

Trends and WSPR Submissions Analysis Report

2022 – 2023

September 2022

Research conducted by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)

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1. Introduction

A total of 1 163 ETD employers submitted Workplace Skills Plan and Reports (WSPRs) in the 2022-23 financial year. The 1 163 presented an increase of about 1% in WSP submissions compared to the 1 150 WSP submissions received during the 2021-22 financial year. The increase can be attributed to the ETDP SETA's Research Unit's extensive campaign of constantly calling stakeholders to motivate them and support them in submitting their WSPs. The number of WSP submissions (1 163) makes up about 33% of organisations paying levies to the ETDP SETA as of April 2022. This report will present the submission trends of the WSPRs through the analysis of the number of submissions per size, province, and subsector.

Additionally, this report analyses data to understand emerging trends from the submitted WSPRs. The data analysed looks at the emerging Hard-to-Fill Vacancies (HTFVs), emerging skills gaps, planned and implemented training programmes by the various Education Training and Development (ETD) organisations. The analysis is based on only those organisations that have submitted their WSPRs for the 2022-23 financial year and have provided the required information under the respective WSPR forms.

2. Submission Trends 2018-2022

Figure 1 and Table 1 below represent the WSP submission trends and evaluations of WSPRs from 2018 to 2022. Figure 1 below shows that the WSP submissions have increased from 2018 to 2022; 145 more organisations submitted the WSPs in 2022 compared to 2018. What is also noteworthy is the increase in WSP submissions between 2021-22 and 2022-23, which registered an increase of 13 more organisations who submitted their WSPs in 2022-23. The ETDP SETA Research Unit temporarily hires dedicated WSP administrators to support the ETD stakeholders. The recruitment of WSP administrators ensures that the SETA continuously provides technical support to the ETD stakeholders during the WSP submission season and encourages the ETD employers who are not submitting their WSPs to do so; this has led to the growth of WSP submissions. Furthermore, with the help of provincial offices, the SETA has expanded the mobilisation processes to garner increased participation of employers in the WSP process.

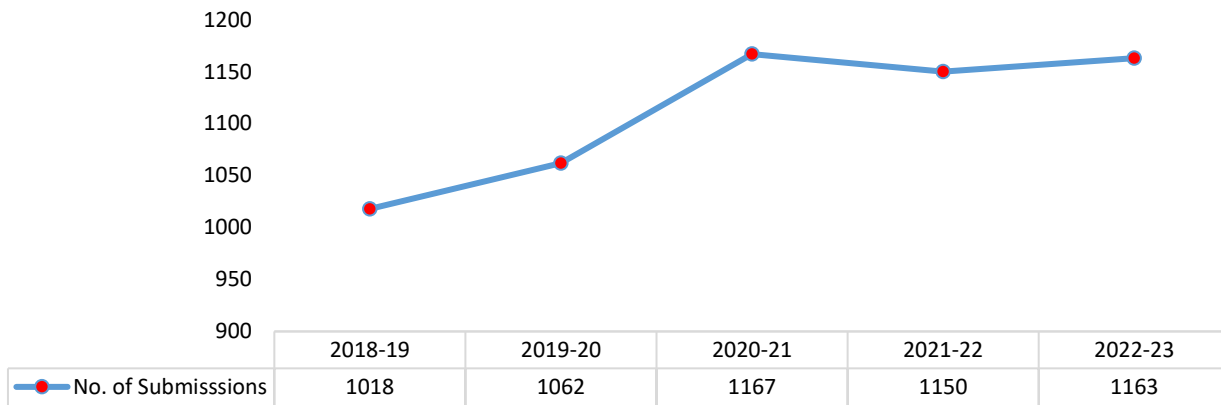


Figure 1: WSP Submissions between 2018/19 - 2022-23

Recommendations:

- Open Indicium System at least two months before the official start date of submissions (January).
- Conclude mobilisation (Head and Provincial Offices) of all constituencies two months before the official start date of submissions (01 March).
- Conduct regular SDF workshops.

3. Submissions per Province

Figure 2 below displays WSP submission trends from 2020 to 2022, separated according to provinces. Figure 2 below shows fluctuations in WSP submissions across Provinces; whilst WSP submissions increased in most provinces, there were decreases in some (MP, GP, NW, and NC). What is important for the ETDP SETA Provincial offices is to compare the WSP submissions between 2021-22 and 2022-23. Notable fluctuations were in the Western Cape, where there was an increase of 17 in WSP submissions between 2021-22 to 2022-23. In contrast, the KZN and Eastern Cape provinces, respectively, had a decrease of 10 and 7 WSP submissions during the same period. Encouragingly, the Gauteng and the Limpopo provinces individually had an increase of 8 and 4 WSP submissions between 2021-22 to 2022-23.

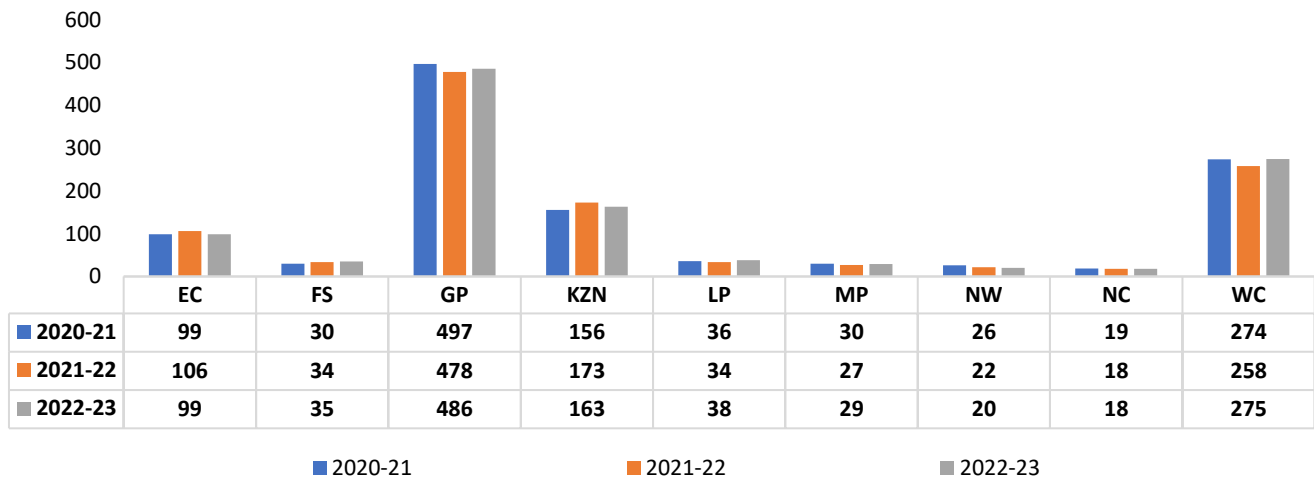


Figure 2: Submission Trends per Province 2020-2022

Recommendations:

