



EWSETA SKILLS DEVELOPMENT FACILITATOR CAPACITY BUILDING SESSIONS



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Opening and Welcome





OUR MANDATE: To anticipate, build and strategically plan and manage skills development and training needs in the energy and water sectors as directed by the National Skills Development Plan 2030



OUR VISION: Creating a sustainable tomorrow today, through skills

OUR STRATEGIC PILLARS



Establish a high-performance culture



Develop a credible mechanism for identification of skills supply and demand



Close the scarce and critical skills gap



Intensify continuous professional development and career guidance



Positively contribute to inclusive economic development

UNDERPINNED BY

OUR MISSION: The EWSETA will achieve its Vision through:



- **Research** to determine the skills demand
- **Facilitation** and **coordination** of skills development programmes to respond to sectoral challenges
- Driving **excellence** through **quality assurance**
- Fostering an ecosystem in energy & water that creates **inclusive economic development**.



OUR VALUES



Respect



Integrity

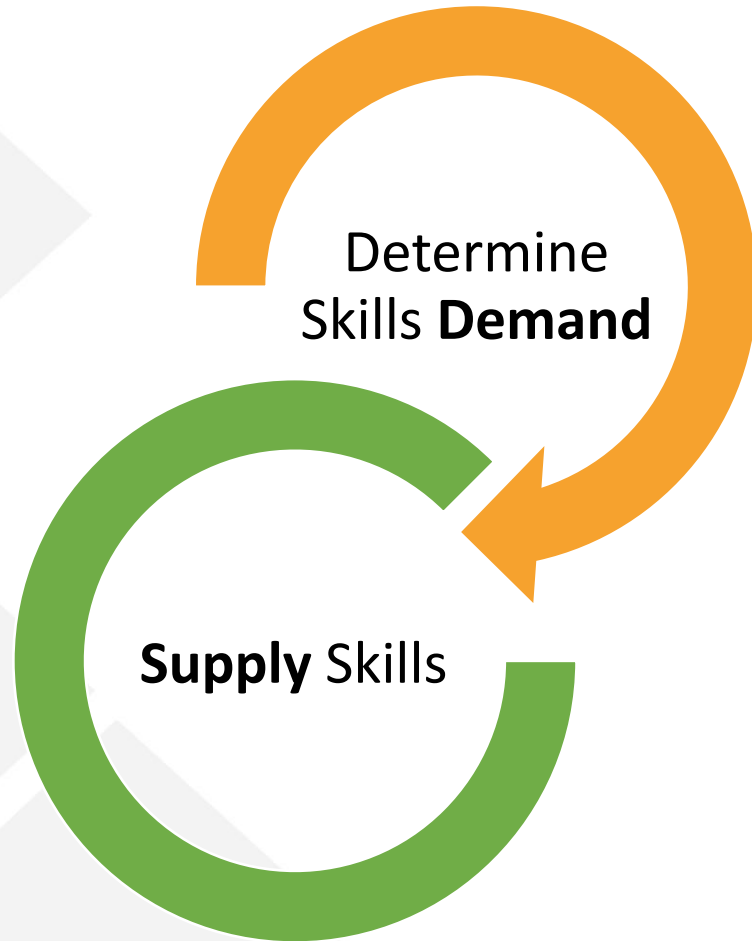


Teaming



Excellence

EWSETA Mandate and Strategic Scope

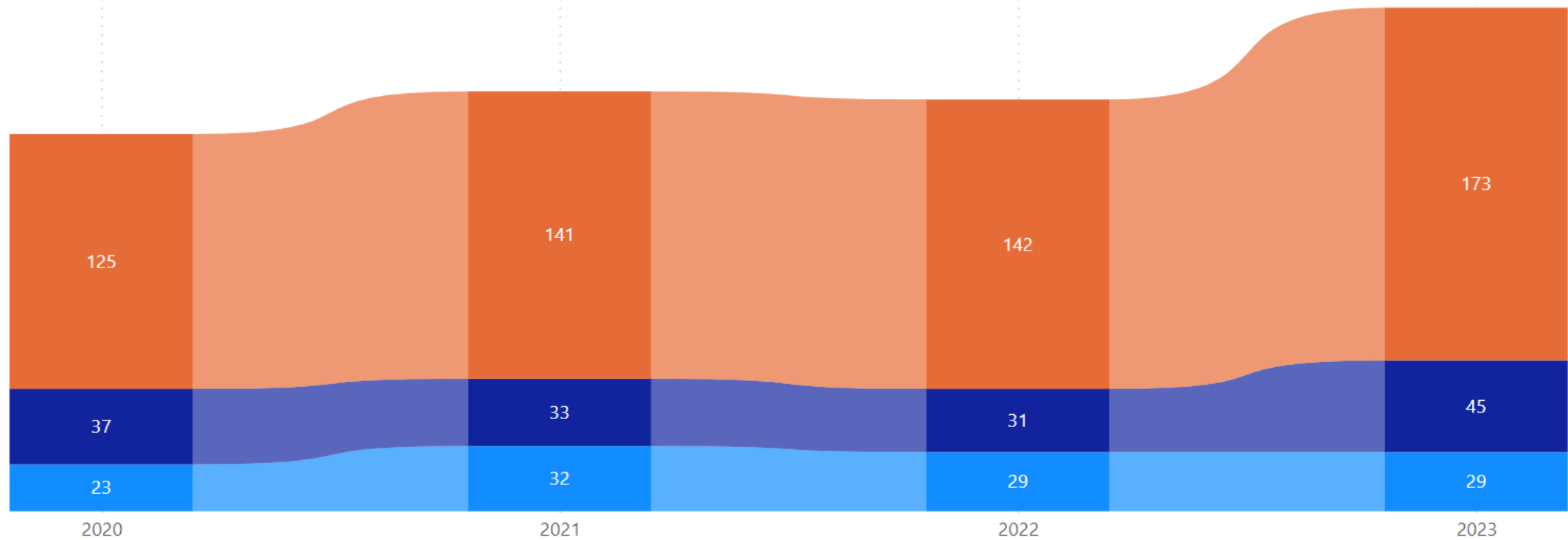


- ✓ Credible skills planning and delivery data
- ✓ Industry-led skills planning
- ✓ Future skills

- ✓ Industry-led qualifications development
- ✓ Learning programmes
- ✓ Accreditation of skills development providers
- ✓ Approval of workplaces
- ✓ Facilitate sector training

No of companies submitting WSP/ATRs

SIZE ● Large ● Medium ● Small



Benefits of submitting WSP/ATR

- Qualify to claim back a mandatory grant of 20% of Skills Development Levy (SDL)
- Maximising points earned under the Skills Development priority element for BEE
- Highlighting skills gaps in your organisation
- Implementing training to minimise the skills gaps
- Applying for discretionary grant funding to address skill shortages identified by industry

Sector Skills Plan



Brief Background

- 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)

SSP Framework & 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.

Research Process & Methods

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.

Change Drivers

