



# EWSETA 2023 SDF CAPACITATION SESSIONS

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# Skills Planning

## EWSETA SSP



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## EWSETA SSP

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# Background

## EWSETA SSP

- SETAs are mandated to plan for, implement and evaluate desired skills development outcomes within respective economic sectors
- A key component of SETA work involves sector skills planning research to ensure that public investment in skills development resonates with the needs of respective constituencies and government’s key economic and social priorities
- This is achieved by responding to prescripts outlined in the NSDP (and more broadly, the NDP)
- Thus, and through the Skills Development Act, SETAs are tasked with the responsibility of developing the Sector Skills Plan (SSP)

### The Sector Skills Plan (SSP) Framework

- The SSP Framework was developed by the DHET in conjunction with SETAs, and was first implemented in April 2015
- The Framework aims to provide guidance to SETAs in compiling the SSP, as well as to ensure uniformity in the structure and content of the SSP
- The current Framework was developed during April of 2019 and will remain in effect until 2025 (unless otherwise advised by the DHET)
- The Framework outlines the following:
  - ❖Method and format set for SETAs to meet the criteria for compilation of the SSP
  - ❖SSP content (from Chapter 1 – 6, including the preceding section on research process and methodology) - 65 page limit
  - ❖The SSP planning cycle and annual time frames
  - ❖The criteria for evaluation of SSPs
- The current SSPs being developed by SETAs are the first update SSPs based on the 2020-2025 five-year plans (developed in 2019)
- Thus, the 2020-25 SSPs are currently in their first year of implementation

# The NSDP

## EWSETA SSP

–The SSP Framework aims to align to prescripts set out in the NSDP by:

- ❖ Articulating sectoral priority occupations as primary input into realisation of key objectives of the NSDP
- ❖ Appropriately aligning to outcomes stipulated in the NSDP by:
  - Identifying and increasing production of occupations in high demand
  - Linking education and the workplace
  - Improving the level of skill in the South African Workforce
  - Increasing access to occupationally directed programmes
  - Supporting growth of the public college institutional type as a key provider of skills required for socio-economic development (I.e. TVETs and CETCs)
  - Demonstrating skills development support for entrepreneurship and cooperative development
  - Encouraging and supporting work-initiated training
  - Supporting career development services
- ❖ Seeking new methods of continuously improving skills planning activities in support of the above

# Research Process and Methods

## EWSETA SSP

*Central to its development, the EWSETA SSP was prepared by way of evidence-based research which included:*

- Collection of quantitative data through workplace skills plans (WSPs)
- Collection of qualitative data in the form of in-depth interviews
- A labour market intelligence survey to gain deeper insight into aspects such as key change drivers and hard-to-fill vacancies (HTFVs)
- EWSETA Impact and Tracer Studies (primary research) typically based on concurrent mixed methods
- Desktop research to acquire and analyse secondary data derived from numerous credible sources

# Major Change Drivers

## EWSETA SSP

Factors influencing skills demand and supply have been identified as:

- COVID-19:** Though the country is moving on, the medium-to-long term impact of COVID-19 remains evident (but to a lesser extent when compared with the initial effects on learning programmes, learner participation, etc.).
- Economic Reconstruction and Recovery:** Increase in job creation and productivity, thereby requiring increase in pool of candidates to address Hard-to-Fill Vacancies (HTFVs). The ERRP is emphasised in the SSP since it provides a roadmap for the [re-establishment] of the South African economy.
- Technological Advancement:** Technological changes bring about the need for new work systems, processes and procedures in the Fourth Industrial Revolution (4IR).
- Climate Change:** Climate change tends to have an adverse effect on productivity in the sector, which in turn hinders training objectives.
- Compliance/Regulatory Environment:** Regulations largely determine the operations of organisations across the energy and water sector.

