector,
- Tourism Sector,
- Public Sector,
- Construction Sector,
- Wholesale and Retail Sector,
- Transport and Logistics Sector, and
- Energy Sector.

4.1.2 According to the LDP, mining is the dominant sector in the Provincial economy, contributing almost 29% to the value of total production. Many of the potential projects are related to mining, such as the expansion of Venetia Diamond Mine in Musina, the platinum mines in Sekhukhune District and the Coal mines in Lephalale and Musina-Makhado Corridor. There are growing mines in the Mogalakwena Local Municipality. The implication is that the province must focus on skills related to mining in order to respond adequately to this growth trajectory (Stats SA 2014). Further bearing in mind transformation in the mining sector towards mechanization. This in turn will required a radical change in the skills base in the province. This change cuts across all sectors.

4.1.3 Manufacturing and Tourism remain a force, although they are showing signs of decline. The move to invest in special economic zones (SEZs) has put more impetus towards the growth of manufacturing. Specifically with regard to the manufacturing of mining and agriculture related products (LDP 2015/2019).

4.1.4 According to the LDP, agriculture seems to have stagnated, but it has a high potential, since most of the regions are naturally suitable for agriculture expansion, noting the favorable climate of the region:

- Vhembe District has agricultural potential, tourism in the form of Kruger National Park gateway, mining and logistics(gateway to Africa)
- Waterberg District has agricultural potential, tourism in the form of various game reserves, mining and logistics to neighbouring countries.

- Sekhukhune District, mining, agricultural potential particularly along the Loskop Valley, covering Elias Motsoaledi and Ephraim Mogale Local Municipalities; and logistics
- Mopani is one of the agricultural ,tourism attraction in the form of various game reserves ,and Kruger National Park Gateway and mining. It can still be exploited to realize its full potential.

4.1.5 Limpopo Province has a population of approximately 5.9 million of which, 36.3% fall into the Youth category. This has huge implications for the employability of the Youth and readiness to participate in the growing economy. Children of school-going age represent 33% of the total population. This places a sense of urgency onto the schooling system to ready itself, in terms of access and quality of the schooling system (Stats SA 2021, Mid-year Population Estimates).

4.1.6 Limpopo Province identified ten growth points expressed in the Limpopo Spatial Development Framework (LSDF) review document (2016-2019), which calls for massive capital investments and specific focus in terms of skills development, in order to respond to the competitive and comparative advantage of each Growth Point. According to Census 2011, 18 % of migration happens internally between areas of low economic opportunities to areas of higher economic opportunities. This therefore, further accelerates the urgency to focus on the skills development initiatives in the Growth Points, to improve employability of the people in these strategic areas.

4.1.7 Limpopo has a significant number of people who have no schooling. Only 9.2% of the population older than 20 years have a higher education qualification. See Table 1 below:

Table 1: Breakdown of Education Level-Male and Female

Education Level	Male	Female	Total	Percentage(%)
No Schooling	154 161	344 912	499 073	14%
Some Primary	148 534	185 655	334 189	7%
Completed Primary	56 942	68 870	125 812	9%
Some Secondary	468 557	539 152	1 007 709	36%
Grade 12/Matric	294 986	359 537	654 523	28%

Undergraduate/Postgraduate	117 791	146 733	264 524	6%
Total	1 240 971	1 644 859	2 885 830	100%

This state of affairs places lot of questions on employability of the Youth, particularly those who attained an education level up to Grade 12. According to Census 2011, the unemployment rate stands at 38.9%. The majority of the unemployed are young people and females.

The above scenario points to the direction of skills development to mediate the high level of unemployment and to increase the employability of the youth.

4.1.8 Employment per sector analysis has pointed out a significant shift towards Retailing, which stands at 24.6%, while Mining stands at 12.3%. See Table 2 below:

Table 2: Sectors and Percentages

Sectors	Number (000)	Percentages(%)
Personal Services	82	7.17
Community and Social Services	272	23.78
Finance	91	7.95
Transport and Logistics	47	4.11
Trade	226	19.76
Construction	137	11.97
Utilities/Energy	10	0.87
Manufacturing	60	5.24
Mining, Quarrying	86	7.52
Agriculture, Forestry	133	11.63

Source: QLFS, 2021: Q3

Table 2 above highlights areas of high impact and areas of low impacts in terms of labour absorption capacity of the Provincial economic sectors. Manufacturing as an economic sector should be enhanced through various skills programmes. This sector has a huge potential to create jobs, improve the general livelihoods of the citizens of Limpopo and thus contribute to the socio-economic growth of the province. Tourism continues to play a role although its contribution is often accounted for in various sectors.

4.1.9 The Human Science Research Council highlighted a number of critical points on the manifestation of poverty in Limpopo. Poverty among graduates stands at 5%. This may be pointing out levels of skills amongst graduates or the work readiness of the young graduates in the Province. The study is significant in that it requires intervention in the upgrading of skills amongst the poor, to enable them to access quality jobs for sustainable livelihoods.

4.2. Summary of key economic drivers per District

Generally, the Districts are characterized by Mining, Agriculture, Tourism, Wholesale and Retail and Community Services. Other sectors, such as Construction are also playing a critical role in the economy of each District.

Table 3: Districts and Key Economic Drivers

DISTRICT	KEY ECONOMIC DRIVERS
Sekhukhune District	Agriculture Mining Wholesale and Retail Community/Social Services
Vhembe District	Agriculture Mining Logistics Tourism Wholesale and Retail Community Services
Mopani District	Agriculture Mining Tourism Wholesale and Retail Community Services
Capricorn District	Agriculture Industrial Activities Tourism

	Transport and logistics Mining Community Services
Waterberg District	Mining Agriculture Tourism Community Services

Source: District IDPs

5. RATIONALE FOR LHCIS: WHY DO WE NEED LHCIS

The Limpopo Province has over 499 000 people with no schooling with only 4.9% of the population having a higher education. This is against a background of 38.9% unemployment rate in the province. All these factors are compounded by the fact that poverty amongst graduates stands at 5%.

The reality is that many people in Limpopo do not possess the necessary skills to enter the job market, where semi-and highly skilled labour requirements dominate. Therefore, without basic literacy, numeracy, computer skills and other technical skills, many of them are left without the human capital (or portable knowledge and skills) to make the transition to new occupations and industries. Skills shortages in a number of occupations and economic sectors inhibit economic growth and investment of the province. These skills shortages coexist with a relatively high level of unemployment and is indicative of a mismatch between the supply of and demand for skills.

The above exposition underpinned by the economic profile of the province, highlights the need for developing and implementing a sound Human Resource Development Strategy that would lead to changed conditions in the province.

The Limpopo Human Capital Investment Strategy of the Province is therefore, a tool to harness multi-stakeholder efforts, to strengthen multi-stakeholder collaboration and to strengthen partnerships between various role players, such

as government, business, professional and research bodies, organized labour, civil society, and institutions of higher learning.

A Human Resource Development system comprises of pre-schooling, schooling, post-schooling training and development. Skills are dependent on all parts of the system working effectively together. The Human Resource Development Strategy is such a tool designed to bring all parts to work together in a coordinated manner.

The National Human Resource Development Strategy acknowledges that:

- The economy must expand and be inclusive;
- Skills are at the centre of an inclusive growth path;
- Some weaknesses relate to certain parts of the education and training system not working properly together; and
- There are embedded systemic problems.

It is therefore, pertinent for the Province to develop Limpopo Human Capital Strategy that will contribute to the upliftment of the low skills base of the workforce. This overarching strategy seeks to create space for the HRD Stakeholders to work together in order to achieve the agreed upon objectives.

The greatest priority, therefore, should be to improve levels of educational attainment. Basic schooling should be the first step in ensuring that school leavers and graduates have the foundational skills necessary to function in the modern workplace.

Educational attainment shapes employment opportunities and additionally, it provides a firm foundation for further on-the-job learning and training. Promoting skills requires complementary efforts, supported by the scaling-up of the technical and vocational education and training.

6. LEGAL FRAMEWORK

6.1 National Development Plan (NDP) Vision: 2030

The National Development Plan Vision: 2030 is a plan for the country, which aims to eliminate poverty and reduce inequality by 2030 through uniting South

Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities, enhancing the capability of the state and promoting leadership and partnership throughout the society.

The NDP has identified, amongst others, the following key pillars in order to grow the economy in the country:

- Improving education, training and innovation; and
- Building a capable and developmental state.

It is within the two pillars that the following key drivers are clearly identified as central in the creation of an inclusive growth path:

- Early Childhood Development is a critical component for ensuring that children reach their full potential;
- Further Education, training and skills development in the context of vocational, technical and occupational training is emphasized;
- Higher Education as the apex of the education, training and innovation system; and
- On-going capacity building of the workforce.

6.2 Limpopo Development Plan (LDP): 2020-2025

The Limpopo Development Plan (2020-2025) is a medium-term plan of the Province, aiming at improving the standard of living, reducing poverty, unemployment and inequality through sustainable economic, social, infrastructure and institutional development.

The purpose of the LDP (2020-2025) is, amongst others to:

- Provide a framework for the Strategic Plans of each Provincial Government Department as well as the IDPs (Integrated Development Plan of Municipalities) and Sector Plans of districts and local Municipalities;
- Create a structure for the constructive participation of private sector, business and organized labour towards the achievement of Provincial growth and development objectives; and

- Encourage citizens to become active in promoting higher standards of living within their communities.

6.3 Medium-Term Strategic Framework (MSTF 2020-2025)

The Medium-Term Strategic Framework is a five year implementation plan for the National Development Plan, emphasizing improvement of service delivery, the performance of the public service and the efficiency and effectiveness of local government. It is based on priority systems that focuses on the 7 priorities

The Seven priority outcomes 2019-2024 cover the following areas identified in the NDP. These are:

Priority 1: Capable, Ethical and Developmental State

Priority 2: Economic Transformation and Job Creation

Priority 3: Education, Skills and Health

Priority 4: Consolidating the Social Wage through Reliable and Quality Basic Services

Priority 5: Spatial Integration, Human Settlements and Local Government

Priority 6: Social Cohesion and Safer Communities

Priority 7: Better Africa and World security for all;

6.4 Human Resource Development South Africa (HRDSA) 2010-2030.

The Human Resource Development South Africa (2010-2030) is a framework for the collaboration of departments, Provincial and Local Government. Human Resource Development Strategies and Plan need to be designed to respond to local priorities and imperatives.

