



# Research Report

## Private education and training institutions as an ETDP SETA subsector

J U N E 2 0 2 1

## TABLE OF CONTENTS

<b>LIST OF TABLES</b> .....	<b>3</b>
<b>Executive summary</b> .....	<b>6</b>
<b>Introduction</b> .....	<b>6</b>
<b>Chapter 1: Sector Profile</b> .....	<b>7</b>
<b>1.1 Sector Profile</b> .....	<b>7</b>
<b>1.2 Scope of Coverage</b> .....	<b>7</b>
<b>1.3 Key Role players</b> .....	<b>8</b>
<b>1.4 Economic Performance</b> .....	<b>8</b>
<b>1.5 Employer Profile</b> .....	<b>9</b>
<b>1.5.3 Staffing in Private colleges</b> .....	<b>10</b>
<b>1.5.4 Workplace Skills Plans</b> .....	<b>10</b>
<b>1.5.4.1 Equity breakdown</b> .....	<b>10</b>
<b>Gender</b> .....	<b>10</b>
<b>Race</b> .....	<b>11</b>
<b>Age group</b> .....	<b>11</b>
The table below represents the age groups of the organisations that submitted WSPs in 2020.....	<b>11</b>
<b>Chapter 2: Key Skills Change Drivers</b> .....	<b>12</b>
<b>2.1 Introduction</b> .....	<b>12</b>
<b>2.2 Factors affecting skills demand and supply</b> .....	<b>12</b>
<b>2.2.1 Technological trends in teaching and learning</b> .....	<b>12</b>
<b>2.2.2 Soft skills training: a significant trend in higher education</b> .....	<b>13</b>
<b>2.2.3 Online education</b> .....	<b>14</b>
<b>2.2.4 Enterprise training companies are filling the skills gap by working directly with employers</b> .....	<b>14</b>
<b>2.2.5 Pathway programmes facilitate increasing transnational education</b> .....	<b>14</b>
<b>2.2.6 Being Mobile-friendly</b> .....	<b>15</b>
<b>2.2.7 The effects of COVID 19</b> .....	<b>15</b>
<b>2.3 Policy Frameworks Affecting Skills Demand and Supply</b> .....	<b>16</b>
<b>2.4 Conclusion</b> .....	<b>17</b>
<b>Chapter 3: Occupational Shortages and Skills Gaps</b> .....	<b>18</b>
<b>3.1 Introduction</b> .....	<b>18</b>
Employer Interviews.....	<b>18</b>
<b>3.2 Sectoral Occupations Demand</b> .....	<b>18</b>
<b>3.2.1 Hard-to-fill Vacancies</b> .....	<b>18</b>
Reasons for hard to fill vacancies.....	<b>18</b>

<b>3.3 Occupational shortages and skills gaps</b> .....	<b>21</b>
<b>3.2.2 SKILLS GAPS (TOP-UP SKILLS)</b> .....	<b>22</b>
<b>3.3 SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI)</b> .....	<b>24</b>
<b>3.4 EXTENT AND NATURE OF SUPPLY</b> .....	<b>24</b>
The State of Education and Training Provision .....	24
Higher Education and Training Programmes.....	26
Sector Education and Training Authorities .....	26
Skills development providers.....	27
<b>3.4 Sectoral Priority Occupations and Interventions (SPOI)</b> .....	<b>27</b>
<b>3.5 Conclusion</b> .....	<b>28</b>
<b>Chapter 4: Partnerships</b> .....	<b>29</b>
<b>4.1 Introduction</b> .....	<b>29</b>
<b>4.2 Existing Partnerships</b> .....	<b>29</b>
<b>4.3 Planned partnerships</b> .....	<b>30</b>
<b>4.4 Challenges experienced with Partnerships</b> .....	<b>30</b>
<b>4.5 Conclusion</b> .....	<b>30</b>
<b>Chapter 5: SETA Strategic Skills Priority Actions</b> .....	<b>31</b>
<b>5.2. Key Skills Findings from Previous Chapters</b> .....	<b>31</b>
<b>Chapter 2: Key Skills Change Drivers</b> .....	<b>32</b>
<b>5.3 Recommended priority Actions</b> .....	<b>33</b>
<b>5.3.1 Skills Priorities for the Sector</b> .....	<b>33</b>
<b>5.3.2 Measures to Support National Strategies</b> .....	<b>34</b>
<b>5.4 Conclusion</b> .....	<b>38</b>
<b>References</b> .....	<b>39</b>

## LIST OF TABLES

TABLE 1: STANDARD INDUSTRIAL CLASSIFICATION .....	7
TABLE 2: KEY ROLE PLAYERS.....	8
TABLE 3: NUMBER OF STUDENTS AND LECTURERS IN PRIVATE COLLEGES BY PROVINCE, 2017.....	9
TABLE 4: NUMBER OF STAFF IN PRIVATE COLLEGES, BY CATEGORY AND GENDER, 2017 .....	10
TABLE 5: GENDER OF WSP SUBMISSIONS BY ORGANISATIONS .....	11
TABLE 6: AGE OF WSP SUBMISSIONS BY ORGANISATIONS .....	11
TABLE 7: POLICY FRAMEWORKS AFFECTING SKILLS DEMAND AND SUPPLY AND THEIR IMPLICATIONS FOR SKILLS PLANNING .....	16

TABLE 8: HARD TO FILL VACANCIES.....	19
TABLE 9: SKILLS GAPS.....	22
TABLE 10: SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS(SPOI) .....	25
TABLE 11: ENROLMENT FIGURES OF LEARNERS AT TERTIARY INSTITUTIONS .....	26
TABLE 12: SETA REGISTRATIONS AND COMPLETIONS .....	27
TABLE 13: KEY SKILLS FINDINGS.....	31
TABLE 14: MEASURES TO SUPPORT NATIONAL STRATEGIES .....	34

## **LIST OF FIGURES**

FIGURE 1: RACE OF WSP SUBMISSIONS BY ORGANISATIONS .....	11
FIGURE 2: NUMBER OF GRADUATES IN PUBLIC AND PRIVATE HEIS .....	26

## **ACRONYMS**

<b>ACRONYM</b>	<b>DESCRIPTION</b>
<b>ETDP SETA</b>	Education Training and Development Practices Education and Training Authority
<b>WSP</b>	Workplace Skills Plans
<b>ATR</b>	Annual Training Report
<b>SIC</b>	Standard Industrial Classification
<b>APPETD</b>	Association of Private Providers of Education Training and Development
<b>CET</b>	Continuing Education and Training
<b>AET</b>	Adult Education and Training
<b>PHEIs</b>	Private Higher Education Institutions
<b>DHET</b>	Department of Higher Education and Training
<b>NSC</b>	National Senior Certificate
<b>NC(V)</b>	National Certificate Vocational
<b>SSP</b>	Sector Skills Plan
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning programmes
<b>PET</b>	Private Education and Training
<b>COVID 19</b>	Corona Virus Disease 2019
<b>4IR</b>	Fourth Industrial Revolution
<b>LIC</b>	Low-Income Countries
<b>LMIC</b>	Low and Medium Income Countries

## Executive summary

### Introduction

One of the Sector Education and Training Authorities (SETAs) main project is the development of the Sector Skills Plan (SSP) for constituencies. It is intended as an evidence-based plan that enables all sector stakeholders to work together to ensure more accurate data is collected in sector skills planning.

