



WORKPLACE SKILLS PLAN AND REPORTING Submissions and Trends Analysis Report

August 2023

AT THE CUTTING EDGE OF SKILLS DEVELOPMENT

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

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ACRONYMS/ABBREVIATIONS

ACRONYM & ABBREVIATION	DESCRIPTION
ACET	Adult and Community Education and Training
AIMS	Alnitak Information Management System
B.Ed.	Bachelor of Education
CAT	Computer Applications Technology
CET	Community Education and Training
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
ETD	Education Training and Development
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
E-PERSAL	Electronic - Personal and Salary System
FET	Further Education and Training
HTFV	Hard-to-Fill Vacancies
HEI	Higher Education Institutions
HET	Higher Education and Training
ICT	Information and Communication Technology
NGO	Non-Governmental Organisation
OHS	Occupational Health and Safety
OIHD	Occupations in High Demand
PDE	Provincial Department of Education
PG	Post Graduate
PhD	Doctorate of Philosophy
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PSET	Post School Education and Training
SCOA	Standard Chart of Accounts
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SPOI	Sectoral Priority Occupations and Interventions
TVET	Technical and Vocational Education and Training
WIL	Work Integrated Learning
WSP	Workplace Skills Plan
WSPR	Workplace Skills Plan and Reports

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1. Introduction

A total of 1 135 ETD employers submitted Workplace Skills Plan and Reports (WSPRs) in the 2023-24 financial year. The 1 135 presented a decrease of about 2% in WSP submissions compared to the 1 163 WSP submissions received during the 2023-24 financial year. The decrease can be partly attributed to the transition from the indicium system to the new ALNITAK INFORMATION MANAGEMENT SYSTEM (AIMS) system, the teething challenges of the move to the new system arguably led to the decrease. The number of WSPR submissions (1 135) makes up about 32% of organisations paying levies to the ETDP SETA as of March 2023. 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, 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 2023-24 financial year and have provided the required information under the respective WSPR forms.

2. Submission Trends 2019-2023

Figure 1 below represent the WSP submission trends and evaluations of WSPRs from 2019/20 – 2023/24. Figure 1 below shows that the WSP submissions have increased from 2019 to 2023; 73 more organisations submitted the WSPs in 2023 compared to 2019. To ensure the increase in WSP submissions, the ETDP SETA Research Unit temporarily hires WSP administrators to support the ETD stakeholders with their WSP registrations and submissions. 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.

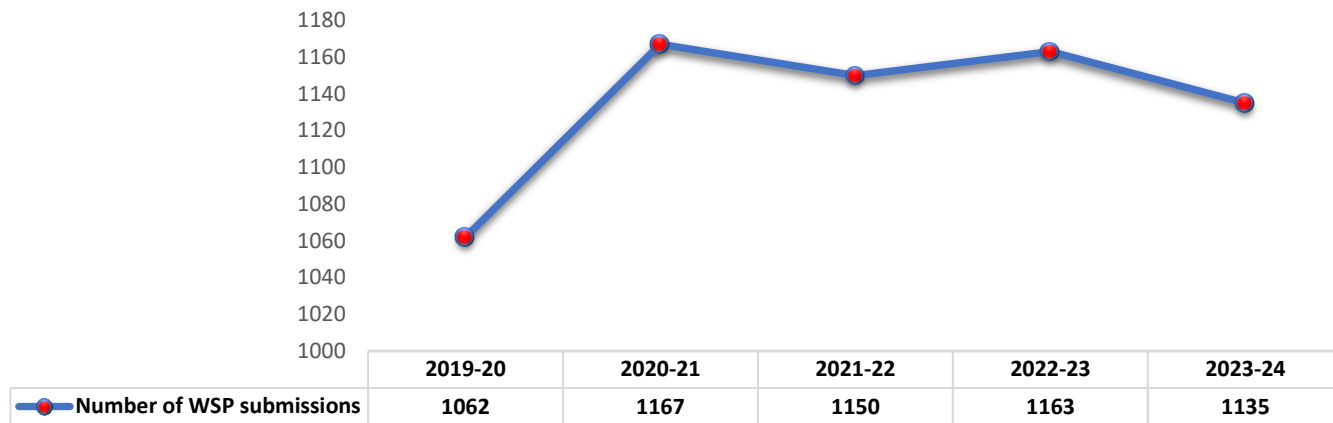


Figure 1: WSP Submissions between 2019/20 – 2023/24

Recommendations:

- Open AIMS 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).
- Together with ETDP SETA provincial offices, conduct regular SDF workshops.
- Provide a clear guide on the role to be played by the ETDP SETA provincial offices in the mobilisation and support of employers.
- Garner support from ETDP SETA provincial offices in mobilizing ETD stakeholders.
- Recruit organisations who are paying levies to the ETDP SETA but are not submitting their WSPs to start submitting their WSPs.
- Work together with the Constituency Support Unit to identify organisations who are benefiting from the ETDP SETA programmes but are not participating in the WSP process (e.g., CET Colleges).
- Target increasing new employers whilst keeping the existing employers satisfied.
- Start early (January) the process of recruiting temporary WSP administrators.