In trying to guide the various Human Resource Development Strategies and the plans, the HRDSA made the following commitments:

- **Commitment One:** Overcoming shortages in the supply of people with the priority skills needed to achieve accelerated economic growth;

- **Commitment Two:** Increase the number of appropriately skilled people to meet the demands of current and emerging economic and social development priorities;
- **Commitment Three:** Ensure improved universal access to quality basic education and schooling (up to Grade 12);
- **Commitment Four:** Implement skills development programs aimed at equipping recipients with skills to overcome scourges of poverty and unemployment;
- **Commitment Five:** Ensure that young people have access to education and training that enhances opportunities and increases chances of success in further vocational training and sustainable employment;
- **Commitment Six:** Improve the technological and innovation capability within the public and private sectors;
- **Commitment Seven:** Ensure that the public sector has the capability to meet the strategic priorities of the South African Development State; and
- **Commitment Eight:** Establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRDSA.

6.5 National Skills Development Plan (NSDP 2030)

The NSDP derives from the broader plan of government, namely the National Development Plan (NDP), which aims to put in place the framework whereby we ‘build the capabilities our citizens to make our future work’. It provides a framework for the skills development resource utilization and sets out the linkages with other education and training stakeholders. In order to provide such guidance, the NSDP identified 8 outcomes, namely:

- 6.5.1 Identify and increase production of occupations in high demand
- 6.5.2 Linking education and the workplace
- 6.5.3 Improving the level of skills in the South African workforce
- 6.5.4 Increase access to occupationally directed programmes
- 6.5.5 Support the growth of the public college institutional type as a key provider of skills required for socio-economic development

6.5.6 Skills development support for entrepreneurship and cooperative development

6.5.7 Encourage and support worker-initiated training

6.5.8 Support career development services

6.6 National Integrated Human Resource Development Plan (NIHRDP): 2014-2018.

National Integrated Human Resource Development Plan is a plan premised on the HRDSA to meet the developmental needs of the country. It seeks to achieve a responsive and demand-driven approach to human capital investment, informed by South Africa's development policies and strategies. The key intention of the plan is to provide an actionable, integrated and aligned National Human Resource Development Plan for South African, based on the challenges related to human resources and skills development and to identify and remove systematic blockages. The National Integrated Human Resource Development Plan is premised on the HRD Strategy of South Africa.

The National Integrated human Resource Development Plan has identified five Strategic goals:

Goal 1: Universal Access to Quality Foundation learning;

Goal 2: Expanded access to the post-schooling education system;

Goal 3 Capable public sector with effective and efficient planning and implementation capabilities;

Goal 4: Production of appropriately skilled people for the economy; and

Goal 5: Improved Technological innovations and outcomes.

6.7 National Human Resource Development Strategy (NHRDS): 2030

The HRD Strategy 2030 is a National Strategy to provide guidance to the development of skills and knowledge sets required by a changing economy, nationally, that values knowledge creation and innovation. It supports inclusive growth and development, expands employment and improves labour

absorption levels in the economy. Its ultimate intention is to eliminate poverty with all citizens being empowered to earn a sustainable income.

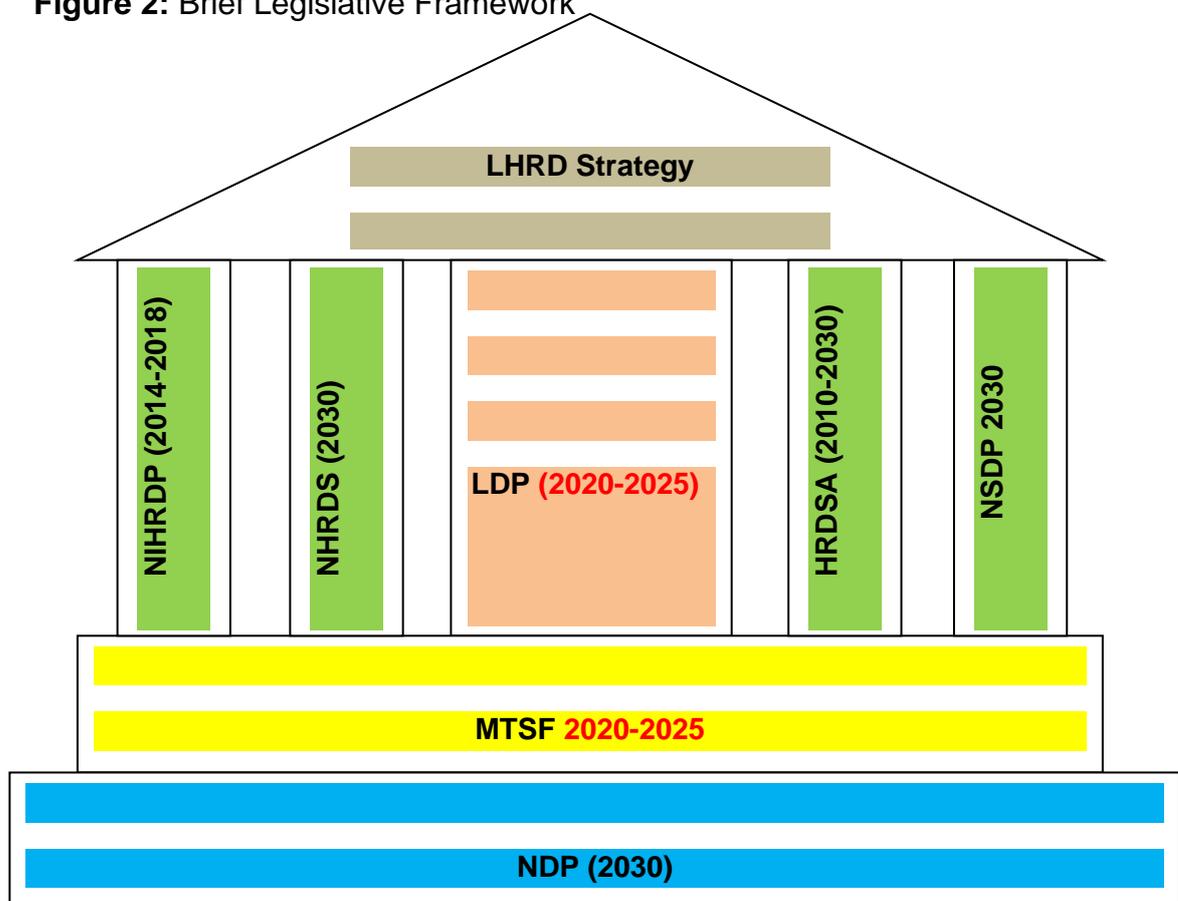
It provides a coordinating framework to enable the development of skills and knowledge in priority economic and development areas both now and in the future.

The NHRDS Strategy 2030 has identified five Strategic priorities:

- Foundation Education with Science, Technology, Engineering, Mathematics and Life Orientation skills;
- TVETs and the rest of the college system;
- Higher Education, Training, Research and Innovation;
- Skills for the transformed society and economy using workplace as a platform; and
- Developmental State.

6.8 The Inter-relatedness of the LHCIS and the legislative framework

Figure 2: Brief Legislative Framework



LHCIS is informed and impacted upon at its very foundation by the NDP and the MTSF. It however, stands on the Pillar of the LDP, which is a major pillar. It is supported by other pillars, such as the National Integrated Human Resource Development Plan, the National Human Resource Development Strategy, the Human Resource Development South Africa and the National Skills Development Plan.

LHCIS is at the apex of skills development in the province guided by the Limpopo Development Plan ,and inter-related legislative framework as reflected in figure 2 above and other relevant legal framework.

7. LIMPOPO HUMAN CAPITAL INVESTMENT STRATEGY (LHCIS) OUTLINE

7.1 Broad Context

According to the Government Gazette, 23 May 2014, the word “Skill” is defined as “the necessary competencies that can be expertly applied in a particular context for a defined purpose”.

Over the years, South Africa in general has experienced skills shortages due to industrialization and other developments, as well as a brain-drain. Skill is not static, it is a process and not a short-term fix. Hence, the skills demand became a colossal phenomenon to date. Limpopo is not an exception in this regard.

There is a desire amongst stakeholders to ensure that a talent pipeline is created and nurtured in order to fill skills gaps. This can be done through collaboration and partnerships between Government, Business, Unions, and Institutions of Higher Learning.

The Human Capital Investment Unit is a coordination unit located in the Office of the Premier. The unit has facilitated the establishment of Limpopo HRD Council and supporting structures, hence the appetite and desire on the part of industries, universities, SETAs and business to engage in partnerships to contribute to skills development. The Institutional arrangement is reflected in the strategy.

7.1.1. Local Government Challenges

Skills necessary in addressing the following local government challenges are:

- Technical plans for provision of infrastructure don't meet requirements for funding;
- Approved Municipal Infrastructure Grant(MIG) funds are not spent fully because of lack of technical skills;
- New developments have been put on hold due to a lack of sufficient infrastructure and/or supporting services;

- Local government as a sphere is unable to offer the infrastructure required by the industry in various parts of the Province;
- Reduced revenue collection and loose opportunity of cross subsidisation
- Inability to recruit qualified professionals in remote areas (engineers, Chartered Accountants); and
- Majority of graduates don't return back to Limpopo Province after graduating outside the Province.

7.1.2. Industry Challenges

- The mining industry is going mechanisation;
- The mining industry is importing more than 70% of their inputs (labour and machinery);
- Industry/mining have their own services (water, sanitation and others);
- Not contributing to local revenues as they opt to house their employees outside the Province because of lack of infrastructure;
- Industry believes that the product that comes out of our institutions don't meet their standard as a result they recruit from outside;
- High costs of labour due to remote locations and finally high labour turn over;
- Existing mines have training centres that are under-utilised; and
- New mines don't have training centres and they import labour or recruit from others and lead to high costs of labour.

7.1.3. Higher Education Challenges

- TVET Colleges and Universities concerned with products from High schools;
- Universities and TVET colleges offering skills/curriculum not highly required by the industry (skills mismatch);
- Higher Education Institutions not properly funded;
- Current lecturers not skilled enough for the practical trades;
- TVETs don't have adequate technical training facilities;
- TVETs can't afford to recruit right skills (lecturers); and
- TVETs products not recruited by the industry.