The data collection tools used included: interview questionnaires specifically designed for the PET sector and focus group discussions. There was a review of available literature, including national policy and strategy documents, industry plans and sector performance reports; analysis of data, including SETA employer and employment data.

It was noted that the total number of staff employed in private colleges in 2017 was 6 786, of which 3 315 were lecturers, and the proportion of female staff was the highest (56.0%) as compared to male staff (44.0%).

There needs to be a concerted effort to improve WSP collection, although an improved number of companies submitted their WSP, 103, and they are all small companies, with employees ranging from 1-49.

The factors that affect skills supply and demand are Technological trends in teaching and learning, Soft skills training: a significant trend in higher education, Online education, Enterprise training companies are filling the skills gap by working directly with employers, Pathway programmes facilitate increasing transnational education, Being Mobile-friendly and the effects of COVID 19. It must be noted that this list is not exhaustive. The COVID 19 pandemic has significantly impacted the world and has had a specific impact on Private Education and Training and how it operates.

The hard to fill vacancies identified high on the priority list by the Private Education and Training constituency included University lecturers with a specialisation in Distant Education Teacher/Correspondence School Teacher and Data scientist. Other hard to fill vacancies identified include Business skills trainer, Business administrator, Training and Development Manager, and these are hard to fill vacancies that need to be addressed.

The top 5 skills gaps identified by the PET constituency include business administration, run home to read, Conduct moderation of outcomes-based assessment, Occupationally Directed Education and Training Practices (ODETDP) skills programme and client services. Moreover, it was indicated that there are 563 shortages in these identified skills gaps. It is acknowledged that the Private Education and Training constituency would like to play a more meaningful role by partnering with the ETDP SETA and addressing the Hard to Fill Vacancies and skills gaps in the ETD sector. This will also assist the ETDP SETA in achieving its annual targets.

## Chapter 1: Sector Profile

### 1.1 Sector Profile

The main focus of this chapter is to present a profile of the Private Education and Training (PET) institutions for which the Education Training and Development Practices Education and Training Authority (ETDP SETA) is responsible. It covers the scope of coverage, key role-players, economic performance and labour market profile of the Private Education and Training institutions. The data collected for this chapter was through primary and secondary research.

### 1.2 Scope of Coverage

The scope of coverage of the ETDP SETA is Standard Industrial Classification (SIC) code 5. As determined by the SIC codes, private education and Training institutions are a subsector of the ETDP SETA. It includes the following:

*Table 1: Standard Industrial Classification*

SIC Code	MAJOR ECONOMIC ACTIVITY	ETDP SETA SUBSECTOR	ETDP SETA SUBSECTOR
92004	Education by Technical Colleges and Technical Institutions	TVET Colleges	Private Providers
92005	Education by Universities of Technology	Higher Education Institutions	Private Providers – TVET and Higher Education and Training (HET)
92006	Education by Teacher Training Colleges or Education for Further Training	Higher Education Institutions	Private Providers – TVET and Higher Education and Training (HET)
92007	Post-secondary non-tertiary education	Higher Education Institutions	Private Providers – TVET and Higher Education and Training (HET)
92008	Education by correspondence and private vocational colleges	Private Further Education and Training (FET) and HET Institutions	Private FET and HET

### 1.3 Key Role players

The critical role players in the sector include the Department of Higher Education and Training, Association of Professional Providers of Education Training and Development (APPETD) and Professional Associations.

*Table 2: Key role players*

Sub Sector	Institutions	Role	NSDP outcomes
Private FETs and HETs	Department of Higher Education and Training	Policy Development and Provisioning of subsidies. Oversees and monitors compliance with legislation	Outcome 6: Skills development support for entrepreneurship and cooperative development.
	APPETD	Supports private providers in education and training	Outcome 3: Improving the level of skills in the South African workforce.
	Professional bodies	Assist in the professional development of staff in Private Higher and Further Education institutions	Outcome 3: Improving the level of skills in the South African workforce.

### 1.4 Economic Performance

In 2019, education and culture received the most significant budget share, with a R262.4bn allocation. The country's education system receives funding of about 20% of the national budget and 6% of GDP, exceeding that of many sub-Saharan African countries - but they achieve far better educational outcomes than South Africa. PETs continue to grow to accommodate the growing need for private education, particularly as education remains in crisis and parents opt for a safe environment, individual attention, and quality of learning. At the higher education level, private institutions provide relevant courses and match skills to the industry's requirements.

The budget review of 2020 by the National Treasury and the 2020 Finance Minister's budget speech indicates that the learning function will continue to receive the largest share of government spending over the Medium



Term Expenditure Framework (MTEF). Despite the weak economic outlook where real GDP is expected to grow at 0.9 per cent in 2020, 1.3 per cent in 2021 and 1.6 per cent in 2022, and the challenges brought about by the Coronavirus (COVID-19), the government spending on the education sector will continue to rise over the MTEF (National Treasury, 2020).

Private higher education has seen significant growth over the past few decades. Today, about one-third of all higher education enrolments are at private institutions. The total budget of the Department of Higher Education and Training is R 11,6 billion, of which 10,8 billion is for Higher and Further Education and Training. Although data on the Private Higher and further education is not available, 30%, which is R 3 billion, can be estimated. (Treasury, 2020)

### 1.5 Employer Profile

The employer profile will determine the employers represented within the sector, the size, and geographical spread. It will also determine the growth performance of the organisations.

### Labour Market Profile

The number of private college lecturers in 2017 was 3 315, of which 44.6% (1 478) were from Gauteng province. A student enrolled in Gauteng almost had the same proportion as lectures in Gauteng (46.4% or 86 891). The average lecture to students in private colleges in 2017 was 1:57. Eastern Cape recorded the highest lecturer to student ratio (1:112), while Northern Cape recorded the lowest ratio (1:3).

*Table 3: Number of students and lecturers in private colleges by province, 2017*

PROVINCE	LECTURERS	STUDENTS
EASTERN CAPE	148	16 524
FREE STATE	165	6 664
GAUTENG	1 478	86 891
KWAZULU-NATAL	482	22 233
LIMPOPO	170	8 747
MPUMALANGA	150	10 223
NORTH WEST	81	3 528
NORTHERN CAPE	2	6
WESTERN CAPE	639	32 538
<b>NATIONAL</b>	<b>3 315</b>	<b>187 354</b>

Source: Private college annual 2017 20181020.

### 1.5.3 Staffing in Private colleges

Table 4: Number of staff in private colleges, by category and gender, 2017

STAFF CATEGORY	FEMALE	MALE	TOTAL
MANAGEMENT STAFF	478	444	922
LECTURING STAFF	1 547	1 768	3 315
SUPPORT STAFF	1 776	773	2 549
<b>TOTAL</b>	<b>3 801</b>	<b>2 985</b>	<b>6 786</b>

Source: Private college annual 2017 2018/1020, data extracted in October 2018.