3. Submissions per Province

Figure 2 below displays WSP submission trends from 2021 to 2023, separated according to provinces. Figure 2 below shows fluctuations in WSP submissions across Provinces; comparing WSP submissions between 2022 and 2023, only the Mpumalanga and the Free State Provinces had an increase in WSP submissions, whilst the rest of the remaining seven provinces experienced a decline in WSP submissions. Major decline was in the Eastern Cape Province followed by the Gauteng Province.

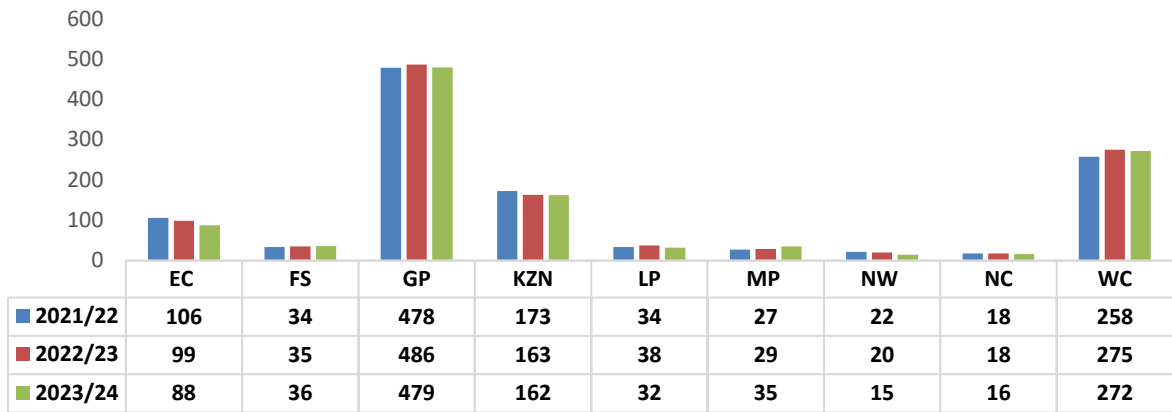


Figure 2: Submission Trends per Province 2021-2023

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, particularly the Eastern Cape and the Gauteng Provinces.
- The ETDP SETA provincial offices with the low number of organisations participating in the WSP process need to recruit more employers to submit their WSPs.
- The ETDP SETA Research and Skills Planning Unit needs to involve more the ETDP SETA provincial offices in planning and conducting WSP workshops.

4. Evaluations of WSPR 2018-2023

Table 1: Evaluations of WSP Reports 2018 to 2023

FINANCIAL YEAR	APPROVALS	REJECTIONS
2018-19	1017	1
2019-20	1058	4
2020-21	1142	25
2021-22	1167	1
2022-23	1163	8
2023-24	1131	4

5. Submissions per size

The overall picture in figure 3 below shows that the majority of WSP submissions from the period 2019 to 2023 are from the small organisations (<50 employees). Across the same 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 2022-23 and 2023-24 shows that there was a decline of 16 WSP submissions among the small organisations, a decrease of 11 was experienced among the Medium Organisations. WSP submissions among the Large Organisations almost remained constant, as there was only a decline of 1 in WSP submission in 2023-24 compared to 2022-23.