7.1.4. Cumulative Effects

- Limpopo is the host of the industry but with few benefits due to lack of downstream beneficiation of raw materials;
- Reduced local spending (lack of support investments);
- Slow growth due to imported inputs;
- Contribution to GDP is reported in other Provinces;
- Seven out of ten growth points are driven by mining with jobs being created annually in the Province, but absorption of local labour is still less; and
- Communities revolting around mining towns opposing foreign labour and other related challenges.

The above-mentioned reflections on skills development boils down to the need for coordination of systematic structures to ensure that skills required by the Industry is taken care of and emphasise a need of Human Resource Development in the Province. The institutional arrangement or coordinating structures will be articulated elsewhere in this document.

Designing training programs in consultation and partnership with the private sector will ensure that they are of high quality and better geared to the needs of the labour market.

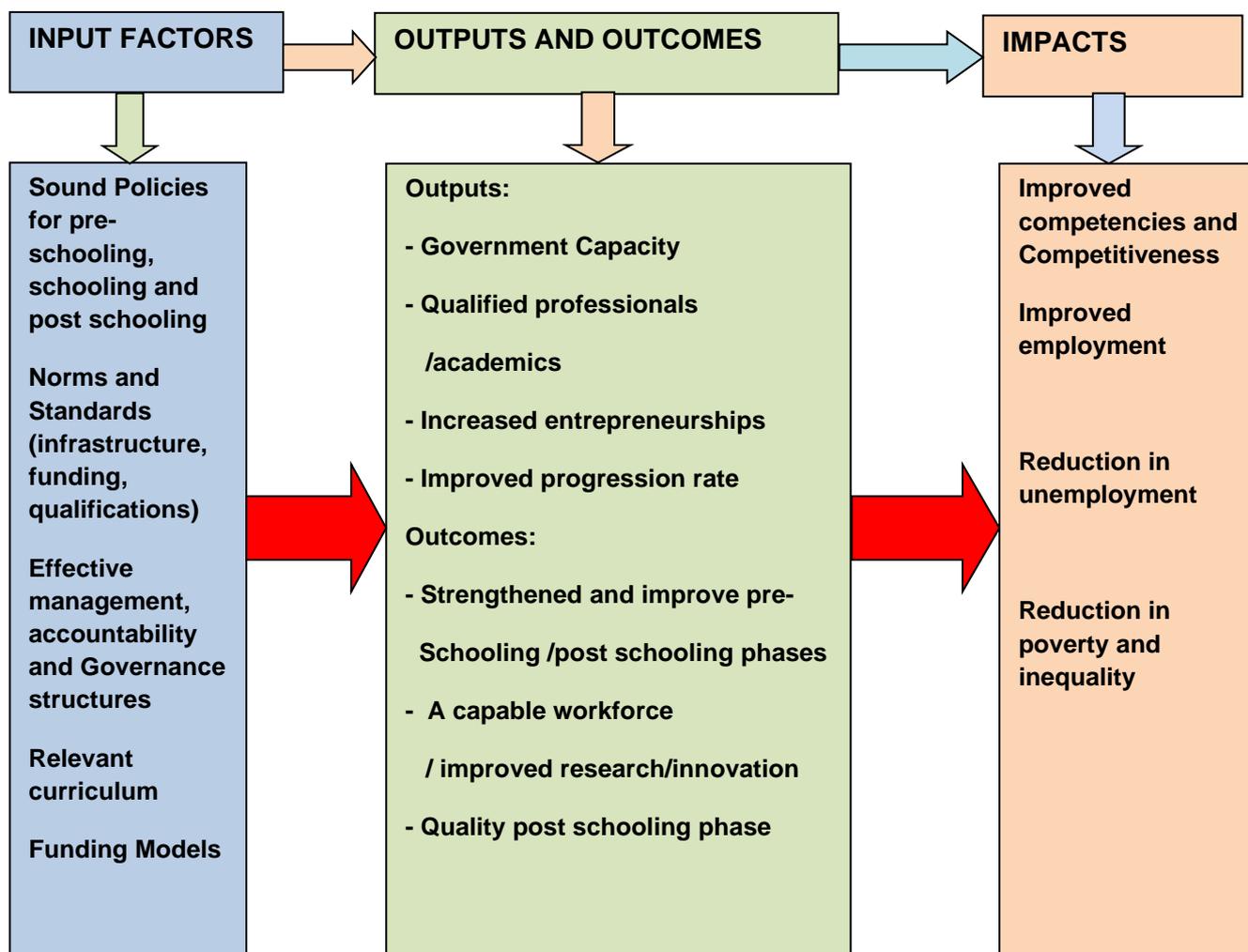
Employers can also provide internships and other opportunities for practical training to help overcome new entrant's lack of workplace experience.

7.1.5 Theory of Change

An HRD System comprises of early childhood development, basic schooling, post schooling phase, composed of Institutions of higher learning and the place of work which in essence promotes training and development.

The theory of change is premised on the assumptions that the input factors in the Human Capital Investment System will lead to the desired impact.

Figure 3. Theory of Change



The theory of change emphasizes the inter-linkages and interdependence of the HRD System.

On the Input side, the Province should strengthen the following:

- Sound policies and procedures in areas such as effective management, governance and accountability
- Relevant curricula that speak to the needs of the economic profile of the Province; and
- Norms and Standards in Infrastructure, funding and qualifications.

The assumption is that the input factors will make a positive influence and translate into the following outputs and outcomes:

Outputs:

- Capacity of Government and its workforce;
- Qualified professionals and academics;
- Increased entrepreneurs; and
- Improved progression rate

Outcomes:

- Strengthened quality pre-schooling and post schooling phases;
- A capable workforce; and
- Improved research and innovation

Further assumptions are that the outputs and outcomes will lead to the following impacts:

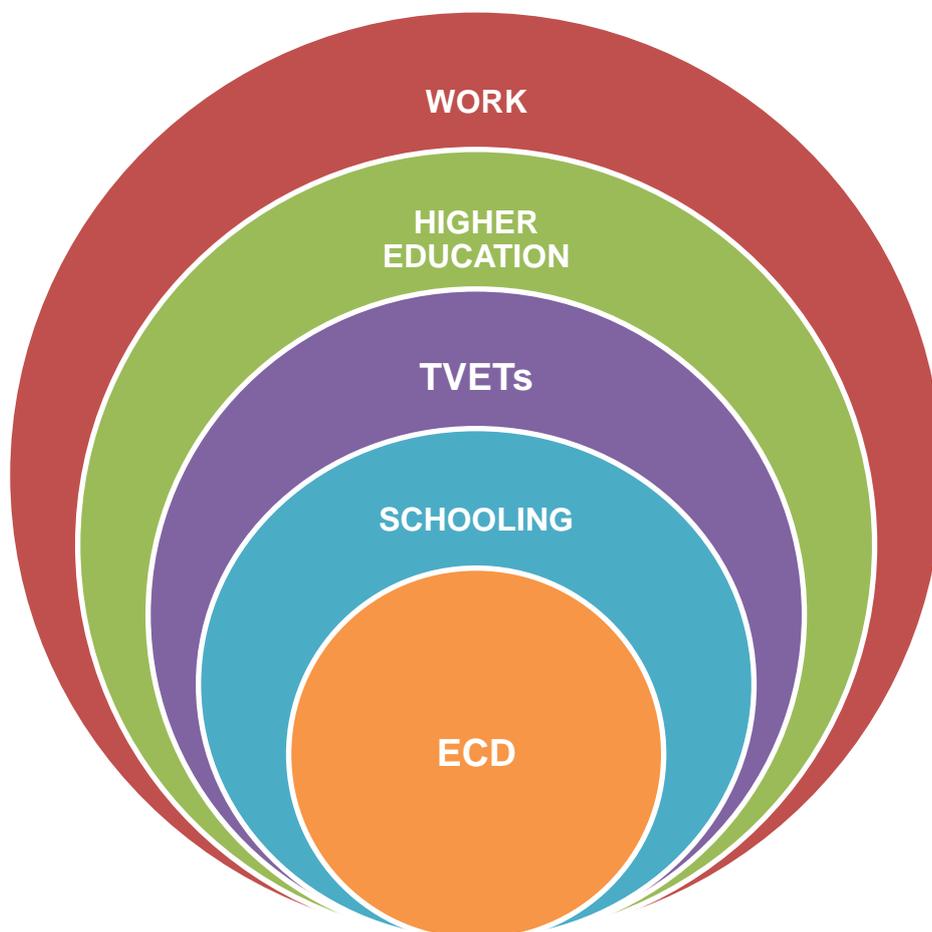
- Improved competencies and competitiveness;
- Improved employment;
- Reduction in unemployment; and
- Reduction in poverty and inequalities

The Limpopo Human Capital Investment Strategy is pursuing a value chain approach premised on the above theory of change.

7.2 Strategic Priorities

The Limpopo Human Capital Investment Strategy recognizes the need to identify a limited set of Human Resource Development priorities and to develop a value chain approach which will have a clear articulation from Early Childhood Development (ECD), formal schooling, Technical and Vocational education, Training (TVET colleges), Higher Education (Universities) and the world of work.

Figure 4: Graphic presentation of value chain approach



7.3 Summary of the Strategic Priorities and activities

In order to achieve the strategic thrust in the Limpopo Development Plan the following Strategic Priorities, activities and targets are important:

1. Strengthening the Public Education system;
2. Improving the skills of the Provincial economy through TVETs and Universities;
3. Building a capable work force;
4. Forming Strategic Partnerships to drive skills development in the Growth Points;
5. Focusing on Higher Education, Training, Research and Innovation; and Aligning Bursary Awards with the required skills in the Provincial economy;
6. Promoting Entrepreneurship

7.3.1 Strategic Priority One: Strengthening the Public Education system

In order to strengthen the education system, the following areas must be of utmost priority:

a) ECD: Early Childhood Education

Access to quality ECD is a strong basis for future growth and development. The following activities in this area will improve the system.