Some of the major change drivers influencing the energy and waters sector as identified in the EWSETA SSP included:

- **THE ELECTRICITY GRID AND LOAD SHEDDING:** e.g., ongoing load shedding, reaching stage 6 levels at times, disrupts business operations which reduces outputs. Therefore, the subsequent financial constraints mean the budgets previously reserved for education and training objectives may be reallocated to sustain business operations.
- **NEW ENERGY TECHNOLOGY & THE JUST ENERGY TRANSITION :** e.g., recent advances have opened doors to potential learning opportunities in new energy technologies.
- **CLIMATE CHANGE:** e.g., water scarcity issues continue to pose a risk, particularly to the water supply industry. Thus, innovations designed to curb water demand whilst increasing water supply requires input from qualified experts, professionals, and specialists.

Occupational Shortages (Top 10 Priority Occupations)

No.	OCCUPATION CODE	OCCUPATION
1	2021-215101	Electrical Engineer
2	2021-121905	Programme or Project Manager
3	2021-214101	Industrial Engineer
4	2021-132104	Engineering Manager
5	2021-213302	Environmental Scientist
6	2021-215103	Energy Engineer
7	2021-214401	Mechanical Engineer
8	2021-311801	Draughtsperson
9	2021-671202	Millwright
10	2021-243301	Industrial Products Sales Representative

Strategic Skills Priority Actions

- Support the economic reconstruction and recovery plan (ERRP) **[long term]**.
- Support national plans and strategies **[long term]**.
- Support key change drivers **[medium to long term]**.
- Establish partnerships aimed at developing and supplying skilled incumbents to address sectoral needs **[short to medium term]**.
- Support equity imperatives such as gender equality, especially in key professional and technical occupations **[long term]**.
- Establish and maintain a formal EWSETA monitoring and evaluation (M&E) framework **[short to medium term]**.
- Implement Recognition of Prior Learning (RPL) programmes **[medium to long term]**.
- Increase skills development support for SMMEs in the sector (especially in response to 4IR and entrepreneurship skills) **[short to medium term]**.
- Increase internal human resources to continue to enhance the research effort (continue to enhance skills demand articulation) **[medium term]**.
- Support the Presidential Youth Employment Intervention (PYEI) **[medium to long term]**.