- Encourage best-performing provinces to acknowledge first-time submitters to keep them motivated to submit in the following years.
- Provinces that experienced decreases in WSP submissions need to enhance their support and mobilisation to gather more employers to submit WSPs from their respective Provinces

4. Evaluations of WSPR 2018-2022

Table 1: Evaluations of WSP Reports 2018 to 2022

| FINANCIAL YEAR | APPROVALS | REJECTIONS |
|----------------|-----------|------------|
| 2018-19 | 1017 | 1 |
| 2019-20 | 1058 | 4 |
| 2020-21 | 1142 | 25 |
| 2021-22 | 1167 | 1 |
| 2022-23 | 1163 | 8 |

5. Submissions per size

The overall picture in figure 3 below shows that the majority of WSP submissions from the period 2018 to 2022 are from small organisations (<50 employees). Across this same time period, the Medium Organisations (50 to 149 employees) are the second major submitters of WSPs, and Large Organisations (150 and above employees) are the last regarding the number of WSP submissions. Comparisons between 2020-21 and 2021-22 shows that during the 2021-22 WSP submission period, there was a decline of 11 WSP submissions among the small organisations and a slight increase of 7 WSP submissions among the Medium

Organisations. WSP submissions among the Large Organisations almost remained constant, as there was only a decline of 1 in WSP submissions in 2021-22 compared to 2020-2021.

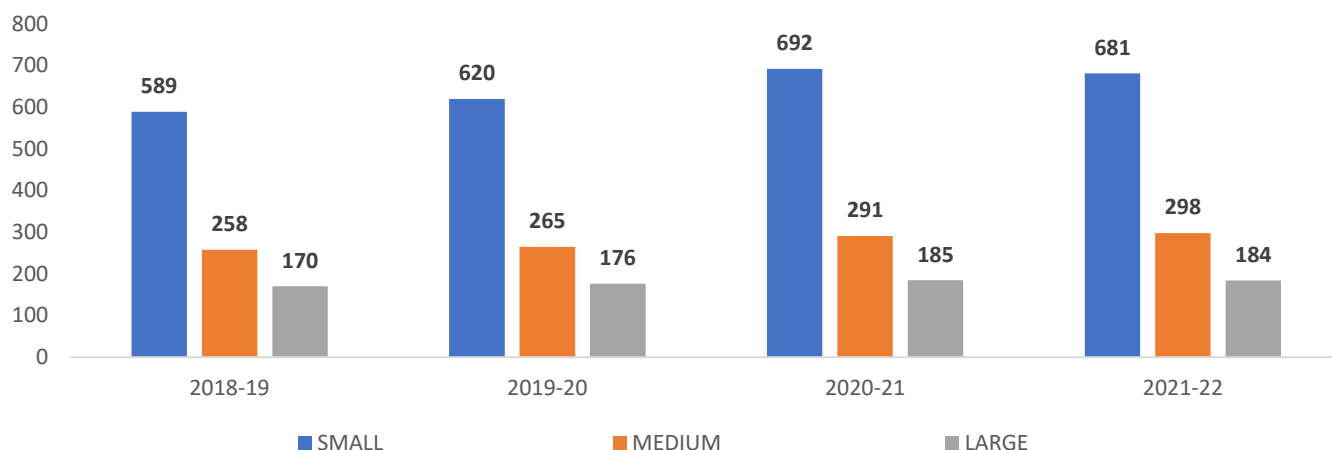


Figure 3: WSP Submissions per Size 2018-2022

Recommendations:

- A follow-up targeting mainly the medium and large employers must be embarked upon to increase the numbers to about 320 and 200, respectively.
- Target 700 for small organisations.
- Aim at a target of 1 200 submissions for 2022/23.

6. Submissions per Constituency

ETDP SETA is entrusted to look after 14 constituencies, these constituencies differ in numbers, and as a result, the number of submissions differs from one constituency to another, as shown in Table 2 below. School Governing Bodies and Independent Schools are among the top submitters of WSPs due to the scale of these constituencies. For the period 2020/21 to 2022/23, there were fluctuations in the number of WSP submissions per constituency. Some constituencies (NGOs, ECDs, and Statutory Bodies) increased in WSP submissions, whilst some (AET and Political parties) decreased in WSP submissions. Commendable are the 100 per cent WSP submissions over the period (2020/21 to 2022/23) from the Provincial Departments of Education and Public Higher Education and Training Institutions.

Table 2: WSP Submissions per Constituency 2020-2022

| Names of Employers in the ETD Sector | 2020/21 | 2021/22 | 2022/23 |
|--|---------|---------|---------|
| Adult (Basic) Education Training Centres | 4 | 2 | 1 |
| Early Childhood Development Centres | 100 | 110 | 116 |
| Independent Schools | 259 | 215 | 230 |

| Names of Employers in the ETD Sector | 2020/21 | 2021/22 | 2022/23 |
|--|-------------|-------------|--------------|
| Libraries and Archival Services | 1 | 1 | 0 |
| Department of Basic Education | 1 | 1 | 1 |
| Non-Governmental and Community-Based Organisations | 52 | 78 | 97 |
| Political Parties as employers | 7 | 8 | 6 |
| Private FET and HEI Colleges | 290 | 297 | 163 |
| Provincial Departments of Education | 9 | 9 | 9 |
| Public Higher Education and Training Institutions | 26 | 26 | 26 |
| Research Organisations | 28 | 15 | 16 |
| School Governing Bodies | 298 | 286 | 284 |
| Statutory Bodies in Education | 22 | 23 | 25 |
| Trade Unions as employers | 23 | 25 | 26 |
| TVET Colleges | 47 | 50 | 45 |
| Other Education Services | - | - | 115 |
| Totals | 1167 | 1150 | 1 163 |

Recommendations:

- Reinvigorate the TVET sector to participate in the WSP process, so all 50 TVETs submit their WSPs
- Target and encourage the five TVET colleges that did not submit their WSPs in 2022
- Use structures such as SACPO and TVET/CET Chamber to encourage the 5 TVET Colleges which did not submit during the 2022 cycle.
- Provide support to several CET colleges, library and archival services, and political parties so they can start participating in the WSP process.
- Use the levy-paying employers' data to determine organisations that are not participating in the WSP process.