The total number of staff employed in private colleges in 2017 was 6 786, of which 48.9% (3 315) were lecturers, followed by support staff (37.6% or 2 549) and management staff (13.6% or 922). The proportion of female staff was the highest (56.0%) compared to male staff (44.0%). The staff category with the highest female proportion was support staff (69.7%), followed by management staff (51.8%). More male staff were employed as lectures compared to females. The most significant gender difference was recorded for support staff, where 1 003 more females were employed in this category than males.

### 1.5.4 Workplace Skills Plans

The number of companies that have submitted their WSP is 103 for 2020, and they are all small companies, with employees 1-49.

#### 1.5.4.1 Equity breakdown

The number of employees represented is 1020. The equity of the employees are as follows:

##### Gender

The table below indicates the number of staff members of the organisations that have completed and submitted their 2021 WSPs.

<b>MALE</b>	<b>403</b>
<b>FEMALE</b>	<b>617</b>

<b>TOTAL</b>	<b>1020</b>
--------------	-------------

Table 5: Gender of WSP submissions by organisations

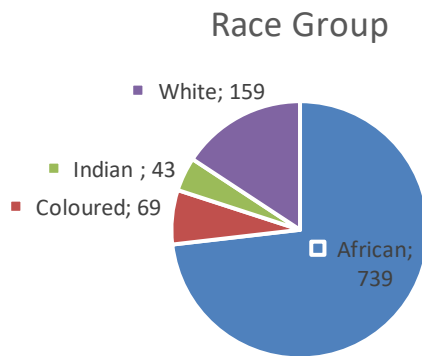
Source: ETDP SETA database 2020

Table 5 above indicates more females than males in the organisations that have submitted WSPs for 2020. Females account for over 60% of the organisations represented.

**Race**

The figure below indicates the equity breakdown of the organisations that submitted their WSPs for 2021.

Figure 1: Race of WSP submissions by organisations



Source: ETDP SETA database 2020

There are significantly more Africans, over 70%, compared to other race groups with whites over 15%. Coloured and Indians have the lowest representation with just over 6% and 4% respectively.

**Age group**

The table below represents the age groups of the organisations that submitted WSPs in 2020.

Table 6: Age of WSP submissions by organisations

AGE GROUP < 35	AGE GROUP 35 - 55	AGE GROUP > 55	TOTAL
616	308	96	1020

Source: ETDP SETA database 2020

The table indicates that the overwhelming number of staff members, over 60% are younger than 35 with 308 between 35 and 55 and 96 over 55 years of age. This is good for the organisations as there is a constant pipeline of younger staff to replace staff that are over 55 years of age who are retiring.

## **Chapter 2: Key Skills Change Drivers**

### **2.1 Introduction**

The chapter will explore essential skills change drivers, factors affecting skills demand and supply and the identification process of identifying these factors.

Included in this chapter will be the identification of significant change drivers impacting skills demand and supply in the sector and its implications. It will also determine the policy framework affecting skills demand and supply and the major national plans and strategies that affect skills demand and supply in the sector and their implications.

### **2.2 Factors affecting skills demand and supply**

Factors affecting skills demand and supply were identified through primary and secondary data. The primary data source involved a questionnaire and focus group interviews conducted among Private Education and training employers.

Factors affecting Private Education and Training include Policy and Legislation, Expanding Distance Learning, Being Mobile-friendly, Increasing Partnership with Business, More Hybrid Programmes Available and Increased Response to Globalization. These are discussed in detail below.

#### **2.2.1 Technological trends in teaching and learning**

The explosion of technology over the past two decades has not left the education sector behind. Computers and the Internet have changed how students can access information and even classes themselves. By the fall of 2017, over 6.5 million students were enrolled in some distance learning opportunity at a degree-granting post-secondary institution (Konsbruck, 2020).

The growth of technological capabilities means that various media and learning-support tools now exist to help students receive a high-quality education through the Internet. This trend presents several benefits and drawbacks for teachers and institutions who want to continue to offer their students the rigorous education they need to thrive. Technology, for example, may not encourage students to learn soft skills. They might not have the built-in opportunities to engage with their fellow students the way they might in traditional-style classrooms. For example, opportunities for leadership on group projects will not occur as organically as they once did.

The online platform may also force teachers to change how they teach. They might find it challenging to change how they approach lesson plans to ensure that the students remain engaged even while they cannot see the instructor in person.

Fortunately, the advent of the online classroom and technology-infused instruction also offers a wealth of opportunities for instructors and their institutions. Many teachers notice immediately the greater flexibility they can offer in their learning schedule. Platforms may offer opportunities for students to watch lectures live or recorded versions later. Teachers can appreciate this benefit for students.

The online nature of these courses may also enhance the ability of teachers to offer accommodations for different styles of learning. Advanced students may receive additional learning resources and challenges to encourage them to go deeper into the material without interrupting the flow of the rest of the class.

Learning management systems can also make it easier for teachers to track their students' progress through the course. They can see how their students have engaged with the broadcast and recorded classes. Therefore, they have a more efficient tracking system that allows them to provide more timely coaching as needed (Hospitalityinsights, 2020). It is therefore crucial that lecturers and administrators are trained to administer learning management systems through skills programmes,

### **2.2.2 Soft skills training: a significant trend in higher education**

According to the Future of Jobs report, some of the essential skills in the workplace include critical thinking, problem-solving, people management, and creativity. Employers want to see emerging professionals who can make hard decisions and showcase their leadership abilities.

To prepare students for their future careers, schools must have the training to help students nurture and grow in these skill areas.

However, as already discussed, the simultaneous trend towards online learning does make this a challenge for many teachers. These educators will need to find a way to balance the screen time involved in their class with the importance of encouraging students to work together face-to-face to nurture soft skill development.

The institutions that uncover quality formulas for encouraging the development of these skills will find that this trend offers them several growth opportunities. Specifically, these institutions will find themselves with a competitive advantage within higher education. Their students will be more employable, which will improve their alumni success rates, creating a virtuous circle as future students look for schools with strong alumni success rates. The teachers and lecturers will have to develop their soft skills training to improve their student's soft skills abilities.

### **2.2.3 Online education**

Enrolment in online courses has more than quadrupled in the last 15 years. While not as explosive in other countries, online options are gaining traction worldwide. Given the increased cost of higher education, online programmes offer increased flexibility and a significant cost reduction. Coursera offers a fully online master's degree from the University of Pennsylvania in computer and information technology for one-third the cost of the on-campus version. Several programmes also allow students to "test" degrees by taking courses that can eventually be "stacked" into a degree, thus lowering their risk. MIT offers a supply chain management degree with a portion of the curriculum online through edX before students enter the on-campus programme. Arizona State University allows students to take the first year online as part of the Global Freshman Academy. In both programmes, students complete a portion of the degree online. Therefore, it is incumbent on lecturers and administrators in education to achieve the necessary skills to develop their online capabilities to ensure that they keep up with online learning platforms and improve their student enrollment (Brookings, 2020).

### **2.2.4 Enterprise training companies are filling the skills gap by working directly with employers**

Given the massive mismatch in employer needs and worker skills, many companies work with corporations to ensure employees are rightfully skilled. Trilogy Education partners with universities and leverages its network of partners and its platform to help companies bridge their tech-talent gaps in both hiring and training. One of the more successful models has been Pluralsight, an online platform for IT and software developer training. The focused, industry-updated content and close ties to employers are critical success factors. A unique model to address this mismatch is Revature's platform, which utilises university partnerships and close collaboration with employers to deliver a programme where students pay their tuition over two years after they are employed. Therefore, lecturers and teachers need to skill themselves in IT and software development training to ensure that they can link students to ensure updated content and close collaboration with employers.