# Draft Top 10 Priority Occupations (2023/24 Implementation)

No.	OCCUPATION CODE	OCCUPATION
1	11301	Electrical Engineering Technician (G) (e.g., Heavy Current Electrical Technician)
2	214101	Industrial Engineer (G) (e.g., Industrial Efficiency Engineer; Safety Engineer; etc.)
3	215101	Electrical Engineer (G) (e.g., Power Distribution Engineer)
4	311801	Draughtsperson (e.g., Nuclear Draughtsperson; Substation Design Draughtsperson; etc.)
5	671202	Millwright (e.g., Winder Technician)
6	215103	Energy Engineer (G) (e.g., Hydro Energy Engineer; Renewable Energy Engineer; etc.)
7	132104	Engineering Manager (e.g., Engineering Maintenance Manager)
8	213302	Environmental Scientist (G) (e.g., Climate Change Analyst; Water Use Specialist; etc.)
9	211401	Geologist (G) (i.e. geohydrologist)
10	214202	Civil Engineering Technologist (G) (e.g., Water and Wastewater Technologist)



Step	Action
1	Identify all Occupations in WSP submissions.
2	Rank order, from highest to lowest, by number of times each occupation has been cited by employers (which will therefore be the quantity needed by the sector).
3	Identify specialisations as indicated by employers and “map” each specialisation to the correct occupation in line with the published OFO list (ensuring correct specialisation name/ alternate title, aligned to correct occupation name and code).
4	Identify “missing” specialisations and refer to published OFO list by identifying <u>all</u> specialisations under each of the occupations containing “missing” specialisations and add these to the list of occupations.
5	Identify all specialisations which do not meet the following criteria and omit/remove from the HTFVs list: must either have been cited in latest WSPs submitted for the current year (particularly those with the highest quantities identified); and/or cited in the current labour market intelligence survey; and/or cited during most recent stakeholder interviews/ workshops/ interactions; AND must be relevant to the EW sector (e.g., relevant to chapter 2 national strategies and plans). In the case of new/emerging occupations, these MUST have been cited in the WSP submissions.
6	Identify the top 20-50 occupations for further analysis. (Steps 6 to 10 refer to “weighting” and “prioritisation” algorithms employed when appropriate)
7	Apply weighting formula (where appropriate/applicable) and determine ranking by <u>quantity</u> (i.e., highest to lowest quantities).
8	Apply prioritisation algorithm (using a set of criteria, e.g., verification of whether or not occupation is listed in latest OIHD List; and/or cited in labour market intelligence survey; and/or was cited in stakeholder interviews/ interactions; and/or is relevant to in chapter 2 of the SSP national strategies and plans; and/or is a new/ emerging occupation in the sector). Each criterion in the set of criteria carries a “score” (accumulated scores are calculated for each of the top 20-50 occupations, and assigned a final “score”, which largely influences the ranking, i.e., prioritisation of each occupation).
9	“Shift” rank order of each occupation upward according to the criteria listed above (i.e., the higher the number of criteria within the set of criteria an occupation complies with, the higher its relative ranking/prioritisation relative to other listed occupations).
10	List, from highest priority to lowest, the top 10 ranked occupations.

# Draft Skills Gaps (Top-Up Skills)

(2023/24 Implementation)

EWSETA SSP

No.	Skills Gap	Major Group Level
1	Technical (job-specific)	TECHNICIANS AND ASSOCIATE PROFESSIONALS SKILLED WORKERS TECHNICIANS AND ASSOCIATE PROFESSIONALS
2	Financial Management	MANAGERS MANAGERS MANAGERS
3	Computer literacy	PROFESSIONALS TECHNICIANS AND ASSOCIATE PROFESSIONALS CLERICAL SUPPORT WORKERS
4	Management	PROFESSIONALS MANAGERS MANAGERS
5	Advanced IT and software	PROFESSIONALS PROFESSIONALS TECHNICIANS AND ASSOCIATE PROFESSIONALS
6	Leadership	MANAGERS MANAGERS MANAGERS MANAGERS
7	Occupational health & safety skills	CLERICAL SUPPORT WORKERS ELEMENTARY OCCUPATIONS
8	Project management	PROFESSIONALS PROFESSIONALS MANAGERS MANAGERS
9	Communication	TECHNICIANS AND ASSOCIATE PROFESSIONALS MANAGERS
10	Problem-solving	CLERICAL SUPPORT WORKERS MANAGERS MANAGERS

# Strategic Skills Priority Actions

## (2023/24 Implementation)

### EWSETA SSP

#### Strategic Skills Priority Actions (*incrementally achieved over a five-year cycle*)

**Priority 1:** Increase internal human resource capacity to continue to enhance the research effort (short to medium term).