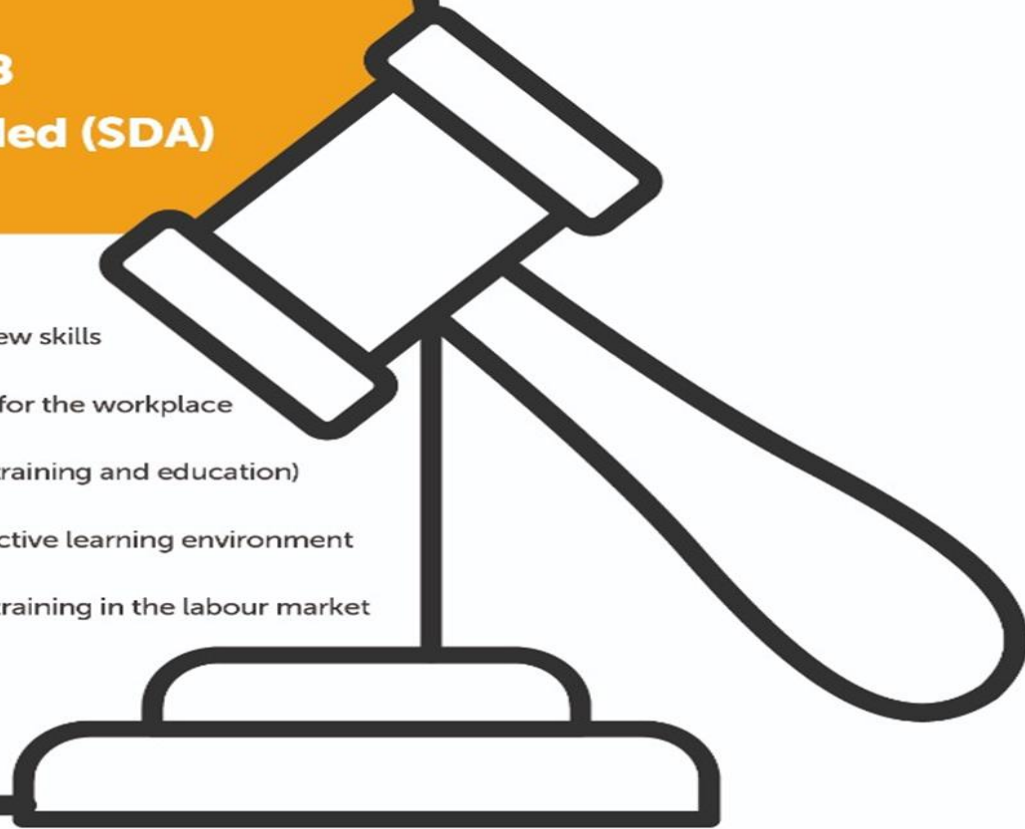
Workplace Skills Plans & Annual Training Reports



Skills Development Act, 1998

Skills Development Act, 1998 (Act No 97 of 1998) as amended (SDA)

- develop the skills of the SA workforce
- provide employees with opportunities to acquire new skills
- ensure the quality of education and training in and for the workplace
- improve employment prospects of PDAs (through training and education)
- encourage employers to use the workplace as an active learning environment
- increase the levels of investment in education and training in the labour market