### **2.2.5 Pathway programmes facilitate increasing transnational education**

The brightest students worldwide who can afford to study abroad are increasingly embarking on overseas journeys, primarily to the U.S., U.K., and Australia. According to Studyportals, internationally mobile students are expected to increase from 4.5 million in 2015 to nearly seven million in 2030. International students are increasingly attractive to universities, as they allow expanded reach and programmes offered at different price points. Students from China, India, Saudi Arabia, and South Korea account for more than 50 percent of students who go abroad to earn their degrees, with China as the largest source. The U.S. has seen a recent decline in its growth of international students, which some link to stricter immigration policies, but student flows are expected to increase globally. Pathway programmes, a small but fast-growing segment of the global education market, help international

students get admission into U.S. institutions by bridging academic entry standards. Companies such as the U.K.-based Study Group and the U.S. based Shorelight partner with universities to set up these programmes and use revenue share models, providing an additional revenue source for universities. Most of these programmes are in countries that have been traditional draws for higher education, like the U.S. However, some are also in China that traditionally send many students overseas.

There will undoubtedly be ongoing opportunities for new approaches and actors to innovate in higher education as the sector faces high costs, decreasing returns on investment, and skills mismatches. Watching these trends and how they develop over time will be interesting. It is unlikely they will reverse course anytime soon (Brookings, 2020).

### **2.2.6 Being Mobile-friendly**

Most South Africans own a mobile phone device. Most companies attract customers by having an online presence, especially on Instagram. A few colleges started using social media to extend their reach and connect with potential students. The audience that most colleges tend to target is school dropouts and high school students. Along with social media, a college's website needs to be mobile-friendly since most students are on their mobile phones. Simplicity is critical for marketing on mobile, and the design should be straightforward. Lecturers and administrators in the private education sector will have to enhance their skills to effectively use mobile phones as education and marketing tools in education.

### **2.2.7 The effects of COVID 19**

The onset of the COVID-19 pandemic has had unprecedented impacts on education systems worldwide, with 1.6 billion learners affected by school closures at their peak (UN, 2020). Education systems have been grappling with enormous challenges such as rolling out distance learning at scale, maintaining continuity between schools, teachers and students in poorly-connected settings, planning how to reopen schools safely, and contemplating how to overcome the learning losses are expected after months without schooling. In addition to these challenges, the business models and legal status of private schools in LIC (Low-income countries) and LMICs (Low and medium have made them likely to experience the pandemic in a different way to public schools. Lecturers and teachers in private education and training will have to get occupational health and safety training to ensure that they can safely handle contact sessions in their institutions (Globalschoolsforum, 2020).

## 2.3 Policy Frameworks Affecting Skills Demand and Supply

This section looks at the national plans and strategies that affect the Private Education and Training constituency. The table below lists key strategies and plans with which alignment was ensured.

*Table 7: Policy frameworks affecting skills demand and supply and their implications for Skills Planning*

National Policy or Plan	Implications for Skills Planning
<p><b>National Skills Development Plan</b></p>	<p>The main task of the ETDP SETA is the implementation of the NSDP. The NSDP is a 10-year plan for post-school education and training skills development in South Africa. Its main goal is to improve access to occupations in high demand and prioritise skills aligned to supporting economic growth, employment creation, and social development whilst also addressing systemic considerations. This will be realised through 8 Outcomes. The ETDP SETA will factor these outcomes into its operations. This should be done by supporting PETs in skills training in online teaching and soft skills that will prepare students for the future.</p>
<p><b>National Development Plan 2030</b></p>	<p>The NDP 2030 forms the basis of all national policies and strategies. The South African government plans to stimulate economic development and growth through SIPs. The SETAs have an integral role to play in terms of using the SIPs as a training platform. The ETDP SETA trains PET lecturers as part of the interventions and contributes to the NDP targets. This should include the training of distance education lecturers.</p>
<p><b>New Growth Path</b></p>	<p>SETA's response to the New Growth Path identify large infrastructure projects that provide opportunities for sector role-players, employment creation, small business expansion and rural development. Private Education and Training qualifications must determine the extent to which they respond to the current skills needs. The ETDP SETA will assist in the roll-out of programmes to meet the current needs.</p>
<p><b>Medium-Term Strategic Framework (2019-2024)</b></p>	<p>Train young artisans through specialisation centres at TVET colleges through private sector providers on artisanal trades. These have been identified, and learnerships and Apprenticeships need to be implemented to address this need.</p>



<b>Industrial Policy Action Plan and the National Industrial Policy Framework</b>	The review of IPAP needs to identify the role that Private Education and Training could play in enhancing skills in the communities that promote industrial growth. Various professional bodies in education could assist in the promotion of this growth.
---	--

## 2.4 Conclusion

This chapter represented the factors that affect skills supply and demand. Technological trends in teaching and learning, Soft skills training: a major trend in higher education, Online education, Enterprise training companies are filling the skills gap by working directly with employers, Pathway programmes facilitate increasing transnational education, Being Mobile-friendly and the effects of COVID 19. It must be noted that this list is not exhaustive. The COVID 19 pandemic has significantly impacted the world and has had a specific impact on Private Education and Training and how it operates. The alignment with National Strategies and Plans was also discussed.

## **Chapter 3: Occupational Shortages and Skills Gaps**

### **3.1 Introduction**

This chapter presents occupational shortages regarding hard-to-fill vacancies as well as skills gaps. There will also be information reflecting discussions on the extent and nature of supply in the Private Education and Training Institutions. This information was sourced from interviews and questionnaires and information from the WSP and Annual Training Reports (ATRs). Secondary data is derived from desktop analysis of literature on skills demand and supply. The state of education and training provision, supply problems experienced by employers, the extent of occupational supply, and Sectoral Priority Occupations and Interventions (PIVOTAL) will be considered.

Skills planning forms a key component of skills development and informs planning and decision-making. Sharrock and Chabane (2015) define skills planning as “the supply of, and demand for, skills so that interventions can be implemented at the points of breakdown, improving the overall efficiency of the labour market”. For skills planning to be effectively implemented, labour market information must be analysed at a detailed occupational level. This better facilitates the transfer into an operational plan, as interventions can be identified, based on the need at the occupational level, whether it be a skills gap (top-up or critical skill) or an occupational shortage (scarce skill).

Occupational shortages, skills gaps and the Sectoral Priority Occupations List were determined based on the analysis of WSP data and extensive consultations with Private Education and Training constituencies.

#### **Employer Interviews**

In-depth interviews with employers were conducted with constituents using Zoom. The interview focussed on the extent and nature of hard-to-fill vacancies and skills gaps, associated reasons for the status quo, drivers of change for skills demand in the sector and future jobs.