- Increased access to ECD centres and removing of barriers to allow children to progress smoothly into the school system;
- Improving the training of the ECD practitioners and their National Qualification Framework (NQF) levels;
- Improving the employment conditions of the ECD practitioners in order to strengthen the quality of the education;
- Increasing the percentage of children receiving 2 years of pre-schooling;
- Aligning the learning with particular focus on numeracy literacy and life skills; and
- Improving the Learner/Teacher ratio to help improve the quality of the early childhood development.

b) Curriculum Alignment in the Public Education

The Province has huge potential in mining, Tourism, Agriculture, Manufacturing etc. In this regard the curriculum offered in the public schools must help in preparing the learners for the future even before they enter Higher Education. Special focus must be on the following:

- Schools that offer Mathematics, Science, Technology, and Engineering must be increased;
- Subjects such as Agriculture, Tourism and other Technical Subjects form part of the curriculum;
- Intervention should be implemented to support learning and teaching of Mathematics, Science, Technology and English;
- In-Service training of Teachers must be emphasized to increase Teacher content knowledge and methodology;
- In service training for School Management Teams be implemented to improve school management and leadership;
- Improve Mathematics, Science, Technology and language results in the schooling systems through well-coordinated improvement measures; and
- Career and vocational guidance should be increased. Advocacy campaigns in supporting the vocational training in TVETs should be increased.

c) Special Focus Schools

According to the LDP each Provincial Growth Point has its strength which must be leveraged in order to accelerate/strengthen the economic growth. The following activities/actions will help to strengthen the skills development in each District.

- Technical High Schools must be established in each District in partnership with the cluster of industries and with mining taking the lead. (This can be adhered through adoption and supporting existing schools rather than building new schools);

- The Technical Schools be supported in infrastructure such as laboratories, libraries, computer labs, sports fields
- Agricultural High Schools be established in each District by identifying and supporting existing schools with resources and teacher development; and
- Hostel Schools be introduced in order to deal with the challenge of small farm schools in Districts such as Waterberg etc.

7.3.2 Strategic Priority Two: Improving the skills of the Provincial Economy through TVETs and Universities.

- Improve the co-ordination and interaction with TVETs, SETAs and Universities to respond to the Provincial Specific Skills needs;
- Ensure that TVETs in collaboration with DHET realign their curriculum offerings to meet the needs of the Provincial Economy;
- Capacity building initiatives by universities to support TVETs Lecturers;
- Forge strong linkages between TVETs Colleges and Universities to Improve technical and vocational teaching;
- Align programmes offered by Higher Learning Institutions with Provincial skills requirements/Skills needed by the Economy;
- Create a strong partnership between Mining Houses, TVETs and Universities in the Implementation of Artisan Development Programme;
- Industries to support TVETS in infrastructure, Machinery and Lecture Development initiatives;
- TVETs to be helped to receive accreditation as Trade Test Centres to accelerate the Artisan Development Initiatives; and
- Collaborate with TVETs, DHET, Universities and Industries to deal with the Youth Development in the Province.

7.3.3 Strategic Priority Three: Building a capable workforce

Public Service is the core of the Implementation of Government programmes. In order to realize the smooth implementation of Government programmes the following becomes core:

- Develop and Implement a programme for developing technical skills/expertise in the Public Service;
- To develop linkages and partnerships with Institutions of Higher Learning and Professional bodies for the quality supply of specialist personnel in Public Service;
- Expand the Public Sector Internship Programme to provide Opportunities to Young Unemployed graduates;
- Actively turn the Public Service into a training space by offering apprenticeship, learnership and work integrated learning opportunities;
- Improve the uptake of continuous professional development of the workforce;
- Making training in Core Senior Management Competencies compulsory; and
- Align the training programmes with the skills required in the Public Service.

7.3.4 Strategic Priority Four: Forming Strategic Partnerships to drive skills development in the Growth Points

Skills development requires partnerships with other role players who are within the skills landscape. The following activities should be prioritized:

- Establish the Provincial Inter-stakeholder Placement Committee;
- The Private Sector in partnership with Government should establish Social Investment Programmes that target schools and are in line with the skills industry requires;
- Develop and strengthen partnerships to enable graduates to obtain practical experience once they have completed their tertiary education;
- Establish partnerships through MOUs with accredited Private Skills Providers and other role players for the improvement of skills development in the Province; and
- Establish strong partnership for the advancement of ECD Educator development, TVETs Lecturers development.

7.3.5 Strategic Priority Five: Focus on Higher Education, Training, Research, and Innovation aligning bursary awards with required skills in the Provincial Economy

Skills development requires a combination of the production of professional in various areas. The following activities must be prioritized:

- Increase the number of high-level graduates from the Universities in the Province;
- Increase financial support to post-graduates' students;
- Improve the supply of graduates in scarce skills like mining, engineering, natural and physical sciences;
- Increase the number of Teacher graduates from the Universities;
- Increase the number of researchers from the Universities in various fields; and
- Improve the number of master's and PHDs funded in the areas of Green Economy and sustainable development.

Various Government Departments and Municipalities are offering financial aid to needy students. It will be helpful to link the bursaries to the skills of the economy. The following activities should be prioritized.

- The awarding of bursaries should be aligned with the province's skills requirements;
- Develop and maintain a Provincial database, per Department of the provincially supported students. Utilize the database to track the students' progress;
- Develop a skills retention strategy to retain the skills within the Province, particularly of those who received financial support through the various efforts of financial aid in the Province; and
- Conduct a Skills Audit/survey of the available skills and skills that are still in demand.

7.3.6 Strategic Priority Six: Promoting Entrepreneurship

In order to deal with the growing youth unemployment and other skills challenges, the Province has identified entrepreneurship as a priority. The following activities should be prioritized:

- Improve the number of SMME supported in order to increase employment;
- Create a database of TVETs graduates who engages in entrepreneurship;
- Train the SMMEs and Cooperatives in various business skills to sustain themselves;
- Create linkages and support SMMEs and other entrepreneurs with the potential in export trade; and
- Support emerging entrepreneurs to access funding.

7.4 STRATEGIC PRIORITIES ACTION PLAN

7.4.1 ACTION PLAN FOR STRATEGIC PRIORITY ONE: STRENGTHENING THE PUBLIC EDUCATION SYSTEM

	STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	TARGET	INDICATOR	LEAD DEPARTMENT
1.1	Achieve Universal access to quality pre-school and Early Childhood Development	To Increase the number of registered ECD centres	Provincial HRD Strategy 2016-2020	100% of registered ECD centers complying with norms and standards	100% of registered ECD centres complying with norms and standards	Limpopo Department of Education (LDOE), Social Development(SD)
		To increase the number of Children receiving Early Childhood Development	Provincial HRD Strategy 2016-2020	100% of registered children accessing at least 2 years of quality pre-schooling ECD	100% of children in registered ECD centres receiving 2 years of pre-schooling	LDOE
		To increase the number of ECD practitioners who are adequately qualified	Provincial HRD Strategy 2016-2020	100% of registered ECD practitioners improved their qualification to at least level 4 and 5	100% of ECD practitioners with level 4 and 5 qualifications in registered ECD centres	LDOE

1.2	Improve science, mathematics, technology, language and matric results	To increase knowledge content of educators in Mathematics, Science, Technology and Languages	Provincial HRD Strategy 2016-2020	100% of Educators having an acceptable content knowledge of MASTEC subjects and languages at the level they teach	100% of Teachers competent in MASTEC subjects and languages	LDOE
		To improve performance in Matric Results	72% Matric/ NSC pass rate/ Limpopo Development Plan 2020-2025 and new target beyond	80% improvement of NSC results by 2030 and systemic evaluation	80% improvement of learner's NSC results and systemic evaluation	LDOE
		To promote public awareness and career guidance iro. of MASTEC subjects, Languages and Life Orientation.	Provincial HRD Strategy 2016-2020	100% of targeted learners reached in in public engagement and career guidance	100% of targeted learners participated in career guidance in various fields and public engagement	LDOE\ Municipalities
1.3	Improve School Management, Leadership and Governance	To increase the number of School Principals, School	Provincial HRD Strategy 2016-2020	100% of School Principals,	100% of School Principals, School Management	LDOE

		Management Teams and SGBs who are competent to provide leadership to schools		School Management Teams and SGB attended workshops/ programs on School Management, Leadership and Governance	Teams and SGBs who attended workshops and programs on School leadership, Management and Governance.	
1.4	Provide Basic Infrastructure to schools	To increase the number of Schools with adequate and appropriate infrastructure.	Provincial HRD Strategy 2016-2020	100% of schools are provided with basic infrastructure like classrooms, furniture, ablution facilities	100% of schools provided with adequate and appropriate infrastructure.	LDOE/DPWRI
1.5	Improve curriculum alignment to meet the needs of the Economy	To increase the number of schools offering MASTEC subjects, Agriculture, Geography	Provincial HRD Strategy 2016-2020	Additional 10% schools doing MASTEC subjects, Agriculture and Geography	Additional 10% of schools offered MASTEC subjects, Geography and Agriculture.	LDOE

1.6	Establishment of special Focus Schools	To introduce and strengthen Special focus schools in the growth points	Provincial HRD Strategy 2016-2020	01 Technical high School be established and adequately resourced in each Growth Point 01 Agricultural high schools to be established and adequately resourced in each growth point	01 of Technical high school and established and resourced in each Growth Point 01 Agricultural high schools to established and adequately resourced in each growth point	LDOE/Mining Industries and LARD	Houses,
-----	---	--	-----------------------------------	---	---	---------------------------------	---------

7.4.2 ACTION PLAN FOR STRATEGIC PRIORITY TWO: IMPROVING THE SKILLS OF THE PROVINCIAL ECONOMY THROUGH TVETS AND UNIVERSITIES

	STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	TARGET	INDICATOR	LEAD DEPARTMENT
2.1	Forge strong linkages between Universities, TVETs and SETAs to improve the standard of technical and vocational teaching	To improve the standard of technical and vocational teaching through linkages with TVETs, Universities and SETAs.	Provincial HRD Strategy 2016-2020	02 Universities offering accredited TVETs lecturers' qualifications	02 Universities offering accredited TVETs college lecturer qualifications	Department of Higher Education and Training (DHET)/Universities
		To mobilize SETA funding for TVETs lecturers' capacity building	Provincial HRD Strategy 2016-2020	80% of TVET's lecturers capacitated in terms of content knowledge and methodology	80% of lecturers funded to undergo capacity development.	DHET/Sector Education and Training Authorities (SETAs)
2.2	Improve TVETs curriculum and Universities to meet the needs of the Economy	To align curriculum offering and programs in the TVETs and Universities to meet the needs of the economy	Provincial HRD Strategy 2016-2020	07 TVET Colleges and the Universities aligned their curriculum offerings and programs to meet the needs of the economy	07 TVET Colleges and 02 Universities that aligned their Curriculum to meet the needs of the economy	DHET/Universities/TVETs.