7. Submission Time Trends

Figure 4 below shows that most WSP submissions were received between the 30th and 31st of May 2022. Although a grace period of one (1) month, May 2022, was extended to all stakeholders in this year's submission period, the below diagram indicates that about 32% of the WSPR submissions were received on the 30th and the 31st of May 2022, the due date. Skills Development Facilitators (SDF) indicated that delays in submitting the WSPs were partly due to the difficulties experienced in obtaining the relevant data from their respective business units. The congestion of WSP submissions towards the closing date poses a threat to the system and risks not being duly resolved due to the short time and limited human

resources. The ETDP SETA staff's efficiency and the system have been proven effective in dealing with last-minute submissions.

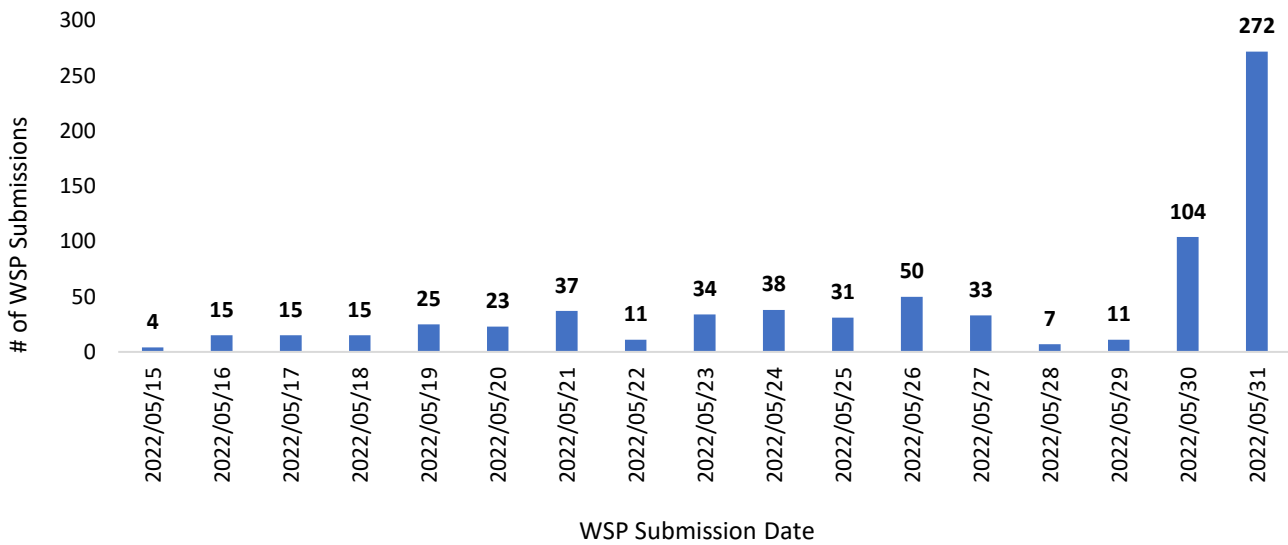


Figure 4: 2022 Submission dates

Recommendations:

- Open Indicium System at least two months before the official start date of submissions (January).
- Conclude mobilisation (Head and Provincial Offices) of all constituencies two months before the official start date of submissions (01 March).
- Conduct frequent training sessions, especially for newly appointed SDFs.
- Hold frequent WSP working sessions with SDFs.

8. Data Analysis

8.1. Hard-To-Fill-Vacancies List

The occupations that are hard to fill are informed by the data from the 2022 Annexure 2 WSPR submissions; this is where organisations indicated vacancies that took longer than 12 months to fill. Table 3 below shows the list of Hard to Fill Vacancies for 2022. The HTFVs were cross-referenced against the 2020 National Occupations in High Demand (OIHD) list. Fifteen (15) occupations were present on the 2022 ETDP SETA HTFVs list and the 2020 National List of Occupations in High Demand. The presence of these Occupations on both lists provides a strong case for the demand and scarcity of these occupations in the ETD sector. The most dominant reason for the below-mentioned vacancies being hard to fill is the lack of relevant experience and qualifications.

Table 3 below, under the column of reasons, further indicates (in brackets) the number of times that reason was indicated for HTFV(s). When analysing the HTFVs, the SETA must look at the reasons for HTFVs, as these would influence the type of interventions that should be implemented to address occupational shortages. For University lecturer occupations, competition with the private sector for skills was noted among the chief reasons why the Universities struggle to fill some of the vacancies.

When analysing the occupational shortages from the Schooling and the PSET, one should remember that the demand for occupations of educators and lecturers depends on the subject/module specialisation of these occupations.

Table 3: List of Hard to Fill Vacancies 2022

| Subsector | OFO Code & Occupation | Number (Shortage) | Reasons | On 2020 OIHD List? |
|-----------------------|--|-------------------|---|--------------------|
| Schooling | 2021-134501 - School Principal | 41 | Lack of relevant experience (32) Equity considerations (3) Lack of relevant qualifications (3) | YES |
| | 2021-233107 - FET Phase School Teacher (Grades 10-12) | 721 | Lack of relevant experience (400) Lack of relevant qualifications (270) Equity considerations (22) Unsuitable job location (8) | YES |
| | 2021-233108 - Senior Phase School Teacher (Grades 7 - 9) | 548 | Lack of relevant experience (504) Lack of relevant qualifications (23) Equity considerations (17) | YES |
| | 2021-234101 - Foundation Phase School Teacher | 1602 | Lack of relevant qualifications (1572) Lack of relevant experience (12) Equity considerations (8) | YES |
| | 2021-234102 - Intermediate Phase School Teacher (Grades 4-6) | 527 | Lack of relevant experience (509) Lack of relevant qualifications (8) Equity considerations (7) | YES |
| | 2021-235201 - Special Needs Teacher | 31 | Lack of relevant experience (17) Lack of relevant qualifications (9) | YES |
| Private FETs and HETs | 2021-235101 - Education or Training Advisor | 213 | Lack of relevant experience (205) Lack of relevant qualifications (8) | YES |
| | 2021-231101 - University Lecturer | 72 | Lack of relevant qualifications (53) Lack of relevant experience (13) | YES |
| | 2021-242301 - Career Development Practitioner | 102 | Lack of relevant qualifications (100) | |