#### **WSP/ATR Submission**

In order to strengthen the quality of data on hard-to-fill vacancies and skills gaps, the extent and nature of hard-to-fill vacancies, WSP/ATR, were analysed. A desktop literature review was conducted to identify hard-to-fill vacancies, skills gaps and drivers of change for skills to gain an overall understanding of Private Education and Training and its contribution to the South African economy.

### **3.2 Sectoral Occupations Demand**

#### **3.2.1 Hard-to-fill Vacancies**

##### **Reasons for hard to fill vacancies**

In the analysis, vacancies deemed difficult to fill, refer to occupations in which respondents reported more vacant positions. As demonstrated by Table 8 below, Private Education and Training reported the greatest difficulty in recruiting Distant Education Teacher/Correspondence School Teacher, Data Scientist, and Lecturer.

The hard-to-fill vacancies for managers were primarily due to equity considerations, lack of relevant experience, and lack of relevant qualifications.

The majority of groups lacked experience combined with specific qualifications lacking, especially for lecturers. The interview data from Private Education and Training SSP interviews and the supply and demand study indicated that qualifying is insufficient. Candidates also need to have relevant experience and a specific skill set to complete the qualification – particularly technological skills and curriculum development skills.

*Table 8: Hard to fill vacancies*

	<b>Occupational Code</b>	<b>Specialization / Alternate Title</b>	<b>Hard to fill vacancies</b>	<b>Reason why hard to fill</b>
1	2019-231101 - University Lecturer	Distant Education Teacher/Correspondence School Teacher	300	Equity considerations, Lack of experience, Lack of qualification, Poor remuneration, Other
2	2019-251102 - Data Scientist	Data Scientist	100	Lack of relevant experience
3	2019-121202 - Business Training Manager	Training & Development Manager	40	Lack of relevant qualifications
4	2019-242210 - Business Administrator	Business Administrator	25	Lack of relevant qualifications, Other
5	2019-121201 - Human Resource Manager	Employee Relations Manager	20	Lack of relevant qualifications
6	2019-242402 - Occupational Instructor	Business Skills Trainer	20	Lack of relevant experience
7	2019-242401 - Training and Development Professional	Training and Development Practitioner	14	Lack of relevant qualifications

	<b>Occupational Code</b>	<b>Specialization / Alternate Title</b>	<b>Hard to fill vacancies</b>	<b>Reason why hard to fill</b>
8	2019-264301 - Interpreter	Sign Language Interpreter	12	Lack of relevant qualifications
9	2019-862202 - Handyman	Handy Man	12	Lack of relevant experience
10	2019-733201 - Truck Driver (General)	Lorry Driver	10	Lack of relevant experience
11	2019-315304 - Flying Instructor	Aviation Instructor	6	Lack of relevant qualifications
12	2019-121905 - Programme or Project Manager	Project Director	5	Lack of relevant experience
13	2019-251201 - Software Developer	Software Designer	5	Lack of relevant qualifications
14	2019-422206 - Call or Contact Centre Agent	Call or Contact Centre Agent	4	Lack of relevant qualifications
15	2019-121901 - Corporate General Manager	Business Operations Manager	3	Lack of relevant qualifications
16	2019-134903 - Small Business Manager	Owner Manager	3	Lack of relevant experience
17	2019-233108 - Senior Phase School Teacher (Grades 7 - 9)	Senior Phase School Teacher (Grades 7 - 9)	3	Lack of relevant qualifications
18	2019-235201 - Special Needs Teacher	Skills and Vocational Special Needs Teacher	3	Lack of relevant qualifications
19	2019-242401 - Training and Development Professional	Training and Development Practitioner	3	Other, please specify the reason
20	2019-243303 - Educational Products and Services Sales Representative	Educational Products and Services Sales Representative	3	Lack of relevant experience

	Occupational Code	Specialization / Alternate Title	Hard to fill vacancies	Reason why hard to fill
21	2019-312103 - Engineering Supervisor	Planned Maintenance Foreman	3	Lack of relevant qualifications
22	2019-441903 - Program or Project Administrators	Project Programme Specialist	3	Lack of relevant qualifications
23	2019-121101 - Finance Manager	Financial Administration Manager	2	Lack of relevant qualifications
24	2019-242401 - Training and Development Professional	Training Consultant	2	Lack of relevant experience
25	2019-242403 - Assessment Practitioner	Assessor	2	Lack of relevant qualifications
26	2019-261902 - Legislation Facilitator	Legislation Facilitator	2	Lack of relevant experience
27	2019-334102 - Office Administrator	Office Coordinator	2	Lack of relevant experience
28	2019-334302 - Personal Assistant	Private Secretary	2	Lack of relevant qualifications
29	2019-441605 - Academic Administrative Officer	Academic Faculty Officer	2	Lack of relevant experience

Source: ETDP SETA database 2020

The hard-to-fill vacancies identified high on the priority list by the Private Education and Training constituency is University lecturer with a specialisation in Distant Education Teacher/Correspondence School Teacher, Data scientist, and university lecturer. Other hard to fill vacancies identified include Business skills trainer, Business administrator, and Training and Development manager.

### 3.3 Occupational shortages and skills gaps

#### Occupational shortages

Indicators for demand-side shortages are used in the analysis of hard to fill vacancies. They are:

Occupational Shortages: The recruitment process represents the supply and demand for skills interface. Therefore, when a vacancy proves difficult to fill, it is associated with scarcity in the Private Education and Training sector.

Based on the WSP submissions in 2020, Private Education and Training sector identified 460 top 5 occupational shortages (refer to the table on Hard to Fill Vacancies). It should be noted that this is not an exhaustive list of vacancies but includes a list of those identified by stakeholders as being occupational shortages.

### 3.2.2 SKILLS GAPS (TOP-UP SKILLS)

According to the DHET SSP framework, skills gaps refer to “skills deficiencies in employees or lack of specific competencies by employees to undertake job tasks successfully to required industry standards. Skills gaps may arise due to lack of training, new job tasks, technological changes, or new production processes, to list a few. The term ‘top-up skills’ also refers to skills gaps and usually requires a short training intervention”. Throughout this document, the notion of future skills has been noted in light of globalisation and competitiveness, re-industrialisation and skills for 4IR.

The world of work is changing, as so is the notion of a workplace, especially during the pandemic of COVID 19. For workers to keep pace and remain viable over time, they need to possess critical skills that will allow them to be more successful in their work and more marketable to relevant sectors. Commentary of expert practitioners in the sector has reiterated the difficulties in ensuring learners have access to a workplace. Secondly, newly developed qualifications take far too long to be developed and registered, making it difficult for SETAs and the industry to respond. The PSET fraternity, including the QCTO, NAMB, SAQA and the SETAs, need to band together with Government and Industry to ensure that the relevant skills required are made available to learners in the workplace.