**Priority 2:** Establish partnerships with key stakeholders aimed at developing and supplying skilled incumbents in order to address sectoral needs (short to medium term).

**Priority 3:** Implement Recognition of Prior Learning (RPL) programmes (medium to long term).

**Priority 4:** Increase skills development support of SMMEs in the sector, especially in response to 4IR and entrepreneurship skills (short to medium term).

**Priority 5:** Support equity imperatives such as gender equality, especially in key professional and technical occupations (long term).

**Priority 6:** Establish a formal EWSETA monitoring and evaluation (M&E) framework (short to medium term).

**Priority 7:** Support national plans and strategies (long term).

Priority No.	Priority Action	Outputs to be achieved in the next financial year (linked to the five-year SSP)	Alignment to NSDP Outcomes
1.	<p>Increase internal human resource capacity to continue to enhance the research effort.</p> <p>(short to medium term)</p>	<ul style="list-style-type: none"> <li>– Increase internal research capacity in the form of an increased number of researchers/support resources to carry out research functions, tasks and activities with the intention of further strengthening the research effort.</li> <li>– Continue to prioritise research and sectoral labour market demand articulation.</li> <li>– Prioritise establishment of collaborative research with public HEIs</li> <li>– Continue to develop and/or update the SSP using evidence-based research.</li> <li>– The South African Economic Reconstruction and Recovery Plan (ERRP) must continue to find expression in the EWSETA SSP.</li> <li>– Continue to establish collaborative research aimed at achieving specified outcomes (e.g., linking education and the workplace and the analysis of skill needs of Co-operatives as well as small and emerging enterprises).</li> <li>– Continue to conduct evaluation/assessment studies on an annual basis.</li> <li>– Establish an electronic research data repository enabling effective dissemination of research findings, such as those emanating from evaluation studies to internal and external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 1</li> <li>– Outcome 2</li> <li>– Outcome 3</li> <li>– Outcome 4</li> <li>– Outcome 8</li> </ul>
2.	<p>Establish partnerships with key stakeholders aimed at developing and supplying skilled incumbents in order to address sectoral needs.</p> <p>(short to medium term)</p>	<ul style="list-style-type: none"> <li>– Continue to establish EWSETA partnerships with the intention of identifying and addressing skill needs, particularly through workplace learning, that serve to support national imperatives (i.e., national strategies and plans).</li> <li>– Continue to mobilise multiple stakeholders to identify and respond to sectoral skill needs driven by change drivers such as technological advancement and 4IR.</li> <li>– Ensure the required skills and competencies are transferred to learners through work integrated learning opportunities, particularly those interventions responding to the ERRP and other national plans and strategies.</li> <li>– Promote qualifications in support of skills development imperatives.</li> <li>– Continue to establish the links between education and work through research.</li> <li>– Evaluate the level of mentorship activities experienced by learners (e.g., through evaluation studies, etc.).</li> <li>– Establish research collaborations in support of TVET Colleges, small and emerging enterprises, and Cooperatives.</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 1</li> <li>– Outcome 2</li> <li>– Outcome 3</li> <li>– Outcome 4</li> <li>– Outcome 5</li> <li>– Outcome 6</li> <li>– Outcome 7</li> <li>– Outcome 8</li> </ul>
3.	<p>Implement Recognition of Prior Learning (RPL) programmes.</p> <p>(medium to long term)</p>	<ul style="list-style-type: none"> <li>– Promote the professionalisation of existing workers who do not possess formal qualifications.</li> <li>– Align employee skills with those in high demand by training/retraining incumbents in relevant occupations/specialisations through, e.g., Learnerships, Apprenticeships, Skills Programmes, etc.</li> <li>– Enhance career guidance services offered to learners by increasing the footprint of EWSETA-coordinated events, engagements, etc.</li> <li>– Align employee skills with those identified across occupations in high demand by retraining incumbents in relevant occupations/specialisations.</li> <li>– Increase the number of partnerships geared towards life-long learning and NEET population support</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 1</li> <li>– Outcome 2</li> <li>– Outcome 3</li> <li>– Outcome 7</li> <li>– Outcome 8</li> </ul>