| Subsector | OFO Code & Occupation | Number (Shortage) | Reasons | On 2020 OIHD List? |
|---|--|-------------------|---|--------------------|
| Public Higher Education Institutions | 2021-231101 - University Lecturer | 353 | Lack of relevant qualifications (111) Poor remuneration (61) Lack of relevant experience (52) Equity considerations (51) Unsuitable job location (24) | YES |
| | 2021-134503 - Faculty Head | 13 | Unique - requires leadership and academic excellence (researcher) | YES |
| Technical Vocational Education and Training(TVET) | 2021-232130 - TVET Educator | 149 | Poor remuneration (47) Lack of relevant qualifications (39) Lack of relevant experience (21) | YES |
| | 2021-134506 - Educational Registrar | 8 | Lack of relevant experience (6) Lack of relevant qualifications (2) | |
| Early Childhood Development | 2021-234201 - Early Childhood Development Practitioner | 22 | Lack of relevant qualifications (16) Lack of relevant experience (5) | YES |
| | 2021-234101 - Foundation Phase School Teacher | 12 | Lack of relevant qualifications (10) Lack of relevant experience (2) | YES |
| Non-Governmental Organisations (NGOs) | 2021-234201 - Early Childhood Development Practitioner | 29 | Lack of relevant experience (25) Lack of relevant qualifications (4) | YES |
| | 2021-235201 - Special Needs Teacher | 67 | Poor remuneration (65) | YES |
| | 2021-235102 - Education or Training Reviewer | 18 | Lack of relevant qualifications (10) Poor remuneration (8) | |
| | 2021-235601 - ICT Trainer | 13 | Poor remuneration (5) | |
| | 2021-531201 - Teachers' Aide | 16 | Lack of relevant qualifications (16) | |
| | 2021-121202 - Business Training Manager | 14 | Poor remuneration (9) Lack of relevant qualifications (5) | YES |
| Adult and Community Education and Training(ACET) | 2021-232132 - College Lecturer | 472 | Lack of relevant qualifications (472) | |
| Trade Unions | 2021-122301 - Research and Development Manager | 4 | Lack of relevant experience (2) Poor remuneration (2) | YES |
| Research Organisations | 2021-212103 - Statistician | 5 | Lack of relevant experience (4) | |
| | 2021-242202 - Policy Analyst | 7 | Lack of relevant experience (3) Poor remuneration (4) | YES |

| Subsector | OFO Code & Occupation | Number (Shortage) | Reasons | On 2020 OIHD List? |
|------------------|---|-------------------|---------------------------------|--------------------|
| Statutory Bodies | 2021-121101 - Finance Manager | 6 | Lack of relevant experience (3) | |
| | 2021-441903 - Program or Project Administrators | 6 | Lack of relevant experience (2) | |

For the first time during 2022-23, the ETDP SETA collected information on subject specialisations against the reported Hard-to-Fill Vacancies for the Schooling, TVET, Higher Education Institutions, and ECD constituencies. The SETA needed to start collecting this information as it provides a guide on which areas (subjects/modules) is demand for occupations; this will assist the SETA in having directed interventions aimed at decreasing the demand. Table 4 below displays several subject specialisations which were reported against the Hard-to-Fill-Vacancies. Due to the varying numbers, a frequency analysis of subject specialisations was not conducted; thus, the below subject specialisations are not presented in the order of frequency.

Table 4: Hard-to-fill Vacancies with corresponding Subject Specialisations

| Occupation | Subject Specialisations |
|--|--|
| 2021-233107 - FET Phase School Teacher (Grades 10-12) | Accounting, Afrikaans Home Language, Afrikaans First Additional Language, Afrikaans Second Additional Language, Agricultural Technology, Computer Applications Technology, Economic and Management Sciences, English Home Language, History, Information Technology, Mathematics, and Physical Sciences |
| 2021-233108 - Senior Phase School Teacher (Grades 7 - 9) | South African Sign Language Home Language |
| 2021-234101 - Foundation Phase School Teacher | Early Childhood Development, IsiXhosa First Additional Language, IsiXhosa Home Language, IsiXhosa Second Additional Language, and IsiZulu Second Additional Language |
| 2021-234102 - Intermediate Phase School Teacher (Grades 4-6) | Maths, Science and Technology subjects, and Afrikaans First Additional Language |
| 2021-235201 - Special Needs Teacher | English Home Language |
| 2021-231101 - University Lecturer | Accounting (CA, SA), Actuarial science, African languages, Arts entrepreneurship, Auditing, Biochemical engineering, Biomedical sciences (with disciplines including anatomy/clinical anatomy, andrology, bacteriology, biochemistry/medical biochemistry, bioinformatics and computational biology, biological sciences, biophysics, synthetic biology, and vaccinology) cancer bio, Bioprocessing engineering, Biostatistics, Chemical sciences, |

| Occupation | Subject Specialisations |
|-----------------------------|--|
| | Computer science, Econometrics, Educational psychology, Electrical engineering, Food scientist, Geography, Geology, Graphic design, Health professions education, History, Industrial engineering, Industrial psychology, Information science, Information systems, International/global environmental law, Leadership, Linguistics literature heritage and culture, Logistics management, Management, Management accounting, Mathematics, Mathematics education, Mathematical statistics, Mercantile law, Microbiology and biochemistry, Mining geologists, Nursing and midwifery – specialised care lecturers in the areas of paediatrics, trauma, forensic nursing, oncology, neonatal ICU, wound care, and infection control, as well as stoma care, Operation management, Other, Philosophy; Religion studies, Physics, Political science/international relations, Psychology, Statistics, Technology, Urban engineering, Veterinary science, Zoology (aquatic scientist, animal scientist, biological scientist, ecological scientist) |
| 2021-232130 - TVET Educator | Accounting (CA, SA), Accounting education, Civil engineering, Education research, educational psychology, Electrical engineering, Engineering management, Electronics engineering, Financial accounting, Hospitality, Information science, Information systems, Instrumentation engineering, Mathematics, Mechatronics, Methodology/health/sport/physical education and or sports coaching |

8.2. Skills Gaps

Table 5 below displays skills gaps highlighted by the organisations who submitted their WSPs for 2022-23. The skills gaps are separated according to subsectors and occupational major groups and subsectors which experienced the noted skills gaps. The list of skills gaps indicates both technical and soft skills. There are shortages of skills such as legislative compliance, leadership and business development, and social skills at a managerial level. At a professional level, there was a shortage of Computer skills, Mentoring and coaching, and Customer care. Among the Technicians and Associate Professionals, there were gaps in Communication Skills, Occupational Health and Safety Skills, and MS Office Skills.