*The skills gaps identified by the Private Education and Training sector are listed below.*

*Table 9: Skills gaps*

	<b>Name of PIVOTAL Programmes</b>	<b>Number</b>
1	Business Administration	392
2	Run Home to Read	100
3	Conduct Moderation of Outcomes-based Assessments	40
4	Occupationally-Directed Education, Training and Development Practices (ODETDP) skills programme	20
5	Client Services	11
6	Selling Skills and Customer Care	6

	<b>Name of PIVOTAL Programmes</b>	<b>Number</b>
7	ASSESSOR AND MODERATOR	5
8	Customer services, Sales Training (selling skills), Emotional Intelligence	5
9	Assessors Course	5
10	Microsoft Office	4
11	Call Centre Operations	3
12	Project Management	4
13	Technical Program	3
14	Activation Hub 24 Hours	2
15	Forklift skills	2
16	Paralegal skills	2
17	IEB Conference	2
18	2020: Cambridge International AS and A Level Mathematics (9709) -	1
19	Commerce Training	1
20	Human Resource Management Training	1
21	Certified Director Course	1
22	Coaching and Mentorship, Digital Marketing.	1
23	Coaching for Directors	1
24	PGDC training	1
25	Office Administration Training	1
26	DYNAMICS 365 CRM TRAINING	1
27	Executive and Management Coaching	1
28	Fintech Disruption Conference	1
29	First Aid Level 1 training	1
30	Leadership and Management training	2
31	Managing Incapacity: Ill Health and PwP	1
32	Occupational Health and Safety Training	1
33	Training in Innovation and Design Thinking	1
34	Presentation Skills and Voice Management	1
35	Professional Trails Guide	1
36	SAGE Payroll	1
37	Team Management	1

Source: ETDP SETA database 2020

The top 5 skills gaps identified by the PET constituency in the table above has identified business administration, run home to read, Conduct moderation of outcomes-based assessment, ODETP skills programme and client services as the skills gaps and has indicated that there are 563 shortages in these identified skills gaps.

### **3.3 SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI)**

Primary and secondary research was used in identifying occupations in the SPOI list. Primary research involved employers in the PET sector. Employer interviews were with key stakeholders in the PET sector. The secondary research included analysis of WSP data submitted by PETs employers and desktop literature reviews. The identified SPOI list will be used to train employees to address the identified sector priority occupations

### **3.4 EXTENT AND NATURE OF SUPPLY**

#### **The State of Education and Training Provision**

The skills that need to be addressed by employees of the Private Education and Training have been identified by the WSP ATR analysis and the interviews held with employers. The university lecturer distance and correspondence teaching and data scientists are the most identified shortage.



Table 10: SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI)

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE	INTERVENTION PLANNED BY SETA	NQF level	NQF aligned	Quantity needed	Quantity to be supported by SETA
ETDP SETA	2022- 2023	2019-231101	University Lecturer	Distant Education Teacher/Correspondence School Teacher	Bursary	Level 8	yes	300	15
		2019-251102	Data Scientist	Data Scientist	Bursary	Level 7	yes	100	10
		2019-121202	Business Training Manager	Training & Development Manager	Bursary	Level 6	yes	40	10
		2019-242210	Business Administrator	Business Administrator	Learnership	Level 4	yes	25	10
		2019-121201	Human Resource Manager	Employee Relations Manager	Bursary	Level 6	yes	20	5
		2019-242402	Occupational Instructor	Business Skills Trainer	Bursary	Level 6	yes	20	5
		2019-242401	Training and Development Professional	Training and Development Practitioner	Bursary	Level 6	yes	14	10
		2019-264301	Interpreter	Sign Language Interpreter	Bursary	Level 4	yes	12	5
		2019-862202	Handyperson	Handy Man	Learnership	Level 3	yes	12	5

## Higher Education and Training Programmes

The skills supply pipeline in South Africa comprises of Universities (26), TVET Colleges (50), Community Education and Training colleges (CET) (9 provinces), registered private universities (124) and private colleges (252). As illustrated in the table below, there has been a steady increase in enrolments and completions across these learning channels. The centres of learning enrolled over 2 million learners in 2019 (DHET, 2021).

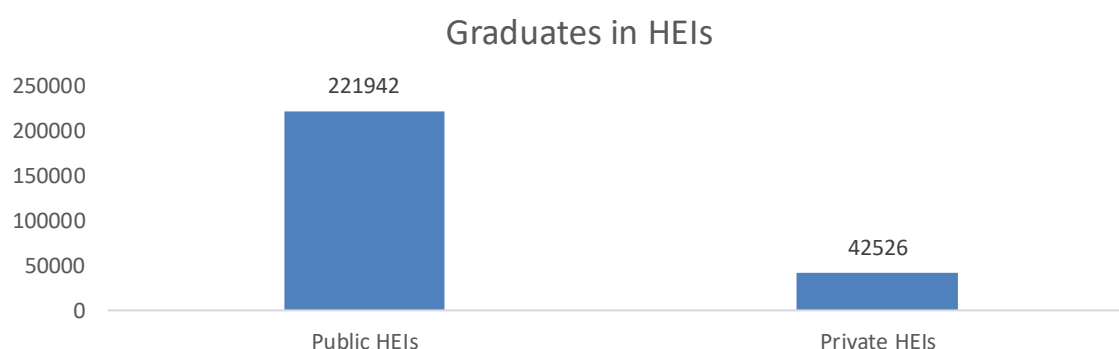
*Table 11: Enrolment figures of learners at Tertiary institutions*

Institution	2011	2012	2013	2014	2015	2016	2017	2018	2019
Public HEIs	938 201	953 373	983 698	969 155	985 212	975 837	1036 984	1085568	1074912
Private HEIs	103 036	97 478	119 941	142 557	147 210	167 408	185 046	197898	208978
TVET colleges	400 273	657 690	639 618	702 383	737 880	705 397	688 028	657133	673490
CET colleges	289 363	306 378	249 507	262 680	283 602	273 431	258 199	89644	75980
Total	1730873	2014 919	1992 764	2076 775	2 153 904	2122 073	2168 257	2030243	2033360

Source: DHET, 2021

The figure below outlines the throughput rates by public and private HEIs. These institutions play a crucial role in producing future labour force and SETAs.

*Figure 2: Number of graduates in Public and Private HEIs*



Source: DHET, 2021

## Sector Education and Training Authorities

The primary function of SETAs is to facilitate the delivery of sector-specific skills to contribute to the goals of the NSDP through skills programmes and are also expected to facilitate and support

workplace-based learning through learnerships and internships (DHET, 2021). Over the past five years (2013-2017), there has been a gradual increase in enrolment and completion rates in learnerships, internships and skills programmes that SETAs offer. Over this period, 222210 and 179631 learners were enrolled and certificated, respectively. These learners' qualifications will be invaluable for the CETC sector. They will fill the Hard-to-fill vacancies and skills gaps identified (Refer to table 12 below).

*Table 12: SETA Registrations and completions*

Year	Registered				Completed				
	Learnerships	Internships	Programme Skills	Total	Learnerships	Internships	Programme Skills	Total	
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602	
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844	
2013/14	75 782	8 017	92 508	176 307	38 796	2 510	109 547	150 853	
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013	
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818	
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998	
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477	
2018/19	105548	15482	150674	2717004	61841	6123	144460	212424	
2019/20	81988	11784	128438	222210	57888	7711	114032	179631	
TOTAL	743 502	100 154	1071 134	4360 090	415 175	39 705	1014 780	1469 660	

Source: DHET, 2021

### Skills development providers

The ETDP SETA received 406 learning programmes, and there were 15 822 certificates issued in 2018/2019 and 8 758 in 2019/2020.