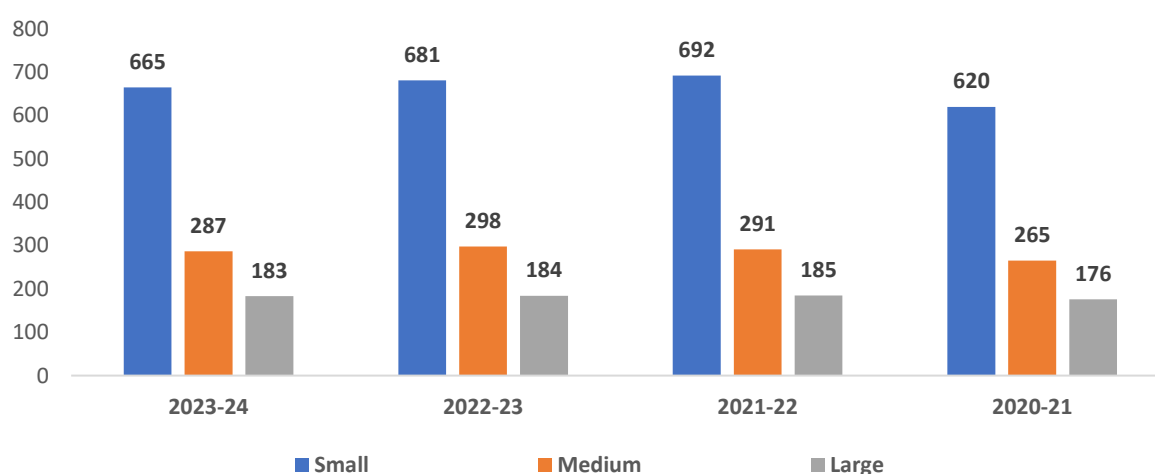


Figure 3: WSP Submissions per Size 2020-2023

Recommendations:

- A follow-up targeting mainly the small and medium employers must be embarked upon to increase the numbers to about 700 and 300, respectively.
- Reconsider revising down the target setting of Small organizations, especially in the Department of Higher Education and Training's (DHET) Service Level Agreement (SLA).

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 2022/23 to 2023/24, there were fluctuations in the number of WSP submissions per constituency. Some constituencies (TVET Colleges, Statutory Bodies

in Education, and Research Organisations) increased in WSP submissions, whilst some (Private FET and HEI Colleges, School Governing Bodies, and Independent Schools) decreased in WSP submissions. Commendable are the 100 per cent WSP submissions over the period (2021/22 to 2022/23) from the Provincial Departments of Education, Department of Basic Education, and Public Higher Education and Training Institutions.

Table 2: WSP Submissions per Constituency 2022-2023

<u>Names of Employers in the ETD Sector</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>
Adult (Basic) Education Training Centres	2	1	2
Early Childhood Development Centres	110	116	100
Independent Schools	215	230	246
Libraries and Archival Services	1	0	1
Department of Basic Education	1	1	1
Non-Governmental and Community-Based Organisations	78	97	102
Political Parties as employers	8	6	7
Private FET and HEI Colleges	297	163	156
Provincial Departments of Education	9	9	9
Public Higher Education and Training Institutions	26	26	25
Research Organisations	15	16	13
School Governing Bodies	286	284	267
Statutory Bodies in Education	23	25	25
Trade Unions as employers	25	26	23
TVET Colleges	20	45	49
Other Education Services	-	115	106
Totals	1150	1163	1135

Recommendations:

- Reinvigorate the CET sector to participate in the WSP process, so all 9 CETs submit their WSPs.
- Target and encourage the 7 CET colleges that did not submit their WSPs in 2023.
- Use structures such as TVET/CET Chamber to encourage the 7 CETs which did not submit during the 2023 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

The legislated closing date for the submissions of WSPs is the 30th of April of every year, unless organisations are given an extension, which would mean those organisations granted extensions will have until the 31st of May to submit their WSPs. In the case of 2023 WSP submissions, the closing date was the 30th of April, figure 4 below shows that between the 20th and 30th of April, 410 WSPs were submitted, this was towards the closing date of the WSP submissions. For those organisations who submitted in May because they were granted extensions, looking at figure 4 which displays WSP submissions from the 20th to the 31st of May, there were 309 WSP submissions.

Overall, from the 20th of April to the 31st of May, there were 719 WSP submissions, this makes up 63% of WSP submissions, therefore 63% of WSP submissions were submitted closer to the closing date. The congestion of WSP submissions towards the closing date poses a threat to the system and risks SDF queries not being duly resolved due to the short time and limited human resources. Numerous challenges with late submissions this year stemmed from the teething challenges which came with the transition to the new system where Organisations were submitting their WSPs.