According to this analysis, there are 13 top primary skills gaps (themed together according to inter-relatedness) that affect almost all the major occupational group levels of the ETD sector, and these are:

- ❖ Adaptive Teaching Skills
- ❖ Communication Skills
- ❖ Customer Care Skills
- ❖ Digital Teaching and Learning Skills

- ❖ Emotional Intelligence Skills
- ❖ Computer Skills
- ❖ First Aid Skills
- ❖ ICT Skills
- ❖ Legislative Compliance Skills
- ❖ Management and Leadership skills
- ❖ Research Skills
- ❖ Social/ Interpersonal Skills
- ❖ Academic writing Skills

Table 5: Skills Gaps 2022

| MAJOR GROUP | OFO CODES AND OCCUPATIONS | SKILLS GAPS | SUBSECTORS AFFECTED |
|--------------------------|--|---|--|
| 1- Managers | 2021-121202 - Business Training Manager | Legislative Compliance, Leadership & Bus Development | NGO, Schooling |
| | 2021-122301 - Research and Development Manager | Qualitative Data Analysis, Advanced Excel, Mentoring and Coaching, Research Management, academic writing- for publication purposes, Advanced statistical analysis- report writing purposes | Research Organisations, Public HEIs, NGOs, Political Parties |
| | 2021-134504 - District Education Manager | Facilitation / Assessor / Mentoring, Leadership & Bus Development, Legislative Compliance, Problem Solving, | Schooling, NGOs, |
| | 2021-134101 - Child Care Centre Manager | Customer Care, Legislative Compliance, Reggio Emilia way of teaching, First Aid, Communication | ECD, NGOs, Schooling |
| | 2021-134501 - School Principal | Leadership & Bus Development, Legislative Compliance, Marketing / Customer Care, Social Skills, | Schooling, ECD |
| | 2021-134507 - Departmental Head | Leadership & Bus Development, Legislative Compliance, Social Skills | Schooling, Private FETs, NGOs, ECD, |
| 2 - Professionals | 2021-231101 - University Lecturer | Research Supervision, Project Management Skills, Professional Writing Skills, Emotional Intelligence, Digital Teaching, Management and Leadership skills, Moderation Skills, Research Skills. | Public HEI, Private HET |
| | 2021-233107 - FET Phase School Teacher (Grades 10-12) | Leadership & Bus Development, Skill-up NQF, Social Skills, Technical Skills, | Schooling |
| | 2021-232130 - TVET Educator | Workplace Experience (Structured Programme), Robotic and Automation, Online Teaching and Learning Skills, Facilitation of Learning Skills, Advanced Computer knowledge, | TVETs, Private FETs |
| | 2021-233108 - Senior Phase School Teacher (Grades 7 - 9) | ICT Skills, Classroom management, Adaptive Teaching, Social Skills | Schooling |

| MAJOR GROUP | OFO CODES AND OCCUPATIONS | SKILLS GAPS | SUBSECTORS AFFECTED |
|--|--|---|---|
| | 2021-234101 - Foundation Phase School Teacher | Basic Computer Literacy, Classroom Management, ECD LEVEL 4, First Aid, Health & Safety, Skill-up NQF, | ECD, Schooling, |
| | 2021-234102 - Intermediate Phase School Teacher (Grades 4-6) | CLASSROOM MANAGEMENT, Computer skills, Digital Teaching and Learning, Facilitation / Assessor / Mentoring, Social Skills, Technical Skills, | Schooling |
| | 2021-234201 - Early Childhood Development Practitioner | Technical Skills, Social Skills, Skill-up NQF, Health & Safety, End-user computing, Early childhood, | ECD, Schooling |
| | 2021-262201 - Librarian | Advanced MS Office, Digital Curation, Electronic Records Management, Teaching and Learning for LIS, | Public HEI, Schooling, ECD, |
| | 2021-263402 - Educational Psychologist | Leadership & Bus Development, Legislative Compliance, Social Skills | Schooling |
| | 2021-263505 - Student Counsellor | Trauma Counselling, Ongoing Professional Development, Legislative Compliance, Communication Skills, | Schooling, |
| | 2021-242404 - Student Support Service Officer | POPIA Compliance, Facilitation, Effective Communication Skills, Customer Care, | TVETs, Public HEIs, Schooling |
| | 2021-242401 - Training and Development Professional | Computer Skills, Stakeholder Relations Management Skills, Monitoring and Evaluation, Content Development | NGO, Private FETs, Schooling, |
| 3 - Technicians and Associate Professionals | 2021-342204 - Sports Coach or Instructor | Health & Safety, Legislative Compliance, Social Skills, Skill-up NQF | Schooling, NGO, Private HETs |
| | 2021-334302 - Personal Assistant | Customer Care, MS Office, Office Management, POPIA, Writing professional report, Social Skills, Proper Communication Skills, Administration | Schooling, Research Organisations, NGOs, Public HEIs, Private FETs, TVETs, Political Parties, |
| | 2021-333301 - Recruitment Officer | HR Management and Analytics, Microsoft Excel, Office Administration Skills, Occupational Health and Safety | Public HEIs, Private FETs, TVETs, Schooling, |
| 4 - Clerical Support Workers | 2021-411101 - General Clerk | Advanced Excel, Office Administration, Skill-up NQF, Social Skills, Transversal Skills (BAS, LOGIS, PERSAL), | Schooling, Public HEIs, TVETs, NGOs, Private FETs |
| | 2021-431101 - Accounts Clerk | Social Skills, Communication Skills, MS Office, Interpersonal Skills, Computer literacy | Public HEIs, Schooling, TVETs |

| MAJOR GROUP | OFO CODES AND OCCUPATIONS | SKILLS GAPS | SUBSECTORS AFFECTED |
|-------------------------------|---------------------------------|--|---------------------|
| 5 - Service and Sales Workers | 2021-531101 - Child Care Worker | Assist Learners Barriers to Learning, First Aid, Basic Life Support, Story-telling, Sensory play, Holistic teaching, Braille | ECD, Schooling, |
| | 2021-531201 - Teachers' Aide | Classroom management, Occupational Health and Safety, Technical Skills | ECD, Schooling, |

8.3. Employment Summary

According to the WSP submissions for 2022, the total employment in the ETD sector is approximately 560 428. This employment indicates the total number of employees for all the organisations who have submitted their WSPRs for 2022 and have further filled in the form, which requests total staff establishment. Out of this total, 1091 employees were reported to be people living with disabilities.

8.3.1. Employment by Gender

Figure 5 below shows that the ETD sector is female-dominated. Female employees account for 66% of ETD employees, while males make up 34% of the total number of employees in the ETD sector.