2.3.	Create partnerships between Mining Houses, Industries, TVETs and Universities in the implementation of Artisan Development Program	To effectively manage Artisan development	Provincial HRD Strategy 2016-2020	15000 artisans produced	15000 Artisans produced of	DHET/TVETs/mining houses /Universities
		To effectively use RPL to manage artisan assessment and development	Provincial HRD Strategy 2016-2020	100% of passes in National artisan learner's assessment	100% of passes in the National artisan learners' trade test.	DHET/Universities
		To improve access to work integrated learning opportunities	Provincial HRD Strategy 2016-2020	100% of TVET College learners access workplace learning and experience	100% of TVET College learners who gained workplace learning and experience	DHET/TVETs/Mining Houses and Industries.
		To accelerate and improve TVETs capacity to deliver Artisan Development Initiatives through infrastructure support	Provincial HRD Strategy 2016-2020	Atleast 02 TVETs colleges receiving accreditation as Trade Test Centers	02 TVET Colleges with state-of-the-art workshops and accredited to conduct Trade Test	DHET/SETAs/TVETs/Mining Houses and Industry

7.4.3 ACTION PLAN FOR STRATEGIC PRIORITY THREE: BUILDING A CAPABLE WORK FORCE

	STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	TARGET	INDICATOR	LEAD DEPARTMENT
3.1	Establish strategic partnerships to ensure the supply of quality management and specialist personnel for public service	To put in place effective system for developing technical skills	Provincial HRD Strategy 2016-2020	100% of officials developed in technical skills in the Province	100% of officials placed on the technical skills development program	OTP/Treasury
		To train SMS members on critical competencies for SMS members	Provincial HRD Strategy 2016-2020	100% of SMS members trained on the compulsory SMS competencies	100% of officials trained on the SMS competencies	Treasury/OTP/all Departments.
		Aligning training programs undertaken by officials with the critical skills list of the province	Provincial HRD Strategy 2016-2020	100% of training programs attended by officials aligned to the critical skill list of the province	100% of officials trained in the relevant critical skill list	All Departments and Municipalities
3.2	Expand the Provision of Workplace training in the Public Service	To turn the Public Service into a training space	Provincial HRD Strategy 2016-2020	500 learning opportunities created per year x 10years	5000 opportunities created in the public service (Developmental Programs)	All Departments, Municipalities, and Entities
		To expand internship program to include young	Provincial HRD Strategy 2016-2020	500 opportunities created for young	5000 of Internship implemented for the unemployed	All Departments, Entities and Municipalities

		unemployed graduates		unemployed graduates.	graduates in the Public Service	
--	--	----------------------	--	-----------------------	---------------------------------	--

7.4.4.ACTION PLAN FOR STRATEGIC PRIORITY FOUR: FORMING STRATEGIC PARTNERSHIPS TO DRIVE SKILLS DEVELOPMENT IN THE GROWTH POINTS/SPECIAL ECONOMIC ZONES

PRIORITIZED PROJECTS

	STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	TARGET	INDICATOR	LEAD DEPARTMENT
4.1	To forge strategic partnerships in selected Growth Points and Special Economic Zones in support of Skills Development	To embark on a adopt a TVET Project by Industries in the Growth points to support Vocational and Technical Training	Provincial HRD Strategy 2016-2020	07 MOUs formalized in the following areas: 1.Sekhukhune: Fetakgomo-Tubatse 2.Vhembe:Musina-Makhado 3. Mopani: Ba-Phalaborwa and Tzaneen 4. Waterberg: Lephalale and Mogalakwena 5.Capricorn: Polokwane	07 MOUs signed between the TVET college and the Cluster of Industries	OTP/TVET Colleges
4.2	To forge strategic partnerships to improve	Cluster of Industries supporting		01 Technical High School supported by Cluster of	01 of Technical High School supported in	LDoE/OTP

	articulation in the skills pipeline	Technical High schools through their Social Investment Plans		Industries in each growth point	each growth point	
				100% of Dinaledi and Dinaletsana schools Supported in each Growth Points	100% of Dinaledi and Dinaletsana sites with improved Infrastructure and adequate Support	LDoE/OTP
				05 Registered ECD sites improved and supported in each Growth Point	05 registered ECD sites with improved Infrastructure and adequate support	LDoE/OTP

7.4.5 ACTION PLAN FOR STRATEGIC PRIORITY FIVE: FOCUS ON HIGHER EDUCATION, TRAINING, RESEARCH, INNOVATION AND ALIGNING BURSARY AWARDS WITH REQUIRED SKILLS IN THE PROVINCIAL ECONOMY

	STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	TARGET	INDICATOR	LEAD DEPARTMENT
5.1	Increase the number of graduates and academics in the province to meet the needs of Higher Education	Over the next ten years increase the number of Graduates who stay on as academics	Provincial HRD Strategy 2016-2020	10% increase in the number of Academic staff with PhDs	10% increase of Academic Staff with PHDs	DHET/Universities
			Provincial HRD Strategy 2016-2020	200 postgraduate Students given financial support per year	2000 post graduate students provided with financial support	DHET/Universities
5.2	Improve the supply of Professionals in scarce and critical skills	To provide adequate supply of skills to meet the demand of skills for economic growth	Provincial HRD Strategy 2016-2020	10% increase in graduates in Mining and Engineering Sciences	15 000 graduates in Mining and Engineering Sciences	DHET/Universities
			Provincial HRD Strategy 2016-2020	20% increase in graduates in Natural and Physical sciences	20% increase graduates in Natural and Physical Sciences	DHET/Universities
			Provincial HRD Strategy 2016-2020	20% increase in graduates in Teacher Education	20% number increase of graduates in Teacher Education	DHET/Universities

5.3	Providing schools and TVETs with appropriately qualified Teachers	To develop and implement a Teaching and Learning Improvement Program covering ECD, Primary Teacher Education, TVET College lecturer education	Provincial HRD Strategy 2016-2020	The teaching and learning Improvement Program developed and implemented	The teaching and learning improvement Program developed and implemented	DHET/Universities
5.4	Aligning bursary awards to priority skills in the province	To improve provincial skills base through bursary awards.	Provincial HRD Strategy 2016-2020	100% bursaries awarded by 12 Provincial Departments and 27 Municipalities aligned to Priority skills	100% of 27 municipalities and 12 Departments (including legislature)awarding bursaries in line with priority skills	All Provincial Departments and Municipalities
5.5	Development and maintenance of data base of bursars to track down students' progress	To improve provincial skills base through progressive management of provincial bursars	Provincial HRD Strategy 2016-2020	12 Provincial Departments and 27 Municipalities develop and maintain a data base of bursars	Database of Bursars in 12 Provincial Departments and 27 Municipalities developed and maintained	All departments and Municipalities.
5.6	Development of a Provincial Retention Strategy to retain the scarce skills of those	To improve the provincial skills base through retention of scarce skills	Provincial HRD Strategy 2016-2020	01 retention Strategy developed and implemented.	01 common Retention Strategy developed and implemented .	Premier's Office (OTP)

	Provincially supported bursars.	within the province.				
5.7	Undertaking Skills Survey of available skills in the province	To conduct a Skills Survey in the Province	Provincial HRD Strategy 2016-2020	Province- wide skills survey covering 05 Districts in the Province	05 outcomes of the district's skills survey shared and distributed amongst role players	Premier's Office/All Municipalities

7.4.6.ACTION PLAN FOR STRATEGIC PRIORITY SIX: PROMOTING ENTREPRENEURSHIP

	STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	TARGET	INDICATOR	LEAD DEPARTMENT
6.1	Improve skills profile of SMMEs, informal trade sector, Women, Youth and People with disabilities.	To increase the sustainability of SMMEs, and businesses owned by women, Youth, people with disabilities and cooperatives	Provincial HRD Strategy 2016-2020	100% of targeted SMME Skills development Program developed and implemented in partnership with Department of Small Business.	100% of targeted SMMEs developed and benefitted from the skills development program through partnership	LEDET
			Provincial HRD Strategy 2016-2020	100% of targeted and registered Cooperatives given capacity development	100% of targeted and registered Cooperatives benefitted from the capacity development Initiatives	LEDET

		To Increase the number of entrepreneurs who are in export trade through partnerships and linkages	Provincial HRD Strategy 2016-2020	2% increase in the number of entrepreneurs in export trade	2% percentage increase in the number of entrepreneurs in export trade	LEDET
6.2	Improve appetite for TVETs graduates to start businesses to reduce unemployment amongst graduates	To increase the number of TVETs graduates and other graduates doing business	New Target	Create 01 comprehensive data base of TVETs graduate made available	01 comprehensive database of 07 TVETs graduate made available	07 TVET Colleges
			Provincial HRD Strategy 2016-2020	100 graduates who want to start own businesses trained per year [in partnership with Department of Small Businesses]	1000 graduates trained	LEDET

7.5 The Role of SETAs in Skills Development

Sector Education and Training Authorities (SETAs) have a focused mandate to improve their understanding of skills needs and supply of required skills. They are well placed as specialized delivery units within the skills development arena. Besides their strategic location SETAs are well focused to carry out their legal mandate.

The SETAs have a key role to play in harnessing the resources from the employers and using them for skills development imperatives relevant to the economy for maximum growth. They have a unique role in linking the economy and society to the education and training providers as well as enabling learners to journey between studying at the education and training institutions to workplace-based learning and then to the world of work.

The SETAs are geared towards the following roles post their re-establishment period:

- Determine the skills needs of employers by occupation using the organizing framework for Occupation (OFO).
- Secure workplace-based learning opportunities for learners.
- Support institutional and workplace-based learning of the current workforce.
- Support education and training institutions to meet skills needs.
- Perform system support functions and manage the budgets linked to their mandate.

It is clear therefore that SETAs have a primary role to support efforts to implement workplace-based learning in support of formal education and training. This is in addition to their key role in supporting education and training institutions to meet skills needs. SETAs use discretionary grants to fund skills development capacity in public education and training institutions.