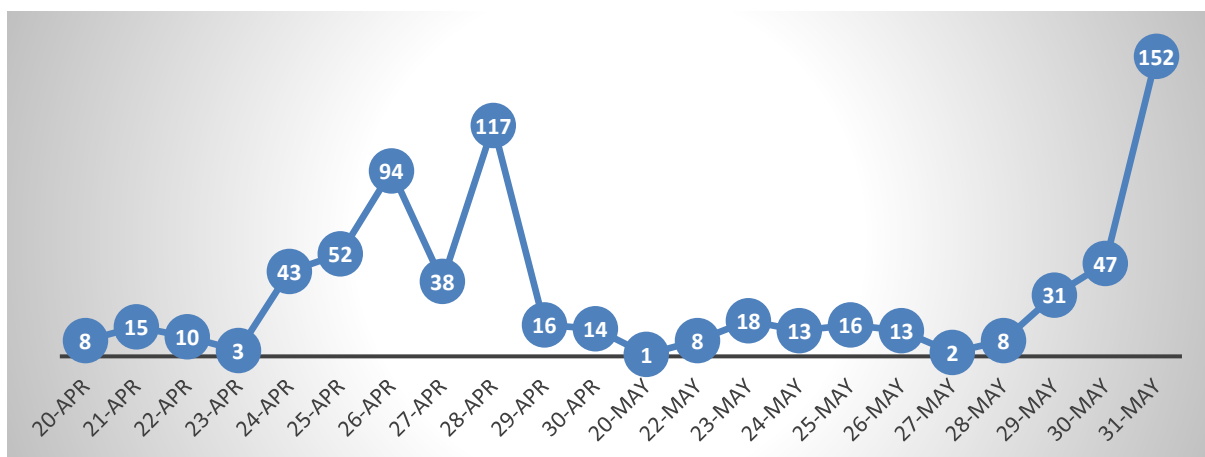


Figure 4: 2023 WSP Submission dates

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 in various Provinces.

8. Data Analysis

8.1 Hard-To-Fill-Vacancies List per province

The occupations that are hard to fill are informed by the data from the 2023 Annexure 2 WSPR submissions; this is where organisations indicated vacancies that took longer than 12 months to fill. Tables 3-11 below shows the list of provincial Hard to Fill Vacancies for 2023. This disaggregation by provinces is necessary to illustrate the nuances that are produced in each province due to differences in economic performance, demographics and ETD related skills supply and demand drivers. Accordingly, the variability of the size of data that was extracted and analysed is indicative of the nature and extent of participation in the submission of the WSPR/ATR in each province. As such, the number of hard-to fill vacancies recorded and the extent of coverage in representation of subsectors is dominated by PSET and schooling with Gauteng, KwaZulu-Natal and the Western Cape being the provinces that indicated the greatest number of hard-to fill vacancies. The most dominant reason(s) for the below-mentioned vacancies being hard to fill is the lack of relevant experience and qualifications.

Furthermore, 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. 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.

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Early Childhood Development Centres	2021-234201 Early Childhood Development Practitioner	15	Equity considerations Lack of relevant experience Poor remuneration Unsuitable job location
Independent Schools	2021-134501 School Principal	21	Equity considerations
	2021-233107 FET Phase School Teacher Grades 10-12	27	Lack of relevant experience
	2021-251201 Software Developer	31	Lack of relevant qualifications
	2021-315304 Flying Instructor	34	Poor remuneration
Non-Profit organisations or entities (NGO)	2021-235201 Special Needs Teacher	38	Equity considerations Lack of relevant experience Lack of relevant qualifications Poor remuneration
Political Parties	2021-263304 Political Scientist	50	Lack of relevant experience Lack of relevant qualifications Poor remuneration Unsuitable job location
Private Education and Training Institutions (offering FET programmes)	2021-231101 University Lecturer	16	Lack of relevant experience Lack of relevant qualifications
	2021-242402 Occupational Instructor	21	Lack of relevant experience Lack of relevant qualifications
	2021-242403 Assessment Practitioner	42	Lack of relevant experience Lack of relevant qualifications
Public Higher Education and Training Institutions	2021-231101 University Lecturer	59	Equity considerations Lack of relevant experience Lack of relevant qualifications Poor remuneration Unsuitable job location

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Public Technical and Vocational Education and Training (TVET)	2021-232130 TVET Educator	30	Lack of relevant experience Lack of relevant qualifications Poor remuneration
	2021-232132 College Lecturer	34	Lack of relevant qualifications Unsuitable job location
Research Organisations	2021-122301 Research and Development Manager	13	Lack of relevant experience Lack of relevant qualifications
School Governing Body	2021-134501 School Principal	46	Lack of relevant experience Lack of relevant qualifications
	2021-233107 FET Phase School Teacher Grades 10-12	20	Lack of relevant experience Lack of relevant qualifications
	2021-234101 Foundation Phase School Teacher	23	Lack of relevant qualifications Unsuitable job location
	2021-234102 Intermediate Phase School Teacher Grades 4-6	15	Lack of relevant experience Lack of relevant qualifications
	2021-235201 Special Needs Teacher	14	Lack of relevant experience Lack of relevant qualifications
Statutory Bodies in Education	2021-133106 Information Systems Director	14	Lack of relevant experience Poor remuneration
	2021-251203 Developer Programmer	16	Lack of relevant experience Lack of relevant qualifications Poor remuneration