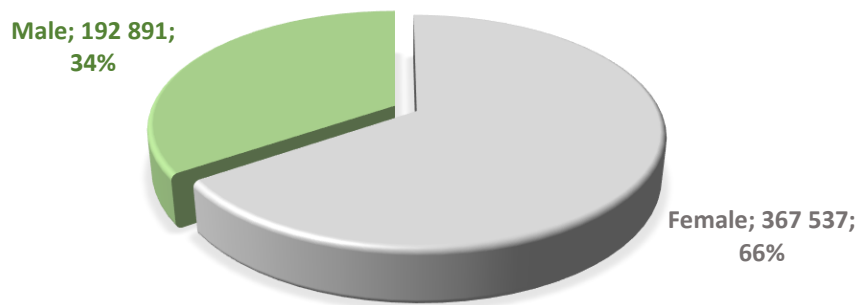


Figure 5: ETD Employment by Gender

8.3.2. Employment by Race

As shown in figure 6, Africans dominate the ETD sector; they make up approximately 74% of the ETD employees. Whites make up about 12% of ETD employees, coloured makeup about 11% of ETD employees, and Indians make up about 4% of ETD employees.

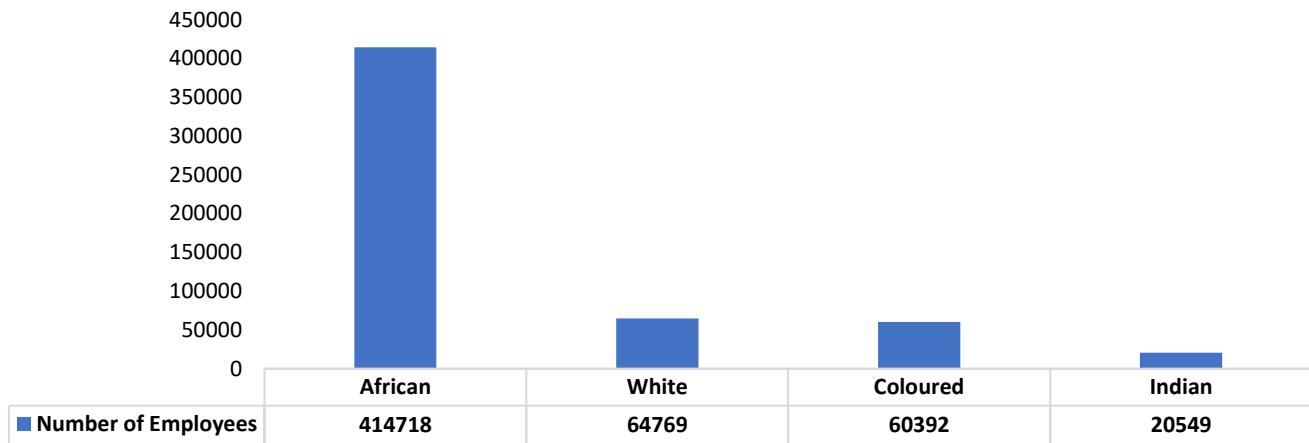


Figure 6: ETD Employment by Race

8.3.3. Employment by Age

As illustrated in table 6, the ETD sector is dominated by employees of the age group 35 to 55. The youth age group (< 35) employees constitute 25% of ETD employees. ETD employees of the age group above 55 years of age only comprised 18%.

Table 6: ETD Employment by Age Groups

| Age Group | Number of Employees | % |
|-------------------|---------------------|-----|
| Age Group 35 - 55 | 317 324 | 57% |
| Age Group < 35 | 140 379 | 25% |
| Age Group > 55 | 102 725 | 18% |

8.3.4. Employment by Occupational Major Groups

Table 7 below displays the number of employees per Occupational Major Group separated according to gender. The majority of employees in the ETD sector fall under the professional occupational major group. Table 7 below shows that the majority of occupational groups are female-dominated. Encouragingly, is a close gender balance in the manager's occupational group, where females made up 56%, and males made up 44%. There were notable gender disparities in the plant and machine operators and assemblers, skilled agricultural, forestry, fishery, craft and related trades workers, and clerical support workers. These disparities may indicate that in the ETD technical occupations are largely male-dominated, and administrative/clerical occupations are primarily female.

Table 7: ETD Employment by Occupational Major Groups

| Occupational Major Group | Male | % | Female | % |
|--------------------------|-------|-----|--------|-----|
| CLERICAL SUPPORT WORKERS | 13002 | 27% | 34406 | 73% |
| ELEMENTARY OCCUPATIONS | 19729 | 49% | 20766 | 51% |

| Occupational Major Group | Male | % | Female | % |
|--|-------|-----|--------|-----|
| MANAGERS | 45059 | 44% | 57322 | 56% |
| PLANT AND MACHINE OPERATORS AND ASSEMBLERS | 1415 | 94% | 88 | 6% |
| PROFESSIONALS | 95120 | 29% | 231224 | 71% |
| SERVICE AND SALES WORKERS | 10212 | 42% | 13858 | 58% |
| SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS | 1560 | 82% | 354 | 18% |
| TECHNICIANS AND ASSOCIATE PROFESSIONALS | 6794 | 42% | 9519 | 58% |

8.4. Training conducted

This section details training conducted by the various ETD organisations as reported by their respective WSP reports; the numbers below depend upon the number of organisations who completed this section of the WSP. The importance of this section lies in its ability to indicate to the SETA which areas the ETD organisations are training upon and how many beneficiaries are trained in particular programmes.

8.4.1. PDE Training Report

Table 8 below displays training programmes conducted by the various Provincial Departments of Education. Table 8 shows that the schooling subsector mainly conducted informal on the job training, which did not lead to any accreditation, this type of training assists in upskilling the employees though not accredited. Encouraging the ETD sector is the number of Academic Training which was conducted by the schooling subsector. The training conducted by the schooling subsector was balanced between the short programmes and advanced NQF levels.

Table 8: Training Programmes Conducted by the Schooling Subsector

| Training programme | Entry Level (NQF Level 1 – 3) | Intermediate Level (NQF Level 4 – 6) | Advanced Level (NQF Level 7 – 10) | Total number of employees trained |
|--------------------------------|-------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| On the Job - Informal | 2744 | 0 | 0 | 2744 |
| Academic | 1387 | 0 | 0 | 1387 |
| POPI Training | 962 | 0 | 31 | 993 |
| First Aid Level 1 | 68 | 0 | 57 | 125 |
| Racism Workshop | 0 | 119 | 0 | 119 |
| Workshop/Conference | 0 | 85 | 33 | 118 |
| Diversity Training | 0 | 14 | 88 | 102 |
| Appraisal Training | 0 | 0 | 94 | 94 |
| Probing Project Based Learning | 88 | 0 | 0 | 88 |
| Staff Conference | 0 | 0 | 88 | 88 |
| POPIA Training | 0 | 73 | 0 | 73 |
| Performance Appraisal Training | 0 | 0 | 71 | 71 |

| Training programme | Entry Level (NQF Level 1 – 3) | Intermediate Level (NQF Level 4 – 6) | Advanced Level (NQF Level 7 – 10) | Total number of employees trained |
|----------------------|-------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| Incapacity | 68 | 0 | 0 | 68 |
| IEB Subject Training | 65 | 0 | 0 | 65 |
| Thinking Maps | 58 | 0 | 7 | 65 |

8.4.2. Training Report Public ETD Institutions

Table 9 below displays various training programmes that were conducted by numerous public ETD institutions/organisations. Performance management, wellness programmes, POPIA training, and leadership development were among the chief training programmes which the various public institutions conducted. Non-credit bearing short courses also dominate the programmes the public institutions trained upon. Overall, the public institutions completed training on Intermediate Level (NQF Level 4 – 6) followed by Entry Level (NQF Level 1 – 3) training.