### 3.4 Sectoral Priority Occupations and Interventions (SPOI)

Primary and secondary research was used in identifying occupations in the SPOI list. Primary research involved employers in the Private Education and Training sector. Employer

interviews were with key stakeholders in the Private Education and Training sector. The secondary research included analysis of WSP data submitted by Private Education and Training employers and desktop literature reviews.

### **3.5 Conclusion**

This chapter represented the categories of skills development needs in the Private Education and Training sector. It also represented the Priority skills list of occupations in high demand and the skills gaps that need to be considered. The number of supply-side skills was also presented, and it must be noted that all sectors are competing for the learners in tertiary institutions and those who have qualified. It remains the duty of the employers and, in this case the Private Education and Training sector to attract learners to choose careers in this sector.

## Chapter 4: Partnerships

### 4.1 Introduction

The NSDP 2030 sets out that its implementation cannot be achieved without the cooperation and participation of social partners and that the levy system should work to meet the socio-economic developmental needs of South Africa. It further elaborates that "action" and "implementation" should be a hallmark of all partnerships.

The SSP Framework developed by DHET in consultation with a SETA SSP working group (2019) has framed partnerships in the SETA system as "a collaborative agreement between two or more parties intended to achieve specified outcomes directed toward addressing mutually inclusive skills priorities or objectives within a specified period". This frames partnerships as time-bound for a specific, measurable and mutually beneficial purpose.

This chapter reports on existing and new partnerships between the ETDP SETA and key role players within the Private Education and Training sector. The ETDP SETA has partnered with public and private organisations to deliver skills development for the Private Education and Training sector.

Progress on the existing partnerships will be provided. There will be a list of and an analysis of existing SETA partnerships, the nature of each of the partnerships, the objectives of each of the partnerships and their value, those that are successful and those not working successfully and what can be done to strengthen those partnerships. There will also be a list of planned partnerships, proposed new partnerships, and the gaps these partnerships will address.

### 4.2 Existing Partnerships

Name of institution/ partner organization	Nature of partnership (start & end dates)	Objectives of partnership	Value of partnership
APPETD Partnership	Partnership with APPETD to fund skills development programmes for Private Providers. 2020 - 2021	To support private providers paying levies to the ETDP SETA	Collaboration with various private providers to capacitate their employees on skills development

### 4.3 Planned partnerships

Name of institution/ partner organization	Nature of partnership (start & end dates)	Objectives of partnership	Value of partnership
Partner with private institutions and the government	Institutions prioritising Skills Development towards upskilling the youth, especially from the previously disadvantaged communities, including the private sector.	To assist youth in gaining skills for higher levels of employability	SETA - Articulate skills demand and education and training options, align supply and demand actors and possibilities, support learning processes for addressing skills demand

### 4.4 Challenges experienced with Partnerships

The main challenge in partnering with the PET sector is that there is not sufficient funding to expand the partnership model that will satisfy the constituency.

### 4.5 Conclusion

In conclusion, the Private Education and Training constituency would like to play a more meaningful role by partnering with the ETDP SETA and addressing the Hard to Fill Vacancies and skills gaps in the ETD sector. This will also assist the ETDP SETA in achieving its annual targets.

## Chapter 5: SETA Strategic Skills Priority Actions

Chapter 5 highlights key discussion points from Chapters 1, 2, 3 and 4. Drawing conclusions from those chapters, this chapter identifies possible areas of intervention and suggests actions that should be taken to address them. It also responds to measures that have been put in place to support national strategies and plans.

### 5.2. Key Skills Findings from Previous Chapters

The key skills findings from the previous chapters are listed below.

*Table 13: Key skills findings*

Chapter	Key Findings
<b>Chapter 1: Sector Profile</b>	<p>In chapter 1, it was reported that the total number of staff employed in private colleges in 2017 was 6 786, of which 48.9% (3 315) were lecturers, followed by support staff (37.6% or 2 549) and management staff (13.6% or 922). The proportion of female staff was the highest (56.0%) compared to male staff (44.0%). The staff category with the highest female proportion was support staff (69.7%), followed by management staff (51.8%). More male staff were employed as lectures compared to females. The most significant gender difference was recorded for support staff, where 1 003 more females were employed in this category than males.</p> <p>The number of companies that have completed their WSP is 103 for 2020, and they are all small companies, with employees 1-49. There were no medium companies, 50-499 and large companies, 500 or more that submitted their WSP/ATR.</p>

Chapter	Key Findings
<p><b>Chapter 2: Key Skills Change Drivers</b></p>	<p>Chapter 2 provided a concise analysis of key drivers influencing change in the PET sector and associated skills development implications. Among the key drivers of change is the COVID-19 pandemic, which is forecast to have significant impacts on the sector. Also, amongst the change drivers is technological trends in teaching and learning, Soft skills training: a significant trend in higher education, Online education, Enterprise training companies are filling the skills gap by working directly with employers. Pathway programmes facilitate increasing transnational education, as well as Being Mobile-friendly.</p>
<p><b>Chapter 3: Occupational Shortages and Skills Gaps</b></p>	<p>In the analysis, occupations that are deemed difficult to fill, refer to occupations in which respondents reported that there were more vacant positions. As demonstrated, Private Education and Training reported the greatest difficulty in recruiting the Distant Education Teacher/Correspondence School Teacher, Data Scientist, and Lecturer.</p> <p>Reasons for the hard to fill vacancies for managers was primarily due to equity considerations, lack of relevant experience and lack of relevant qualifications.</p> <p>The majority of groups lacked experience combined with specific qualifications lacking especially for lecturers. The interview data from SSP interviews and the supply and demand study reveal that qualifying is not enough. Candidates also need to have relevant experience and a specific skill set to go along with the qualification – particularly technological skills and curriculum development skills.</p> <p>The ETDP SETA received 406 learning programmes, and there were 15 822 certificates issues in 2018/2019 and 8 758 in 2019/2020.</p>
<p><b>Chapter 4: Partnerships</b></p>	<p>The ETDP SETA has entered into partnerships with public and private parties to deliver skills development for the sector. Progress on the existing partnerships will be provided. A list and analysis of existing</p>



Chapter	Key Findings
	<p>SETA partnerships, the nature of each of the partnerships and the objectives of each of the partnerships were provided.</p> <p>The main challenge in partnering with the PET sector is that there is not sufficient funding to expand the partnership model that will satisfy the constituency.</p>

### 5.3 Recommended priority Actions

The following priorities have been identified to inform the work of the PET sector. The intention is to translate these strategic interventions into detailed plans and to integrate them into the day to day work of the SETA.

#### 5.3.1 Skills Priorities for the sector

Based on the findings above, the PET sector has identified the following skills development priorities informed by sector-based and national priorities and Sectoral Priority Occupations and Interventions. In order to make an impact, the skills priorities are organised within four broad themes:

##### Ensuring gender equity

More male staff were employed as lectures compared to females, and there is a need for more females trained to ensure that gender equity is achieved.

##### Improving WSP/ATR submissions

The number of companies that have completed their WSP is 103 for 2020, and they are all small companies, with employees 1-49. There were no medium companies, 50-499 and large companies, 500 or more that submitted their WSP/ATR.

##### Improving support to PETs for skills development

Private Education and Training reported the greatest difficulty in recruiting Distant Education Teacher/Correspondence School Teacher, Data Scientist and Lecturer respectively.