Table 3: Hard to Fill Vacancies in the Northern Cape

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Private Education and Training Institutions (offering FET programmes)	2021-242401 Training and Development Professional	40	Lack of relevant experience Lack of relevant qualifications
Trade Unions	2021-261101 Attorney	100	Equity considerations

Table 4: Hard to Fill Vacancies in the North-West

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Independent Schools	2021-233107 FET Phase School Teacher Grades 10-12	13	Equity considerations Lack of relevant qualifications
Public Higher Education and Training Institutions	2021-231101 University Lecturer	66	Poor remuneration Unsuitable job location
	2021-252201 Systems Administrator	18	Poor remuneration
School Governing Body	2021-233107 FET Phase School Teacher Grades 10-12	12	Lack of relevant qualifications

Table 5: Hard to Fill Vacancies in KZN

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Early Childhood Development Centres	2021-234101 Foundation Phase School Teacher	20	Lack of relevant qualifications
Independent Schools	2021-134501 School Principal	21	Equity considerations Lack of relevant experience Lack of relevant qualifications
	2021-134507 Departmental Head	14	Equity considerations
	2021-233107 FET Phase School Teacher Grades 10-12	35	Equity considerations Lack of relevant experience Lack of relevant qualifications
	2021-234102 Intermediate Phase School Teacher Grades 4-6	16	Equity considerations Lack of relevant experience Unsuitable job location
	2021-234201 Early Childhood Development Practitioner	15	Equity considerations

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
	2021-351101 Computer Operator	17	Lack of relevant experience
Non-Profit organisations or entities (NGO)	2021-214401 Mechanical Engineer	50	Lack of relevant qualifications
	2021-512101 Cook	20	Lack of relevant qualifications
Private Education and Training Institutions (offering FET programmes)	2021-231101 University Lecturer	24	Lack of relevant experience Lack of relevant qualifications
	2021-232132 College Lecturer	16	Lack of relevant qualifications
	2021-235601 ICT Trainer	15	Lack of relevant experience
	2021-242302 Skills Development Practitioner	15	Lack of relevant experience Lack of relevant qualifications
	2021-242401 Training and Development Professional	14	Equity considerations Lack of relevant experience Lack of relevant qualifications
	2021-252201 Systems Administrator	15	Lack of relevant experience
Public Higher Education and Training Institutions	2021-231101 University Lecturer	95	Equity considerations Lack of relevant experience Lack of relevant qualifications Poor remuneration
Public Technical and Vocational Education and Training (TVET)	2021-232130 TVET Educator	15	Lack of relevant qualifications
	2021-412101 Secretary General	13	Poor remuneration
School Governing Body	2021-233107 FET Phase School Teacher Grades 10-12	23	Lack of relevant experience Lack of relevant qualifications
	2021-233108 Senior Phase School Teacher Grades 7 - 9	18	Lack of relevant experience Lack of relevant qualifications
	2021-234102 Intermediate Phase School Teacher Grades 4-6	17	Lack of relevant experience Poor remuneration
	2021-235201 Special Needs Teacher	15	Lack of relevant qualifications Lack of relevant experience

Table 6: Hard to fill Vacancies in Limpopo

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Independent Schools	2021-134507 Departmental Head	14	Equity considerations Lack of relevant experience
	2021-234102 Intermediate Phase School Teacher Grades 4-6	14	Lack of relevant experience Poor remuneration
	2021-234201 Early Childhood Development Practitioner	15	Lack of relevant experience
Provincial Departments of Education	2021-233107 FET Phase School Teacher Grades 10-12	610	Lack of relevant qualifications Unsuitable job location
	2021-641403 Civil Engineering Constructor	40	Lack of relevant qualifications Poor remuneration Unsuitable job location

Table 7: Hard to fill Vacancies in Mpumalanga

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Independent Schools	2021-233107 FET Phase School Teacher Grades 10-12	12	Equity considerations Lack of relevant experience
	2021-233108 Senior Phase School Teacher Grades 7 - 9	12	Lack of relevant qualifications
Non-Profit organisations or entities (NGO)	2021-441903 Program or Project Administrators	14	Lack of relevant experience
Private Education and Training Institutions (offering FET programmes)	2021-216603 Multimedia Designer	14	Lack of relevant qualifications Lack of relevant experience
Provincial Departments of Education	2021-263402 Educational Psychologist	13	Lack of relevant experience
Trade Unions	2021-111402 Trade Union Representative	50	Lack of relevant experience
	2021-341103 Paralegal	46	Equity considerations Lack of relevant qualifications