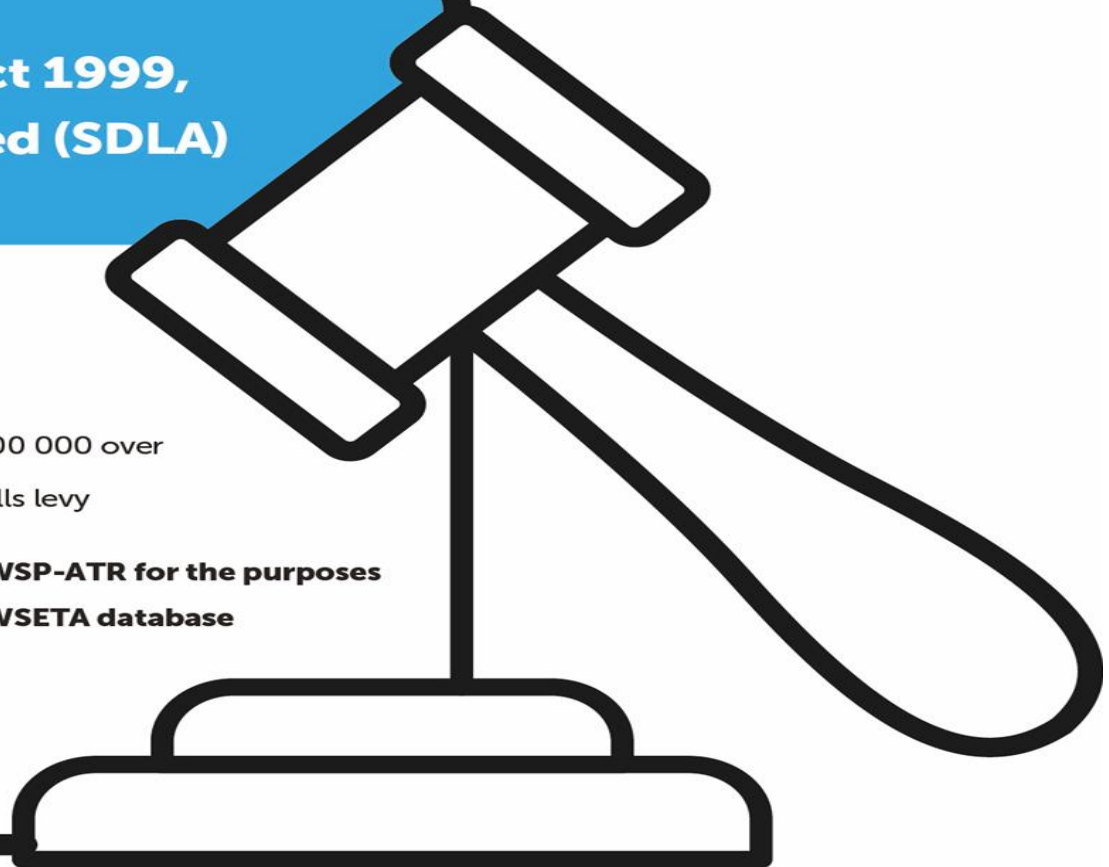


Skills Development Levies Act, 1999

Skills Development Levies Act 1999, (Act No 9 of 1999) as amended (SDLA)

- To impose a skills development levy at a rate of 1% of the leviable amount on every employer
- Employers where the salary bill will not exceed R 500 000 over the next 12 months are exempt from paying the skills levy

Exempted employers are encouraged to submit a WSP-ATR for the purposes of research and recording of their details on the EWSETA database



Purpose of WSP/ATRs

- Improve the quantity and quality of information received by SETAs
- Promote PIVOTAL Programmes that address priority scarce and critical skills needs

Mandatory Grant Applications

- **Workplace Skills Plan (WSP)** - describes the main skills development activities planned for the upcoming year and must reflect all planned training.
- **Annual Training Report (ATR)** – reports on the education and training interventions that were delivered during the previous year. The ATR must reflect all training conducted.

OPEN

Criteria for Mandatory Grant Approval

- An application must be submitted by 30 April each year.
- Proof of implementation of previous year planned training must be submitted.
- Evidence must be provided that the submission has been subject to consultation with the recognised union/s (**Medium and Large companies**).

Organising Framework for Occupations (OFO)



What is the OFO?

- provides a common language when talking about occupations;
- captures jobs in the form of occupations; and
- groups occupations into successively broader categories and hierarchical levels based on similarity of tasks, skills and knowledge.