Priority No.	Priority Action	Outputs to be achieved in the next financial year (linked to the five-year SSP)	Alignment to NSDP Outcomes
4	<p>Increase skills development support of SMMEs in the sector, especially in response to 4IR and entrepreneurship skills.</p> <p>(short to medium term)</p>	<ul style="list-style-type: none"> <li>– Continue to increase support for SMMEs through capacitation services and skill needs analysis; particularly for new entrants (e.g., entrepreneurship development, digital skills capacitation enabled by 4IR, etc.).</li> <li>– Support development opportunities granted to SMMEs in the form of grant funding and access to appropriate learning interventions.</li> <li>– Promote appropriate alignment between the skill needs of SMMEs and learning interventions through research.</li> <li>– Increase the involvement of SMMEs in the identification of skill needs across the sector through research.</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 2</li> <li>– Outcome 3</li> <li>– Outcome 6</li> <li>– Outcome 8</li> </ul>
5	<p>Support equity imperatives such as gender equality, especially in key professional and technical occupations.</p> <p>(long term)</p>	<ul style="list-style-type: none"> <li>– Maintain a strong focus on balanced equity where fair practices with respect to learner representation across EWSETA learning interventions are promoted.</li> <li>– Increase female representation across technical learning programmes.</li> <li>– Increase support for encouraging female completion rates across learning interventions.</li> <li>– Promote learning interventions which serve to address transformation imperatives.</li> <li>– Encourage the previously disadvantaged to embark on learning interventions geared towards professional disciplines which support sustainable occupations within the sector.</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 3</li> <li>– Outcome 4</li> </ul>
6	<p>Establish a formal EWSETA monitoring and evaluation (M&amp;E) framework.</p> <p>(short to medium term)</p>	<ul style="list-style-type: none"> <li>– Enhance M&amp;E capacity within the EWSETA system.</li> <li>– Develop, update, and maintain a formal EWSETA M&amp;E framework.</li> <li>– Conduct quality monitoring, thereby ensuring data integrity and reliability.</li> <li>– Provide appropriate data inputs into the planning activities of the EWSETA.</li> <li>– Ensure appropriate monitoring of the EWSETA Research Agenda.</li> <li>– Ensure evaluative studies/assessments are conducted at appropriate intervals, which serve as input into the EWSETA planning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 1</li> <li>– Outcome 4</li> </ul>
7	<p>Support national plans and strategies.</p> <p>(long term)</p>	<ul style="list-style-type: none"> <li>– Continue to support national plans and strategies through skills planning and effective service delivery.</li> <li>– Link education and work through research.</li> <li>– Continue to establish appropriate collaborative partnerships with related stakeholders operating within the sector, including institutions of higher learning.</li> <li>– Increase the supply of technical incumbents to address national prescripts such as the ERRP, NSDP, PSET White Paper, IPAP, IRP, NES, NWRS 2 and the National Water and Sanitation Master Plan.</li> <li>– Provide career guidance to increase awareness of learning opportunities across the energy and water sector.</li> </ul>	<ul style="list-style-type: none"> <li>– Outcome 1</li> <li>– Outcome 2</li> <li>– Outcome 3</li> <li>– Outcome 4</li> <li>– Outcome 6</li> </ul>

A pair of hands is shown from the bottom, cupping a small, vibrant green mound of grass. From the top of this grassy mound, several white wind turbines of varying sizes are growing, their blades extending upwards. The background is a soft, out-of-focus white, suggesting a clean, bright environment. The overall composition is centered and balanced, with the hands and grass forming the base of the image.

**Thank You**