Table 8: Hard to fill Vacancies in Gauteng

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Adult and Community Education and Training (ACET) Centres	2021-232132 College Lecturer	483	Lack of relevant qualifications
Early Childhood Development Centres	2021-234201 Early Childhood Development Practitioner	22	Lack of relevant qualifications Lack of relevant experience
Independent Schools	2021-134501 School Principal	24	Equity considerations

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
			Lack of relevant experience
	2021-134507 Departmental Head	36	Equity considerations Lack of relevant experience
	2021-233107 FET Phase School Teacher Grades 10-12	394	Equity considerations Lack of relevant qualifications Lack of relevant experience Unsuitable job location
	2021-233108 Senior Phase School Teacher Grades 7 - 9	187	Equity considerations Lack of relevant qualifications Unsuitable job location
	2021-234102 Intermediate Phase School Teacher Grades 4-6	219	Equity considerations Lack of relevant qualifications Lack of relevant experience Poor remuneration Unsuitable job location
	2021-234201 Early Childhood Development Practitioner	23	Equity considerations Lack of relevant qualifications
	2021-235201 Special Needs Teacher	23	Equity considerations Lack of relevant qualifications Lack of relevant experience
Non-Profit organisations or entities (NGO)	2021-122101 Sales and Marketing Manager	56	Equity considerations Lack of relevant qualifications Poor remuneration
	2021-216603 Multimedia Designer	25	Equity considerations Lack of relevant qualifications Poor remuneration
	2021-264103 Technical Writer	70	Equity considerations Lack of relevant qualifications Poor remuneration
Private Education and Training Institutions (offering FET programmes)	2021-122201 Advertising and Public Relations Manager	20	Equity considerations Lack of relevant qualifications Lack of relevant experience Unsuitable working hours
	2021-231101 University Lecturer	45	Lack of relevant qualifications Lack of relevant experience
	2021-232132 College Lecturer	25	Lack of relevant qualifications Lack of relevant experience
	2021-233107 FET Phase School Teacher Grades 10-12	32	Equity considerations Lack of relevant qualifications Lack of relevant experience
	2021-241107 Financial Accountant	34	Lack of relevant qualifications
	2021-242401 Training and Development Professional	24	Lack of relevant qualifications Lack of relevant experience
	2021-242403 Assessment Practitioner	22	Equity considerations Lack of relevant qualifications Lack of relevant experience
	2021-862922 Electronics and Telecommunications Trades Assistant	60	Lack of relevant experience
Public Higher Education and Training Institutions	2021-231101 University Lecturer	59	Lack of relevant qualifications Lack of relevant experience

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
			Poor remuneration
	2021-232130 TVET Educator	54	Lack of relevant experience Poor remuneration
Public Technical and Vocational Education and Training (TVET)	2021-233107 FET Phase School Teacher Grades 10-12	230	Lack of relevant qualifications
	2021-251203 Developer Programmer	20	Lack of relevant experience Poor remuneration
Research Organisations	2021-121905 Programme or Project Manager	14	Lack of relevant experience
	2021-122301 Research and Development Manager	15	Equity considerations Lack of relevant qualifications Lack of relevant experience
	2021-314102 Environmental Science Technician	16	Lack of relevant qualifications Lack of relevant experience
School Governing Body	2021-134507 Departmental Head	16	Lack of relevant experience Poor remuneration
	2021-233107 FET Phase School Teacher Grades 10-12	34	Equity considerations Lack of relevant qualifications Lack of relevant experience Poor remuneration
	2021-234102 Intermediate Phase School Teacher Grades 4-6	14	Lack of relevant qualifications Lack of relevant experience Poor remuneration
	2021-235201 Special Needs Teacher	14	Lack of relevant qualifications
Statutory Bodies in Education	2021-862922 Electronics and Telecommunications Trades Assistant	14	Lack of relevant experience
Trade Unions	2021-111402 Trade Union Representative	23	Lack of relevant experience Unsuitable working hours
	2021-121101 Finance Manager	30	Lack of relevant experience
	2021-122301 Research and Development Manager	12	Lack of relevant experience
	2021-261107 Legal Manager	14	Equity considerations Lack of relevant experience Poor remuneration

Table 9: Hard to fill Vacancies in the Free State

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Independent Schools	2021-233107 FET Phase School Teacher Grades 10-12	15	Equity considerations Lack of relevant qualifications
Non-Profit organisations or entities (NGO)	2021-233107 FET Phase School Teacher Grades 10-12	20	Unsuitable job location
Private Education and Training Institutions (offering FET programmes)	2021-121908 Quality Systems Manager	14	Lack of relevant experience