OFO Structure with Example

DIGIT 1. MAJOR GROUP

6 - SKILLED AGRICULTURAL,
FORESTRY, FISHERY, CRAFT AND
RELATED TRADES WORKERS

8

DIGIT 2. SUB-MAJOR GROUP

2021-67 - Electrical and Electronics
Trades Workers

39

DIGIT 3. MINOR GROUP

2021-671 - Electrical Equipment
Installers and Repairers

125

DIGIT 4. UNIT GROUP

2021-6711 - Building and Related
Electricians

440

DIGITS 5&6. OCCUPATION

2021-671101 - Electrician

1 511

Alignment of OFO to NQF and Skills Level

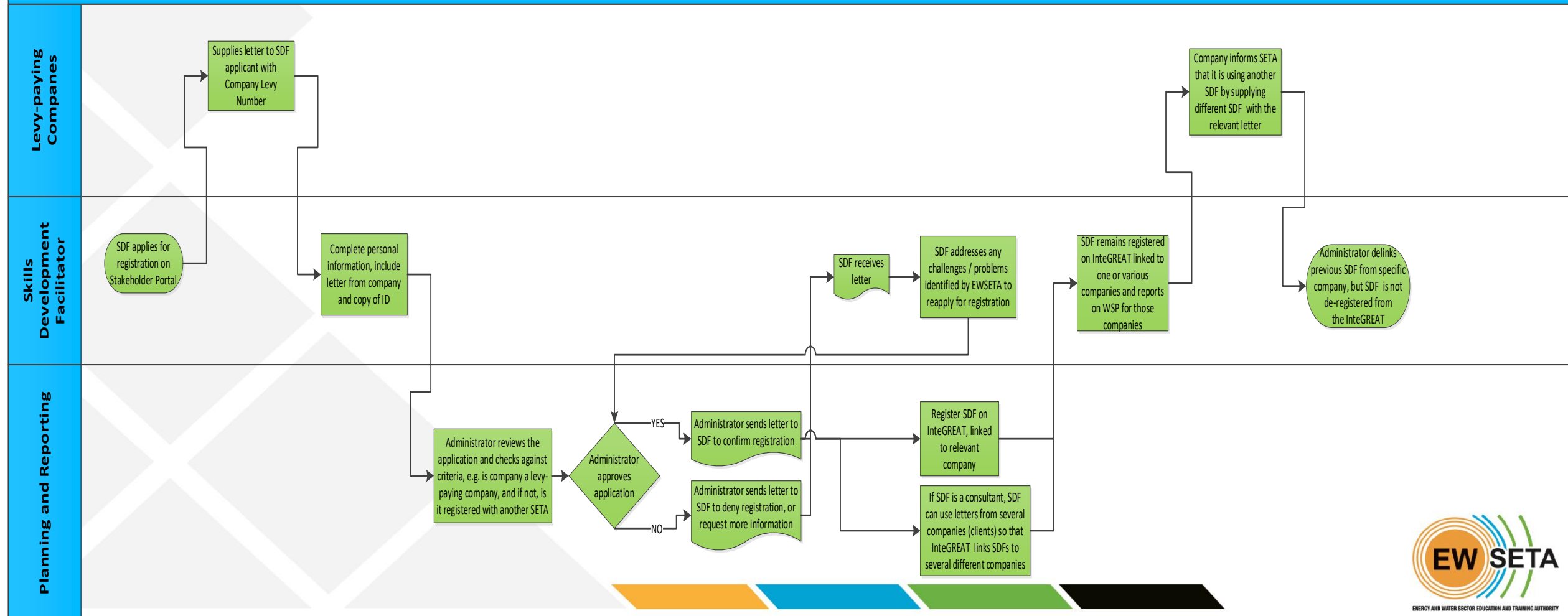
NSDS	NQF Level	Skill Level	OFO Major Groups
HIGH	10	4	2 Professionals
	↑ 7		
INTERMEDIATE	6	3	3 Technicians and Associate Professionals
	5		
	4		
ENTRY	3	2	4 Clerical Support Workers
	2		
	1	1	5 Service and Sales Workers
	1		6 Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers
			7 Plant and Machine Operators and Assemblers
			8 Elementary Occupations

SDF Registration Process



Registration of Skills Development Facilitator

PR 5: Planning and Reporting: Registration of Skills Development Facilitator



Demonstration on InteGREAT



Modifications/ Changes

- 1. Bank Details Requirement:**
 - Skills Development Facilitators (SDFs) are now required to create, update, or confirm bank details before submitting a Workplace Skills Plan (WSP).
- 2. Employer Details Update:**
 - SDFs are mandated to update employer details before submitting a WSP.
- 3. Executive Details Capture:**
 - SDFs are required to capture executive details before submitting a WSP.
- 4. WSP Excel Template Changes:**
 - Hard-to-fill vacancies and the finance tab have been removed from the WSP Excel template. SDFs are now required to input this information directly into the system.
- 5. Planned Training and Adult Education Tabs:**
 - Personal details are no longer required under the planned training and adult education tabs. Instead, we are utilizing the employee ID/reference number to reference the details from the TEP tab. This improvement eliminates the need for capturing employee details twice.