Table 9: Training Programmes conducted by the Public ETD Organisations

| Training programme | Entry Level (NQF Level 1 – 3) | Intermediate Level (NQF Level 4 – 6) | Advanced Level (NQF Level 7 – 10) | Total number of employees trained |
|--|-------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| Performance Management | 0 | 723 | 0 | 723 |
| Wellness | 0 | 687 | 0 | 687 |
| Non-Credit bearing short course | 617 | 1 | 0 | 618 |
| Leadership Development | 101 | 409 | 99 | 609 |
| POPIA Awareness | 0 | 428 | 0 | 428 |
| Internal and External training; External webinar | 333 | 30 | 0 | 363 |
| Research Training | 18 | 272 | 37 | 327 |
| Further Studies | 56 | 6 | 257 | 319 |
| Computer applications | 157 | 49 | 36 | 242 |
| Academic Training | 83 | 14 | 15 | 112 |
| Management Skills Programme | 0 | 111 | 0 | 111 |
| Student Engagement in a Blended Learning Environment | 0 | 0 | 111 | 111 |
| Security Grades Upgrade Programme | 60 | 0 | 40 | 100 |

8.5. Planned Training

This section reflects upon the various training programmes planned by the ETD organisations. These programmes are expected to be implemented in the current year financial year 2022-23.

8.5.1. Planned Training: Schooling

The planned training programmes by Schooling indicate the areas of demand for Schooling. To assist with the effective schooling curriculum, the training programmes for Schooling Senior Management Teams are dominating the list of prioritised training programmes for the subsector. Professional development for the personnel within the schooling subsector is among the prioritised training programmes. ICT training, languages, science, and mathematics are among the training programmes in demand within the schooling subsector.

Table 10: Planned Training Programmes by the Schooling Subsector

| Training Programmes | Number of beneficiaries |
|--|--------------------------------|
| Curriculum management for SMTs | 10995 |
| Professional development | 4589 |
| Re-Orientation, Excel and MS Teams | 4297 |
| Leadership and Management Programme | 3500 |
| QMS Training | 3000 |
| Training workshop | 2198 |
| ICT Training | 1501 |
| English | 1257 |
| Induction of School Principals | 1200 |
| Physical Science | 1130 |
| MS Word Intermediate, MS Excel Intermediate, MS PowerPoint Intermediate, Manage time productively, Stress management | 1105 |
| Financial Management | 1055 |
| Maths | 1016 |
| Isizulu | 950 |
| ICT to Facilitate learning | 800 |
| Social Work and Learning Support FASD Workshop | 800 |
| Primary School Reading Improvement Prog. (RSP), (NECT), (EGRP), Grade 1-3 Setswana Teachers | 740 |
| Mathematics | 722 |
| Social Science | 710 |
| Occupational Health and Safety | 701 |

8.5.2. Planned Training Programmes Private ETD Institutions

Table 11 below indicates planned training programmes and number of beneficiaries by the various private ETD organisations. Microsoft suite of applications dominate the planned training by the various private ETD institutions. Due to the private ETD organisations' varying strategic objectives, the training programmes for the ETD organisations equally vary. First aid training, mentoring, and basic project management were some training programmes planned by private ETD organisations. The implementation of the Protection of

Personal Information Act (POPIA) has seen various ETD organisations prioritising POPIA training as one of their respective planned training programmes.

Table 11: Planned Training Programmes by the Private ETD Organisations

| Training Programmes | Number of beneficiaries |
|--|-------------------------|
| MS Word Intermediate, MS Excel Intermediate, MS PowerPoint Intermediate | 1105 |
| IEB User Group Conference | 262 |
| Teacher Workshops | 259 |
| National Diploma: Occupationally Directed Education, Training and Development Practices (ODETDP) | 251 |
| Biannual App Training | 249 |
| Basic First Aid Training | 234 |
| Mentoring and Coaching | 230 |
| Facilitation | 225 |
| Supporting Individuals with Intellectual Disabilities and Mental Illness | 225 |
| Staff Development | 178 |
| WSP Educator Training | 140 |
| Basic Project Management | 133 |
| Racial Literacy Workshop | 125 |
| Staff Empowerment | 121 |
| Performance Management System Refresher Workshop for staff | 115 |
| Diversity Workshops | 113 |
| POPIA Workshop | 113 |

8.5.3. Planned Training Public Institutions

Table 12 below shows planned training programmes by the various public ETD organisations. The public institutions have conflict management, first aid, computer studies, and assessor programmes on their plans. Various public organisations also noted a number of academic programmes.

Table 12: Planned Training Programmes by ETD Public Organisations

| Training Programmes | Number of beneficiaries |
|--|-------------------------|
| Conflict Management | 533 |
| First Aid Training level 1 | 365 |
| Moderator | 356 |
| Assessor | 328 |
| Further Studies | 319 |
| Advance Computer and Basic | 300 |
| Project Management | 281 |
| Academic Programmes | 244 |
| Performance Management and Employee Wellness | 235 |

9. SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION (SPOI) (PIVOTAL) List

Table 13 below displays the sectoral priority occupations and interventions. This list represents the occupations in demand within the ETD sector and the variety of interventions planned by the SETA in addressing the occupational shortages. The occupational shortages on the SPOI list are also reflected on the 2020 National List of Occupations in High Demand, this proves the demand for these occupations, it will therefore be crucial that the SETA timeously implements the planned interventions.

To arrive at the Sectoral Priority Occupations and Interventions (SPOI) list, the HTFVs were cross-referenced against the 2020 National list of Occupations in Demand to ensure only the ones that appear on the list of OIHD make it into the SPOI list. The application of the member-checking technique was applied which assisted in arriving at the final SPOI list. The list was validated with stakeholders from various ETDP SETA subsectors to check the accuracy of the data and stakeholders' resonance with the data. Occupations from more prominent subsectors such as Schooling had higher chances of being represented on the SPOI list due to their size. The list is then ranked according to the size of each ETD constituency and may exclude those with low employment numbers.