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Provincial Departments of Education	2021-242101 Management Consultant	64	No funds to fund the post
Public Technical and Vocational Education and Training (TVET)	2021-232130 TVET Educator	16	Lack of relevant qualifications Lack of relevant experience Unsuitable job location
	2021-411101 General Clerk	15	Equity Considerations Lack of relevant qualifications Lack of relevant experience Unsuitable job location
School Governing Body	2021-233107 FET Phase School Teacher Grades 10-12	13	Lack of relevant qualifications

Table 10: Hard to fill Vacancies in the Eastern Cape

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons
Independent Schools	2021-233107 FET Phase School Teacher Grades 10-12	41	Equity considerations Lack of relevant qualifications Lack of relevant experience
Private Education and Training Institutions (offering FET programmes)	2021-231101 University Lecturer	72	Lack of relevant qualifications Lack of relevant experience
	2021-235601 ICT Trainer	25	Lack of relevant experience
	2021-242401 Training and Development Professional	18	Equity considerations Lack of relevant qualifications Lack of relevant experience
	2021-263511 Career Councilor	15	Lack of relevant qualifications
Public Higher Education and Training Institutions	2021-231101 University Lecturer	27	Equity considerations Lack of relevant experience Unsuitable job location
School Governing Body	2021-233107 FET Phase School Teacher Grades 10-12	38	Lack of relevant qualifications Lack of relevant experience
	2021-233108 Senior Phase School Teacher Grades 7 - 9	15	Lack of relevant qualifications

8.2 Skills Gaps

Table 12 below displays skills gaps highlighted by the organisations who submitted their WSPs for 2023-24. 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 Digital skills, Editing skills, and Communication skills. Among the Technicians and Associate

Professionals, there were gaps in Social Skills, Excel Skills, and Service Delivery/Customer Orientation 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:

- ❖ Legislative Compliance Skills
- ❖ Social Skills
- ❖ Strategic Management Skills
- ❖ Digital Teaching and Learning Skills
- ❖ Emotional Intelligence Skills
- ❖ Computer Skills
- ❖ Development of Learning Material Skills
- ❖ Communication Skills
- ❖ Critical thinking Skills
- ❖ Time Management skills
- ❖ Occupational Health & Safety Skills
- ❖ Service Delivery/Customer Orientation Skills
- ❖ Coding & Robotics Skills

Table 11: Skills Gaps 2023

MAJOR GROUP	OFO CODES AND OCCUPATIONS	SKILLS GAPS	SUBSECTORS AFFECTED
1- Managers	2021-134501 School Principal	Leadership & Bus Development, Legislative Compliance, Social Skills	Schooling
	2021-134507 Departmental Head	Leadership skills	Trade Unions, Schooling
	2021-121201 Human Resource Manager	Excel Skills, HR Management, Skills Audit	PDEs, Research Organisations, Private HEIs
	2021-143105 Sports Administrator	Count of Safeguarding children, Supervisory / Team leader, Team Building	Schooling
	2021-134504 District Education Manager	Social Skills, Strategic Management skills	Schooling
	2021-134503 Faculty Head	Educational Management, Leadership	Private HEIs, public HEIs, TVETs

MAJOR GROUP	OFO CODES AND OCCUPATIONS	SKILLS GAPS	SUBSECTORS AFFECTED
2 - Professionals	2021-233107 FET Phase School Teacher Grades 10-12	Teaching Methodology, Robotics Skills, Digital Skills, maths, science and languages, Health, and Safety	Schooling
	2021-234102 Intermediate Phase School Teacher Grades 4-6	Technical Skills, Technology in the classroom, Occupational Health & Safety, ICT Integration, Coding & Robotics	Schooling
	2021-231101 University Lecturer	Digital Skills, Facilitation, Design and Development of Learning Material Skills, Editing Skills, Leadership skills	TVETs, Private HEIs, public HEIs, TVETs
	2021-234201 Early Childhood Development Practitioner	Legislative Compliance, Technical Skills, Leadership & Bus Development, Performance Management	Schooling
	2021-233108 Senior Phase School Teacher Grades 7 - 9	Communication, time management skills, Teaching Methodology, Robotics Skills, Digital Skills, New IEB systems	Schooling
	2021-262201 Librarian	Solid Archival Skills, Report Writing Skills, Library ICT Skills,	Private HEIs, public HEIs, Schooling
	2021-232130 TVET Educator	Facilitator, Computer Literacy, Technical Skills, Digital literacy and 4IR	TVET
3 - Technicians and Associate Professionals	2021-334302 Personal Assistant	Minute taking, Social Skills, Written communication, Emotional Intelligence Skills,	Statutory Bodies, Schooling, public HEIs, TVETs
	2021-334102 Office Administrator	Technical Skills, Project Management Skills, Excel Skills, Communication, Service Delivery/Customer Orientation	Statutory Bodies, Schooling, public HEIs, TVETs, Private HEIs
4 - Clerical Support Workers	2021-411101 General Clerk	Advanced Excel, Customer services, Presentation Skills	Political Parties, TVETs, Schooling, public HEIs, Private HEIs,
	2021-441903 Program or Project Administrators	Excel Skills, project management, Time Management, Financial Management Skills	Statutory Bodies, public HEIs, Private HEIs, NGOs, Research Organisations,
5 - Service and Sales Workers	2021-531201 Teachers' Aide	Legislative Compliance, Social Skills classroom discipline	Schooling