These support measures may include but not limited to:

- Qualification and curriculum development
- Syllabus curriculum development
- Lecturer support/Staff development

- Career Counseling
- Equipment Commissioning
- Infrastructure.

One critical role of the SETAs is to strengthen the partnerships with Technical Vocational, Education and Training (TVET) colleges in order to support skills development initiatives by the TVET colleges and prepare the learners to take up employment.

SETAs are one of the recognized experts in relation to labour market intelligent and ensures that skills strategies are in place to address the skills gaps.

7.6. SYNOPSIS OF SKILLS SHORTAGES PER SECTOR

The various SETAs have a detailed analysis of the skills shortages in their areas of operation. These shortages are indicative of the need to focus on the critical and scarce skills needed to drive the economy.

Priority skills lists are drawn up by SETAs using various methods of statistical analysis including vacancy data, consultations with sector role players and direct inputs from research of institutions. Inputs from role players will confirm whether skills are different to find and therefore highly scarce.

7.6.1 Manufacturing, Engineering and Related Services SETA (MERSETA)

Table 11: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	653101	Automotive Motor Mechanic	6	312201	Production/Operations Supervisor (Manufacturing)
2	121901	Corporate General Manager	7	132104	Engineering Manager
3	651302	Boiler Maker	8	652302	Fitter and Turner
4	651202	Welder	9	832902	Plastics, Composites and Rubber Factory Worker
5	718905	Engineering Production Systems Worker	10	718905	Engineering Production Systems Worker

7.6.2 SERVICES SETA

Table 12: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	333402	Admin Personnel and Real Estate Agent	11	514201	Skin Care Therapist
2	411101	Administrative Assistant	12	1121	Managing Directors and Chief Executives
3	333910	Business Support Coordinator	13	684401	Pest Controllers
4	134903	Small Business Manager	14	121901	Line/Operation Managers
5	1211219	Business Services and Administration Managers	15	243202	Fundraising or Corporate Coms manager
6	331301	Bookkeeper	16	411101	Admin Officer
7	134903	Small Business manager	17	243102	Marketing Research Executive
8	242101	Business Consultant	18	5151	Supervisors
9	412101	Secretary	19	516301	Funeral Director
10	734205	Excavators and graders	20	516305	Mortuary Technician/Assistant

7.6.3 BANK SETA

Table 13: Next five-year skills

No	OFO	Occupation	No	OFO	Occupation
1	122201	Advertising and Public Relations Manager	11	212101	Actuary
2	212103	Statistician	12	133101	Chief Information Officer
3	241102	Management Accountant	13	241202	Investment Manager
4	242207	Compliance Officer	14	261101	Attorney
5	251101	ICT Systems Analyst	15	133102	ICT Project Manager
6	251201	Software Developer	16	133104	Application Development Manager
7	251203	Developer Programmer	17	242403	Assessment Practitioner
8	252101	Database Designer and Administrator	18	243402	ICT Business Development Manager
9	252901	ICT Security Specialist	19	252301	Computer Network and Systems Engineer
10	251202	Programmer Analyst			

Table 14: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	251201	Software/Programmer Developer	6	121901	Corporate General Manager
2	252901	ICT Security Specialist	7	212101	Actuary
3	252101	Database Designer and Systems Administrator	8	121103	Credit Manager
4	251101	ICT Systems/Programmer Analyst	9	241102	Management Accountant
5	241202	Investment Manager/Analyst	10	242207	Compliance Officer

7.6.4 Education Training and Development Practices SETA (ETDPSETA)

Table 15: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	233102	Natural Sciences Teacher (Grade 4-9)	6	232107	Computer Application Technology Teacher (Grades 10-12)
2	232122	Mathematical Literacy Teacher (Grades 10-12)	7	232118	Information Technology Teacher (Grades 10-12)
3	232123	Mathematics Teacher (Grades 10-12)	8	232114	Engineering Graphics & Design Teacher (Grades 10-12)
4	232126	Physical Science Teacher (Grades 10-12)	9	232106	Civil Technology Teacher (Grades 10-12)
5	234101	Foundational Phase School Teacher	10	232113	Electrical Technology Teacher (Grades 10-12)

Table 16: Critical Skills

No	OFO	Occupation	No	OFO	Occupation
1	231101	University Lecturer	9	232124	Mechanical Technology Teacher (Grades 10-12)
2	232123	Mathematics Teacher (Grades 10-12)	10	242303	Human Resource Advisor
3	232126	Physical Science Teacher (Grades 10-12)	11	334102	Office Administrator
4	232101	Accounting Teacher (Grades 10-12)	12	262201	Librarian
5	232113	Electrical Technology Teacher (Grades 10-12)	13	411101	General Clerk
6	232114	Engineering Graphics and Design Teacher (Grades 10-12)	14	121101	Finance Clerk
7	232107	Computer Applications Technology Teacher (Grades 10-12)	15	134501	School Principal
8	232106	Civil Technology Teacher (Grades 10-12)			

7.6.5 Construction Education and Training Authority SETA

Table 17: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
Managers			Technicians and Trades Workers		
1	111201	Corporate General Manager	29	312101	Architectural Draftsperson
2	133101	Construction Project Manager	30	312103	Building Inspector
3	136101	Contract Manager	31	312104	Construction Estimator
4	136102	Programme or Project Manager	32	312201	Civil Engineering Draftsman
5	136303	Team Manager	33	312202	Civil Engineering Technician
6	136304	Foreman	34	312301	Electrical Engineering Draftsman
Professionals			35	312302	Electrical Engineering Technician
7	232101	Architect	36	312501	Mechanical Engineering Draftsman
8	232102	Landscape Architect	37	312502	Mechanical Engineering Technician
9	233201	Civil Engineer	38	322104	Metal Casting Trades Worker
10	233202	Civil Engineering Technologist	39	323202	Fitter and Turner
11	233203	Quantity Surveyor	40	331101	Bricklayer
12	233505	Mechanical Engineering Technologist	41	331201	Carpenter and Joiner
13	251301	Environmental Health Officer	42	331202	Carpenter
14	251302	Occupational Health and Safety Advisor	43	333301	Roof Tiller
Clerical and Administrative Workers			44	334101	Plumber (General)
15	511102	Contract, Program and Project Administrator	Occupation not on the OFO		
16	399510	Environmental Practices Inspector	45		Architectural Technologist
Machinery Operators and Drivers			46		CAD Operator
17	711101	Clay Products Machine Operator	47		CAD Operator
18	711104	Stone Processing Machine Operator	48		Geotechnical Engineer
19	712101	Crane Hoist or lift Operator	49		Heavy Machine Operator
20	721201	Earthmoving Plan Operator (General)	50		Landscape Engineering
21	721204	Excavator Operator	51		Materials Tester

22	721505	Grader Operator	52		Resident Engineers
23	721301	Forklift Driver	53		Shutter hands
24	721905	Road Roller Operator	54		Site Agent
Elementary Workers			55		Site clerk/Administrator
25	821101	Builder's Worker	56		Site Manager and General Foreman
26	821702	Scaffolder	57		Structural Engineer
27	821703	Steel Fixer	58		Structural Design
28	821704	Structural Steel Erector	59		Supervisors
			60		TLB Operators

7.6.6 Mining Qualification Authority (MQA)

Table 18: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	132202	Mine Planner	6	651501	Rigger & Rigger Ropesman
2	652301	Fitter-Machinist	7	312101	Production / Operations Supervisor (Mining)
3	734205	Grader Operator	8	672105	Instrument Mechanician
4	671208	Auto Electrician	9	214601	Mining Engineer
5	132104	Engineering Manager	10	711302	Rock Drill Operator

Table 19: Hard-to-fill Occupations in Limpopo

No	OFO	Occupation	No	OFO	Occupation
1	132202	Mine Planner	16	242303	HR Practitioner
2	132202	Geologist	17	213306	Water Quality Analyst
3	132104	Engineering Manager	18	311101	Laboratory Technician
4	132201	Mining Manager	19	311707	Strata Control Officer
5	132402	Logistics Manager	20	652301	Fitter

6	134901	Environmental Manager	21	671202	Millwright
7	214601	Mining Engineer	22	661302	Diamond & Gemstone Setter
8	222104	Occupational Health Nurse	23	661301	Goldsmith
9	213202	Agronomist	24	653306	Diesel Mechanic
10	216502	Surveyor	25	651501	Rigger
11	214601	Rock Engineer	26	671208	Auto Electrician
12	215101	Electrical Engineer	27	672105	Instrumentation Mechanician
13	214401	Ventilation Engineer	28	734301	Winding Engine Driver
14	214605	Metallurgist	29	734301	Banksman and Onsetter
15	226302	OHS Officer	30		Engineering Training Officer

7.6.7 Agriculture Sector Education and Training Authority SETA

Table 20: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
Managers			Professionals		
1	111101	Chief Executive Officer/Managing Director	46	221101	Accountant (General)
2	111201	Corporate General Manager	47	221102	Management Accountant
3	121201	Agronomy Farmer/Farm Manager	48	221201	Company Secretary
4	121204	Horticultural Farmer / Farm Manager	49	221203	External Auditor
5	121205	Mixed Crop Farmer / Farm Manager	50	221204	Internal Auditor
6	121301	Livestock Farmer / Farm Manager	51	221205	Compliance Officers
7	121401	Mixed Crop and Livestock Farmer / Farm Manager	52	222101	Commodities Trader
8	122201	Agronomy Farm Production Manager/Foreman	53	223301	Training and Development Professional
9	122202	Ornamental Horticultural Farm Production Manager / Foreman	54	223302	Technical Instructor/ Trainer