Reasons for the hard to fill vacancies for managers was primarily due to equity considerations, lack of relevant experience and lack of relevant qualifications.

## Improved partnerships

There needs to be further analysis of existing SETA partnerships and their objectives and value, and a host of additional new partnerships should be developed to close the skills gaps.

The main challenge in partnering with the PET sector is that there is insufficient funding to expand the partnership model that will satisfy the constituency. Partnerships should be strengthened to ensure that high levels of effectiveness and efficiency are achieved.

### 5.3.2 Measures to Support National Strategies

In most of the PET sector, success depends on several policy interventions and initiatives. It will be necessary for the SETA to work with relevant Private Education and Training providers to address some of the identified challenges and take advantage of the benefits and support available. The table below indicates the national policy, strategic priorities and measures to support the national strategies.

*Table 14: Measures to support National Strategies*

<b>National Policy or Plan</b>	<b>Strategic Priorities</b>	<b>Measures to support National Strategies</b>
<b>National Skills Development Plan</b>	<p>The outcomes of the NSDP include:</p> <p>Outcome 1: Identifying and increasing the production of occupations in high demand (OIHD).</p> <p>Outcome 2: Linking education and the workplace.</p> <p>Outcome 3: Improving the level of skills in the South African workforce.</p> <p>Outcome 4: Increasing access to occupationally-directed programmes.</p>	<p>The ETDP SETA continues to increase the number of Annexure 2 WSPR from constituent employers and improves on its methodology in identifying skills required by the sector.</p> <p>-The SETA supports WIL for students coming from Private Education and Training</p> <p>-Support of teachers, university as well as Skills Development Providers</p>

National Policy or Plan	Strategic Priorities	Measures to support National Strategies
	<p>Outcome 6: Skills development support for entrepreneurship and cooperative development.</p> <p>Outcome 7: Encouraging and supporting worker initiated training.</p> <p>Outcome 8: Supporting career development services.</p>	<p>(SDPs) through skills programmes and full qualifications.</p> <p>-The SETA will need to package and promote all occupationally-directed programmes in the ETD sector as a strategy for employers to move away from recognising only traditional degrees and diplomas.</p> <p>-The SETA may also need to engage with the Department of Public Service and Administration to consider changing qualification types and levels for the post establishment in the ETD space, to include occupational qualifications.</p> <p>-Regulation amendment is required to recognise graduates from TVETs and Private Colleges to teach in ECD and Grade RR.</p> <p>-Support for youth cooperatives involved in education and related fields.</p>

<b>National Policy or Plan</b>	<b>Strategic Priorities</b>	<b>Measures to support National Strategies</b>
		-Training and employing Career Guidance Officers (CDOs) into the TVET sector and PETs and developing and distributing Career guides.
<b>National Development Plan 2030</b>	Aimed at eliminating poverty and reducing inequality by 2030 by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society	Support skills development programmes to build human and institutional capacity in ECD and increase students' access to further and higher education institutions through workplace learning programmes.
<b>New Growth Path</b>	The strategy lays out a dynamic vision on how South Africa can collectively (business, labour and government) achieve a more developed, democratic, cohesive and equitable economy and society over the medium term, in the context of sustained growth.	Support WIL learning and exposure for teachers and lecturers. Support training of HEI lecturers to gain appropriate competencies to improve student performance through academics achieving Masters and PhD programmes; support TVET/FET college lecturers completing relevant programmes; and support skills development

<b>National Policy or Plan</b>	<b>Strategic Priorities</b>	<b>Measures to support National Strategies</b>
		for subject content and methodology.
<b>Medium-Term Strategic Framework (2019-2024)</b>	This policy reflects the commitments the ANC-led government made in their election manifesto. As such, the MTSF sets out the actions Government will take and targets to be achieved.	Strengthen and roll-out of ECD services; introduction of skills subjects relevant to 4IR (robotics, coding & digital learning); focus schools for high-tech, maritime, aviation, arts and science; boost literacy at foundation phase; increasing the number of teachers in mathematics and languages and numeracy as well as in methodology; increase enrolment of children with disabilities in appropriate formal programmes.
<b>Industrial Policy Action Plan and the National Industrial Policy Framework</b>	It is the government's policy and plan that has the overarching objective of enhancing the economy's productive capabilities. It ensures that support for investment is integrated with support for transformation.	Ensure fit-for-purpose qualifications and skills programmes are developed and available to address skills needs and the mastery of new technologies and ultimately design capabilities, especially in the manufacturing sector. Ensure that ETD practitioners

National Policy or Plan	Strategic Priorities	Measures to support National Strategies
		and facilitators are available to teach in workspaces and other places to ensure mastery of new technologies

#### 5.4 Conclusion

This chapter summarises chapters 1 to 5, with particular emphasis on implications for skills development and interventions developed by the PET sector to respond to these implications.

Over the years, the PET sector has played a crucial role in creating and supporting initiatives that improve skill levels of the ETD sector at national, provincial, and community levels. It has strived to achieve this by improving quality education, teaching and learning, and actively establishing and maintaining working partnerships. The findings from previous chapters have been helpful to compile the practical Skills Priorities for the PET sector, and the implementation of these will strengthen and improve the sector in achieving its goals.

## References

Department of Higher Education and Training (2013) White Paper for Post-School Education and Training. Pretoria: DHET.

Department of Higher Education and Training (DHET). (2013). Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. Pretoria: DHET.

Department of Higher Education and Training (DHET). (2016a). Statistics on Post-School Education and Training in South Africa: 2014. Released in March 2016. Pretoria: DHET.

Department of Higher Education and Training (DHET). (2021). Statistics on Post-School Education and Training in South Africa: 2019. Released in March 2021. Pretoria: DHET.

Department of Higher Education and Training (DHET). (2019). Sector Skills Plan Updated Framework and Requirements. Pretoria: DHET.

Finn, W. 2013. Private universities: An independent advantage. Independent, 16 August 2012. <http://www.independent.co.uk/student/into-university/clearing/private-universities-an-independent-advantage-8052821.html>.

<https://www.brookings.edu/blog/education-plus-development/2019/01/10/top-6-trends-in-higher-education>.

[https://cdn.ymaws.com/www.globalschoolsforum.org/resource/resmgr/resources/v2report\\_estimating\\_the\\_impact.pdf](https://cdn.ymaws.com/www.globalschoolsforum.org/resource/resmgr/resources/v2report_estimating_the_impact.pdf).

<https://hospitalityinsights.ehl.edu/2020-education-trends>.

<https://www.zurich.ibm.com/pdf/news/Konsbruck.pdf>

Setswe, G. (2013). Private higher education in Africa: The case of Monash South Africa. *Africa Education Review*, 10(1): 97-110. ISSN1814-6627.

Sharrock and Chabane (2015). Moulding of a labour market intelligence (LMI) approach for the ETD sector and the roles of stakeholders in a centralised model. Pretoria: University of Pretoria.

Teixeira, P., Rocha, V., Biscaia, R. and Fonseca, M. (2012). Competition and diversity in higher education: an empirical approach to specialisation patterns of Portuguese institutions. *Higher Education*, 63(3), 337-352.