Table 13: Sectoral Priority Occupations and Interventions 2022

| Table 13: ETDPS SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10 | | | | | | | | | |
|---|------------------|-----------------|---|---|---|-----------|-------------|-----------------|----------------------------------|
| SETA NAME | PERIOD (2023/24) | OCCUPATION CODE | OCCUPATION | SPECIALISATION / ALTERNATIVE TITLE | INTERVENTION PLANNED BY THE SETA | NQF LEVEL | NQF ALIGNED | QUANTITY NEEDED | QUANTITY TO BE SUPPORTED BY SETA |
| ETDPS SETA | 2023/24 | 2021-233107 | FET Phase School Teacher (Grades 10-12) | FET Phase School Teacher (Grades 10-12) | Skills Programmes for practicing teachers: Mathematics, English, Science and technology & ICT Skills short courses | 6 | YES | 721 | 200 (short courses) |
| | | | | | Bursaries for student teachers in Mathematics, Physical Sciences, Computer Applications Technology (CAT), and Languages | 7 | YES | | 200 (bursaries) |
| ETDPS SETA | 2023/24 | 2021-234101 | Foundation Phase School Teacher | Foundational Phase School Teacher African Language (Grades R-3); Foundation School Teacher Other Language (Grades R-3); Primary Teacher-librarian | Skills Programmes in: Literacy and numeracy short courses & ICT Skills | 6 | YES | 1614 | 200 (short courses) |
| | | | | | Bursaries for B.Ed. students in Literacy and Numeracy. | 7 | YES | | 300 (bursaries) |
| ETDPS SETA | 2023/24 | 2021-231101 | University Lecturer | Distant Education Teacher/Correspondence School Teacher; Tertiary Educator; Professor; College of Education Lecturer; Associate Professor; Lecturer; Assessment Advisor And / Or Internal Moderator | Skills Programmes: Advanced post graduate programmes: Teaching / Pedagogy ICT Skills & Change Management | 7&8 | YES | 425 | 200 |

Table 13: ETDPS SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10

| SETA NAME | PERIOD (2023/24) | OCCUPATION CODE | OCCUPATION | SPECIALISATION / ALTERNATIVE TITLE | INTERVENTION PLANNED BY THE SETA | NOQ LEVEL | NOQ ALIGNED | QUANTITY NEEDED | QUANTITY TO BE SUPPORTED BY SETA |
|------------|------------------|-----------------|--|--|---|-----------|-------------|-----------------|----------------------------------|
| ETDPS SETA | 2023/24 | 2021-234201 | Early Childhood Development Practitioner | Nursery Teacher; Early Intervention Teacher; Playschool Teacher; Early Childcare Teacher; Pre-school Director; Early Childhood Development Practitioner African Language | Bursaries: ECD degree programme & B.Ed. Foundation Phase | 6 | YES | 51 | 200 |
| ETDPS SETA | 2023/24 | 2021-235201 | Special Needs Teacher | Behaviour Management Special Needs Teacher; Education Therapist; Remedial Teacher; Learning Support Teacher; Skills and Vocational Special Needs Teacher; Cognitive and Impairment Special Needs Teacher | Skills Programmes: COVID-19 OHS awareness training | 6 | YES | 130 | 50 (short courses) |
| | | | | | Bursaries: B.Ed.- Special Needs Education | 7 | YES | | 50 (bursaries) |
| ETDPS SETA | 2023/24 | 2021-234102 | Intermediate Phase School Teacher (Grades 4-6) | Intermediate Phase School Teacher(Grades 4-6) | Skills Programmes: Part Qualification on Subject Matter and Pedagogy & ICT Skills | 6 | YES | 527 | 200 |
| ETDPS SETA | 2023/24 | 2021-233108 | Senior Phase School Teacher (Grades 7 - 9) | Senior Phase School Teacher (Grades 7 - 9) | Skills Programmes: Part Qualification on Subject Matter and Pedagogy & ICT Skills | 6 | YES | 548 | 200 |
| ETDPS SETA | 2023/24 | 2021-232130 | TVET Educator | TVET Educator | Skills Programmes: Part Qualification: ICT Skills /WIL programmes | 7 | YES | 149 | 149 |

Table 13: ETDP SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10

| SETA NAME | PERIOD (2023/24) | OCCUPATION CODE | OCCUPATION | SPECIALISATION / ALTERNATIVE TITLE | INTERVENTION PLANNED BY THE SETA | NOF LEVEL | NOF ALIGNED | QUANTITY NEEDED | QUANTITY TO BE SUPPORTED BY SETA |
|-----------|------------------|-----------------|----------------------------------|--|--|-----------|-------------|-----------------|----------------------------------|
| ETDP SETA | 2023/24 | 2021-134501 | School Principal | Deputy Principal, Independent School Principal, Early Childhood Development School Principal, Headmistress, Headmaster | Skills Programmes: Management Development Programmes | 7 | YES | 41 | 41 |
| ETDP SETA | 2023/24 | 2021-122301 | Research and Development Manager | Research Director Research Manager | Skills Programmes: Data Management Skills, Report and Academic Writing | 7 | YES | 49 | 49 |

10. Conclusion

The 2022 WSP submissions' increase of 1% (13 more submissions) in 2022-23 compared to 2021-22 was achieved in the face of transition between the WSP systems and the challenges that were borne out of it; this indicates the efficacy of how the WSP process is working. This report has shown that the submission trends vary per province when an analysis of WSP submissions is conducted over three years. To maintain the overall increase in WSP submissions, it would be crucial for those provinces that recorded a decrease in WSP submissions to increase their efforts in mobilising and supporting the employers within their respective provinces.

The analysis in this report showed that the submission of WSP fluctuated within subsectors; some subsectors experienced increases in WSP submissions when looking at WSP submissions over a three-year period, whilst some subsectors experienced decreases. The subsectors which experienced increases should be encouraged; the SETA needs to increase its efforts in encouraging and marshalling the subsectors whose WSP submissions have decreased. When analysing the dates of when the WSP reports are submitted on the ETDP SETA indicium system, the trends indicated on this report showed that the majority of the submissions were received on the due date. Attempts to encourage employers to submit their WSPs early need to be strengthened by the SETA.

The HTFVs which existed in various ETD organisations were highlighted by this report, however, to assist the SETA to have directed interventions when addressing the ETD occupational shortages, the information on subject specialisations was also analysed, the SETA needs to increase its efforts in collecting the subject specialisations information for the schooling subsector and the PSET institutions.