10	122204	Horticultural Farm Production Manager / Foreman	55	224301	Economist
11	122205	Mixed Crop Farm Production Manager / Foreman	56	221102	Policy Analyst
12	131102	Sales and Marketing Manager	57	224703	Skills Development Facilitator
13	132101	Corporate Services Manager	58	225103	Marketing Practitioner
14	132102	Resources Manager	59	225401	Sales Representative / Salesman (Industrial Products)
15	132301	Personnel / Human Resource Manager	60	232102	Landscape Architect
16	132501	Research and Development Manager	61	232601	Urban and regional planner
17	133202	Engineering Maintenance Manager	62	233101	Chemical Engineer
18	133301	Importer and Exporter	63	233501	Industrial Engineer
19	133502	Production / Operations Manager (Manufacturing)	64	233502	Mechanical Engineer
20	133504	Operations Manager (Non-Manufacturing)	65	233902	Agricultural Engineer
21	133601	Supply and Distribution Manager	66	234101	Agricultural Consultant
22	139903	Laboratory Manager	67	234102	Agricultural Scientist
23	139906	Quality Assurance Manager	68	234202	Food Technologist
24	142101	Retail Manager (General)	69	234301	Conservation Officer
Technicians and Trades Workers			70	234303	Environmental Research Scientist
25	311101	Agricultural Technician	71	234403	Earth and Soil Scientist
26	311302	Livestock Inspector	72	234508	Zoologist
27	311304	Agricultural / Horticultural Produce Inspector	73	234701	Veterinarian
28	311402	Food Technician	74	251302	Occupational Health and Safety Advisor
29	311502	Crop Produce Analyst (level 3)	75	251901	Health Promotion Officer
30	311503	Livestock Product Analyst (Level 3)	76	254404	Registered Nurse (Community Health)
31	321201	Automotive Motor Mechanic	77	262103	Systems Administrator
32	321202	Diesel Motor Mechanic	Clerical and Administrative Workers		
33	321205	Motor Mechanic (General)	78	551101	Accounts Clerk
34	322301	Metal Fabricator	79	551301	Payroll Clerk

35	322303	Welder (First Class)	80	591102	Production Administrator
36	323201	Fitter (General)	81	591104	Salesclerk / Officer
37	323202	Fitter and Turner	82	591106	Warehouse Administrator / Clerk
38	323203	Fitter-Welder	83	599504	Noxious Weeds and Pest Inspector
39	323501	Millwright	Sales Workers		
40	341101	Electrician (General)	84	611101	Auctioneer
41	342101	Air Conditioning and Refrigeration Mechanic	85	611308	Agricultural Chemical Sales Representative
42	342304	Electronic Instrument Trades Worker (General)	86	621302	Automotive Parts Salesperson
43	361101	Animal Attendant / Groomer			
44	399802	Sugar Juice Extraction Process Controller			
45	399803	Miller			

7.6.8 Wholesale and Retail SETA

Table 21: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	211101	Accountants	11	831111	Fish Supervisors
2	131101	Advertising and Public Relations Manager	12	234202	Food Technologist
3	639201	Assistant/General/Company Buyer	13	831105	Fruit and Vegetable Supervisors
4	351101	Bakers	14	511201	General Administrators and Finance
5	351201	Butchers	15	223101	Human Resource Practitioners
6	351301	Chefs	16	232302	Industrial Designer
7	552201	Credit Clerk	17	711601	Industrial Overlocker Operators (Carpets)
8	599301	Debt Clerk/Collector (Debtors Clerk)	18	223103	Industrial Relations Officer
9	831111	Deli Supervisors	19	639201	Merchandise Planner
10	341101	Electricians			

7.6.9 Health and Welfare SETA

Table 22: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	263507	Social Worker	20	325801	Ambulance Officer
2	222112	Registered Nurse (surgical)	21	541902	Emergency Service and Rescue Official
3	222101	Clinical Nurse Practitioner	22	321301	Pharmaceutical Technician
4	221101	General Medical Practitioner	23	441601	Human Resource Clerk
5	222108	Registered Nurse (Medical and Surgical)	24	341203	Social Auxiliary Worker
6	226201	Hospital Pharmacist	25	222116	Nurse Manager
7	222101	Enrolled Nurse	26	321101	Medical Diagnostic Radiographer
8	134402	Community Development Manager	27	732101	Delivery Driver
9	222105	Registered Nurse (Critical Care and Emergency)	28	221207	Pathologist
10	222111	Registered Nurse (Preoperative)	29	226401	Physiotherapist
11	222109	Registered Nurse (Medical Practice)	30	325802	Intensive Care Ambulance Paramedic / Ambulance Paramedic
12	222201	Midwife	31	226501	Dietician
13	222102	Registered Nurse (Aged Care)	32	226102	Dentist
14	311502	Boilers and Pressure Vessels Inspector	33	263508	Child and Youth Care Worker
15	226203	Retail Pharmacist	34	532902	Hospital Orderly
16	811202	Healthcare Cleaner	35	642601	Plumber
17	341201	Community Worker	36	221210	Specialist Physician (General Medicine)
18	222104	Registered Nurse (Community Health)	37	226902	Occupational Therapist
19	134201	Medical Superintendent	38	812101	Laundry Worker (General)

7.6.10 Public Service SETA

Table 23: Scarce and Critical Skills

No	OFO	Occupation	No	OFO	Occupation
Professionals and Technicians			Operationally focused Management		
1	214201	Civil Engineers	13		Infrastructure Delivery Management System Specialist
2	214904	Quantity Surveyors	14	121905	Project and Programme Managers
3		Environmental Engineers	15	134901	Environmental Managers
4	216502	Land and Engineering Surveyors	16	121908	Quality Systems Manager
5	351301	Computer network technicians	17		Basic Computer Skills (Excel)
Procurement and SCM			18		Work output Planning
6		Contract Managers	19		Chairing Meetings
7		Procurement Officers	20		Minute taking
8		Supply Chain Practitioner	21		Document Management
9		Cost and Management Accountants	Human Resource		
10		Physical Asset Manager	22	121201	Human Resource Managers
11		Physical Asset Practitioner	23	242402	Human Resource Development Practitioner
12		Property Portfolio and Asset Manager	24	242401	Training and Development Specialist

7.6.11 Transport SETA

Table 24: Scarce Skills per 8 Chambers in TETA

No	OFO	Occupation	No	OFO	Occupation
Aerospace			Freight Handling		
1		Accident Investigators	73	132402	Logistics Manager
2	214403	Aeronautical Engineers	74	132401	Freight Manager
3		Air Traffic Assistant Trainer	75	132403	Cargo Manager
4	315401	Air Traffic Controller	76	121905	Project Manager
5	672101	Avionics Technician	77	121901	Business Operations Manager
6	672101	Aircraft Electronician	78	121101	Finance Manager
7	672105	Aircraft Instrument Mechanic	79	214101	Manufacturing Logistics Engineer
8	672102	Aircraft Radartrician	80	862918	Artisan Aide Electrical
9	672108	Aircraft Radiotrician	81	311905	Industrial Engineering Technician
10	653202	Aircraft Composite Structures Worker	82	671202	Millwright (Electro-mechanician)
11	653201	Aircraft Engine Fitter	83	132401	Supply and Distribution Manager
12	653201	Aircraft Mechanic	84	733201	Freight Operator
13	653203	Aircraft Trimmer	85	132404	Warehouse Manager
14	671208	Aircraft Electrician	86	243103	Marketing Practitioner
15		Aircraft Performance Analysis/weight & balance analysis	87	642607	Pipe Fitter
16	651202	Aircraft welder	88	252902	Technical (ICT) Support Services Manager
17	643202	Aircraft Spray Painter	89	121202	Business Training Manager
18		Airport Maintenance Electricians	90	734301	Crane or Hoist Operator
19		Armourer	81	833303	Stevedore
20		CAA Inspector	91	432102	Dispatching and Receiving Clerk / Officer
21	511101	Cabin Crew (Flight Attendants)	92	642702	Cold Storage Maintenance Serviceman
22	143905	Contact Centre Manager	93	734402	Forklift Operator

23	215201	Electronic Engineer	94	226302	Safety Manager
24		Engineering Technician ATNS	95	134916	Stevedore Foreman
25		Fitter (Light Armament)	96	222101	Occupational Health Nurse
26	214101	Industrial Engineer	Rail		
27		Load Controllers	97	731101	Train Driver
28	214401	Mechanical Engineer	98	731202	Train Control Officer
29	211201	Meteorologist (research, climate & f/casting)	99	731201	Railway Signal Operator
30	311702	Non Destructive Testing Technician	100	862920	Railways Assistant
31		Passenger Handling	101	541401	Railway Patrol Officer
32	651301	Sheet Metal Worker	102	214201	Civil Engineers (Civil)
33		Ramp Handling	103	215101	Civil Engineers (Electrical)
34	251201	Software Engineer	104	215201	Electronics Engineer
35	652301	Turner Machinist	105	653304	Diesel Fitter
Maritime			106	653306	Diesel Mechanic
36	315101	Ship's Engineer	107	651201	Pressure Welder
37	315201	Ship's Master	108	651202	Welder
38	315202	Ship's Officer	109	651203	Fitter-Welder
39	622201	Skipper (Fishing)	110	651204	Gas Cutter
40		Marine Motorman	111	671207	Armature Winder
41	622301	Master Fisher	112	671202	Millwright
42	735101	Deck Hand	113		Rail Assessors
43	821601	Fishing Hand	114		Track Technicians and training specialist
44	132407	Airport or Harbour Manager	115	311801	Rail draughtsman
45	143907	Dockmaster	116	214101	Industrial Engineer
46	214405	Marine Engineer	117	214401	Mechanical Engineer
47	315203	Ship's Surveyor	118	214201	Civil Engineer
48	512101	Cook	119	311702	Metallurgical or Materials Technician
49	671202	Millwright (Electro-mechanician)	Taxi		
50	716112	Seafood Processing Machine Operator	120	122105	Client Service Advisor

51	718909	Lighthouse Keeper	121	263404	Behavioral Management Consultant
52	734303	Dredger Operator	122	413101	Word Processing Clerk
53	832103	Fish or Seafood Packer	123	134903	Small Business Manager
54	672206	Communications Operator	124	333908	Marketing Coordinator
55	121201	Personnel/ Human Resource Manager	125	121201	Employee Relations Manager
Road Freight			126	121905	Programme or Project Manager
56	732101	Delivery Drivers	127	333905	Supply Chain Administrator
57	733201	Truck Driver	128	226302	Safety, Health, Environment and Quality (SHE&Q) Practitioner
58	733205	Tow Truck Driver (Medium & heavy)	129	523901	First Aid Attendant
59	733204	Tanker Driver	130	121205	Employee Wellness Consultant
60	733203	Furniture Removalist (Heavy duty)	131	242304	Industrial Relations Officer
61		Driving Instructors (Heavy duty)	132	121101	Finance Manager
62	732203	Emergency Vehicle Drivers	133	242210	Business Administrator
63	653306	Diesel & Petrol Mechanic	134	242207	Compliance Officer
64	653101	Motor Mechanic	Forwarding and clearing		
65		Vehicle Service Technicians	135	132401	Supply Chain Manager
66	671208	Auto Electrician	136	132401	SCM International Logistics Manager
67	671208	Autotronics Technician	137	133105	Information Technology Service Managers
Road Passenger			138	143905	Call Centre Manager
68	684905	Vehicle Body builder	139	733201	Truck Driver
69	653101	Auto Electrician	140		Shipping Agents / Operators
70	653306	Diesel Fitted Mechanic	141		Clearing and Forwarding Agent
71	733101	School Bus Driver	142	333905	SC Practitioner
72	132403	Transport Company Manager	143		