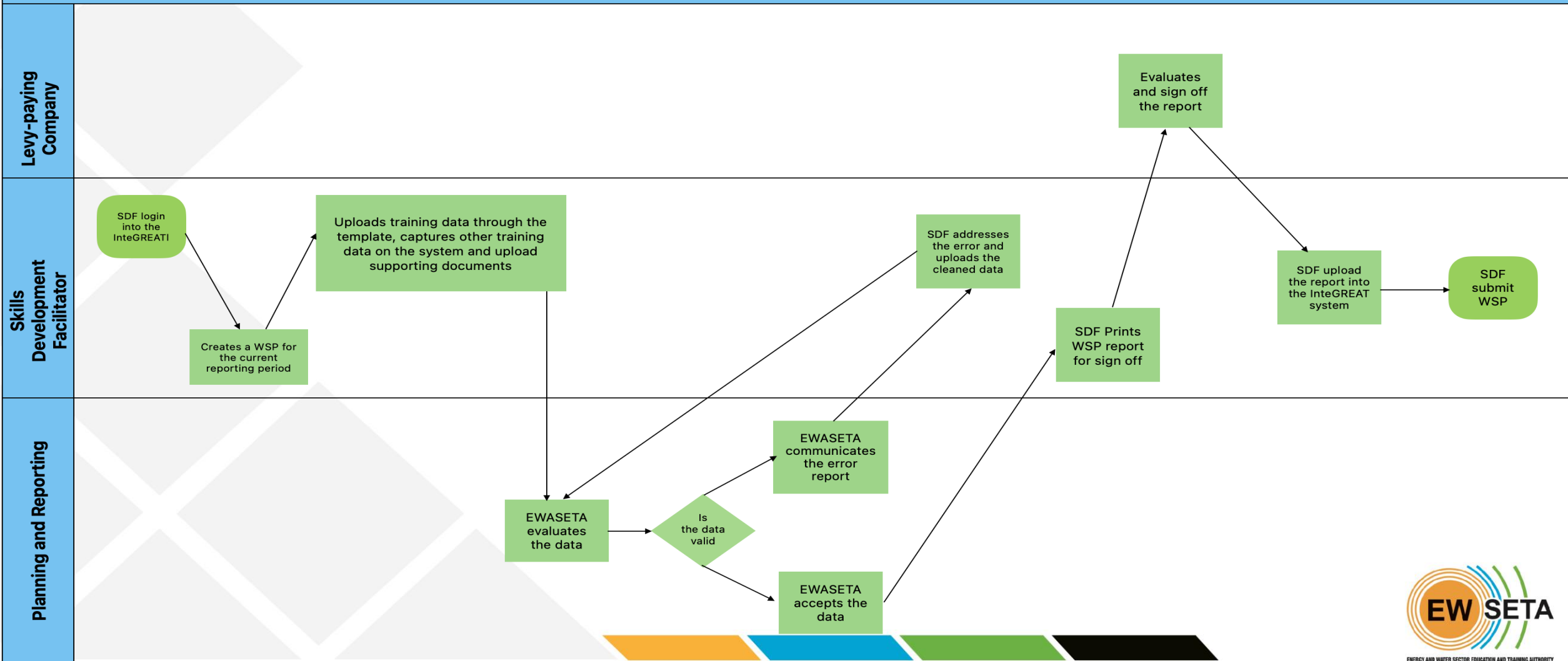
These changes are designed to streamline our processes, reduce redundancy, and enhance the accuracy of our data. We appreciate your cooperation in implementing these updates, and if you have any questions or need further clarification, please feel free to reach out to the IT Department.

WSP/ATR Submission Process



WSP/ATR Submission Process

PR 5: Planning and Reporting: Creation of a WSP report



Demonstration on InteGREAT



Closure





THANK YOU

WSP/ATR Support



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