7.6.12 Insurance SETA

Table 25: Top 10 Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	422206	Call/Contact Centre Agent	6	243103	Marketing Practitioner
2	422202	Outbound Contact Centre Consultant	7	341110	Associate Legal Professional
3	331401	Statistical and Mathematical Assistant	8	251203	Developer Programmer
4	122102	Sales Manager	9	251101	ICT Systems Analyst
5	332101	Insurance Agent	10	332102	Insurance Broker

7.6.13 Energy and Water SETA

Table 26: EWSETA Critical Skills List:

No	OFO	Occupation	No	OFO	Occupation
1	121905	Programme/Project Manager	6	215101	Electrical Engineer
2	214301	Environmental Engineer	7	671101	Electricians
3	213306	Water Quality Analyst	8	313106	Concentrated Solar Power (CSP) Plant Process Controller
4	215103	Energy Engineer	9	313201	Water Plan Operator
5	214201	Civil Engineer	10	642602	Solar Installer

7.6.14 Financial, Accounting, Management, Consulting and other Financial Services SETA (Fasset)

Table 27: Top 10 Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	241104	External Auditor	6	121901	Corporate General Manager
2	241101	Accountant (General)	7	121101	Finance Manager
3	241106	Accountant in Practice	8	242101	Management Consultant
4	431202	Securities Services Administrative Officer	9	241301	Financial Investment Advisor
5	242211	Internal Auditor	10	121905	Programme or Project Manager

7.6.15 Safety and Security SETA (SASSETA)

Table 28: Scarce Skills

No	OFO	Occupation	No	OFO	Occupation
1	265101	Artisan (Welder, Painter, Electricians, Bricklayer)	9	213202	Nutritionist
2	263401	Clinical Psychologist	10	226201	Pharmacist
3		Hostage Negotiators	11	222104	Professional Nurses
4	241104	Forensic Investigators	12	221101	Medical Practitioners
5		Fire Arm Trainers	13	121206	Environmental Health Inspectors
6	541202	CCTV Surveillance	14	441604	Labour Relations Practitioners
7	263205	Criminologist	15	314201	Agricultural Technicians
8		EAP Specialist (HIV/AIDS)	16		

7.6.16 Local Government SETA (LGSETA)

Table 29: Absolute Scarce Skills

No	Occupation	No	Occupation
1	Chief Financial Officer	8	Electrical Engineer
2	Project Manager	9	Urban And Regional Planner
3	Construction Project Manager	10	Accountant (General)
4	Supply Chain Manager	11	Water Plant Operator
5	Information Technology Manager	12	Plumber (General)
6	Civil Engineer	13	Electrician (General)
7	Civil Engineering Technologist	14	

Table 30: Relative Scarce Skills

No	Occupation	No	Occupation
1	Internal Audit Manager	20	Compliance Officer (Risk Officer)
2	Policy and Planning Manager	21	Internal Auditor
3	Corporate Services Manager	22	ICT Specialist
4	Personnel / Human Resource Manager	23	Systems Administrator
5	Community Development Manager	24	Librarian
6	Environmental Manager	25	Civil Engineering Technician
7	Commissioned fire and Rescue Officer	26	Town Planning Technician
8	Disaster Management Manager	27	Electrical Engineering Technician
9	Environmental Officer	28	Building Construction Supervisor
10	Water Quality Technician	29	Waste Materials Plant Operator
11	Electrical Engineering Technologist	30	Finance Clerk/Administrator
12	Architect	31	Procurement Clerk
13	Registered Nurse (Community Health)	32	Supply Chain Practitioner
14	Environmental Health Officer	33	Building Site Inspector

15	Safety, Health, Environment and Quality (SHE &Q)	34	Community Development Worker
16	Management Accountant	35	Disaster Management Coordinator/Officer
17	Financial Accountant	36	Accounting Clerk
18	Local Economic Development Officer/Coordinator	37	Fire Fighter
19	Liaison Officer	38	Traffic Officer

7.6.17 Culture, Arts, Tourism, Hospitality and Sports SETA (CATHSSETA)

Table 31: Top 10 Scarce Skills within CATHSETA

No	OFO	Occupation	No	OFO	Occupation
1	141101	Hotel or Motel Manager	6	213301	Conservation Scientist
2	141201	Cafe (Licensed) or Restaurant Manager	7	352103	Sound Technician
3	143108	Sports Centre/Facility Manager	8	343401	Chef
4	134903	Small Business Manager	9	342203	Sports Official
5	213307	Park Ranger	10	512101	Cook

Scarce Skill in the Tourism Sector

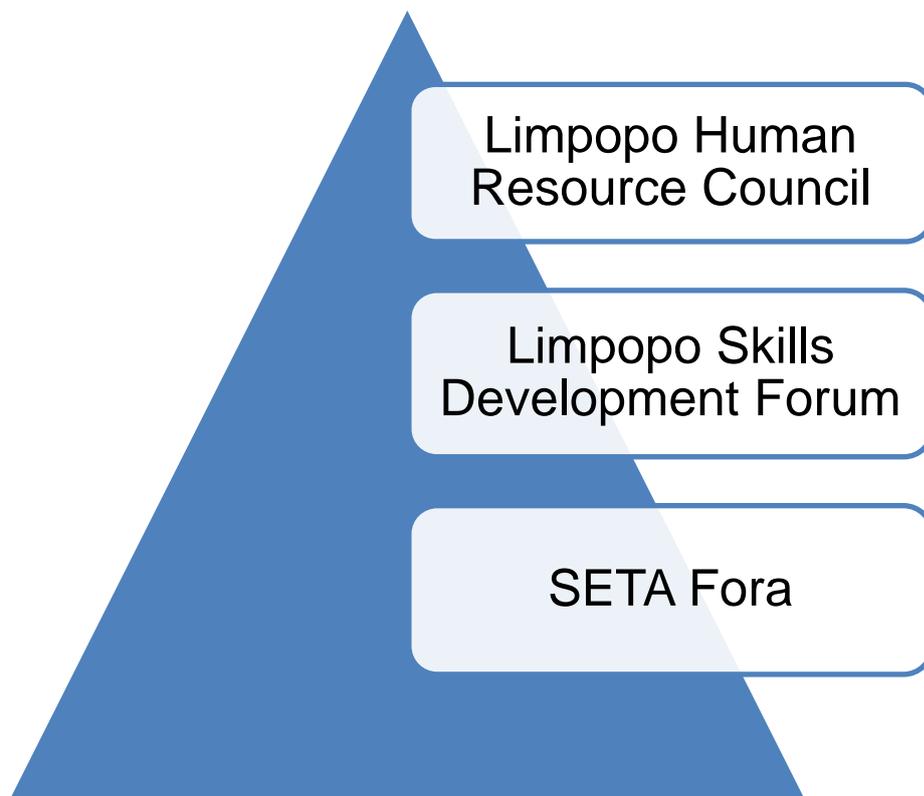
Table 32: Scarce Skills

No	Occupation	No	Occupation
1	Tour Operation	11	Artisans (Mining)
2	Tourism Marketing	12	Mining Engineers
3	Tour guides	13	Mining Technicians
4	Tourism Information	14	Safety Officers
5	Integrated nature-based tourism and conservation	15	Information Technology
6	Foreign languages interpreters (French, German and Spanish)	16	Internal Auditing
7	Travel Agency Management	17	Financial Management
8	Gallery, Museum and Tour Guides	18	Economists (Financial and Environmental)
9	Betting Agency Management	19	Environmentalists: Fire Fighting
10	Gaming Workers	20	Core Management Skills (Project, Financial and Strategic Management)

7.7. INSTITUTIONAL ARRANGEMENT AND COORDINATION

7.7.1 Structures to coordinate the Limpopo Human Capital Investment Strategy (LHCIS)

The LHICS has identified the following structures for coordination:



7.7.1.1 Limpopo Human Resource Development Council (LHRDC)

- The LHRDC was formed as a strategic level to provide leadership, unlock challenges and provide a strategic platform for decision making in support of human resource initiatives in the Province;
- The Council comprises MECs, Mayors, Municipal Managers, Business Sector, Mining Houses, Eskom, Hillary Construction, CEOs of TVETs Colleges, Vice Chancellors of Universities, SAB Miller, NYDA , to mention but a few;
- The Council meets twice in a year; and
- The Council is chaired by the Premier.

7.7.1.2 Limpopo Skills Development Forum (LSDF)

- The LSDF meets quarterly prior to the meeting of LHRDC;
- The Forum's broad scope is reporting, advising and information sharing;
- The Forum is composed of organized business, Labour, Government Departments, SETAs, Private Training Providers, Institutions of Higher Learning, Municipalities, TVETs; and
- Its mandate is, amongst others, to provide a technical support to Limpopo Human Resource Council

7.7.1.3 SETA Fora

- SETA Fora are sectoral fora meetings convened by individual SETAs e.g., MerSETA Regional Committee Meeting
- The Office of the Premier is represented by Human Capital Investment Unit and finds skill linkages through the LSDF
- Meets quarterly

7. CONCLUSION

The Limpopo Human Capital Investment Strategy is a medium- term strategy that seeks to foster cooperation and collaboration between various skills role players in the skills development landscape.

The Limpopo Human Capital Investment Strategy is premised on the theory of change which assumes that the input factors will lead to the desired impact through multi-stakeholder involvement.

Partnerships in skills development remains the viable vehicle to realize the long lasting impact by reducing unemployment, poverty and inequality.

The LHCIS is driven through the Institutional arrangement that interface with other structures within the integrated planning framework that the Limpopo Development plan has captured so well.