MAJOR GROUP	OFO CODES AND OCCUPATIONS	SKILLS GAPS	SUBSECTORS AFFECTED
	2021-531101 Child Care Worker	Critical thinking, Legislative Compliance, Leadership & Bus Development	Schooling

8.3 Employment Summary

According to the WSP submissions for 2023, the total employment in the ETD sector is approximately 480 562. This employment indicates the total number of employees for all the organisations who have submitted their WSPRs for 2023 and have further filled in the form, which requests total staff establishment. Out of this total, 2570 employees were reported to be people living with disabilities.

8.3.1. Employment by Gender

Table 13 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.

Table 12: ETD Employment by Gender

Sum of Total Male	Sum of Total Female
17 0724	309 838

8.3.2. Employment by Race

As shown in figure 5, Africans dominate the ETD sector; they make up approximately 70% of the ETD employees. Whites make up about 16% of ETD employees, coloured makeup about 12% of ETD employees, and Indians make up about 2% of ETD employees.

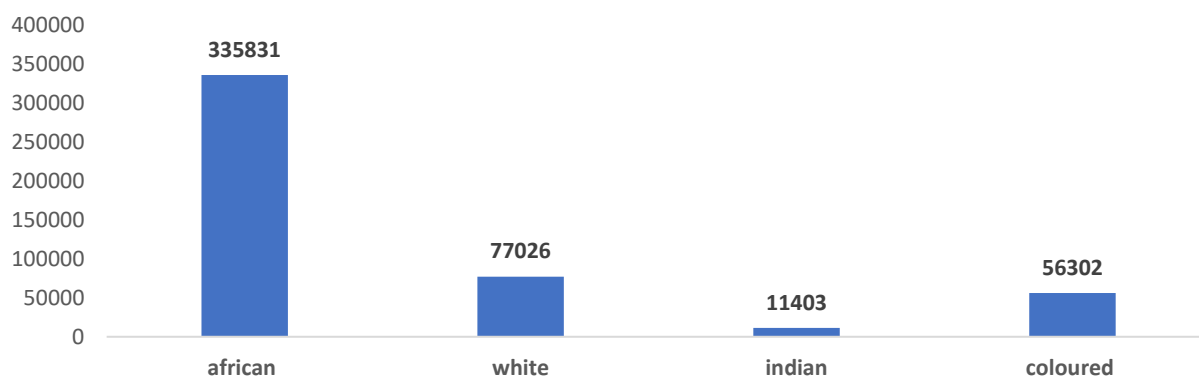


Figure 5: ETD Employment by Race.

8.3.3. Employment by Age

As illustrated in table 14, the ETD sector is dominated by employees of the age group 35 to 55. The youth age group (< 35) employees constitute 22% of ETD employees. ETD employees of the age group above 55 years of age only comprised 21%.

Table 13: ETD Employment by Age Group

Age group	Number of employees	%
Age group <35	104129	22%
Age group 35 – 55	277590	58%
Age group >55	98843	21%

8.3.4. Employment by Occupational Major Groups

Table 15 below displays the number of employees per Occupational Major Group separated according to gender. The majority (230 579) of employees in the ETD sector fall under the professional occupational major group. Table 15 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 55%, and males made up 45%. 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 14: ETD Employment by Occupational Major Group

Occupational Major Group	Male	%	Female	%
CLERICAL SUPPORT WORKERS	13053	28%	33477	72%
ELEMENTARY OCCUPATIONS	15804	50%	16119	50%
MANAGERS	28630	45%	35074	55%
PLANT AND MACHINE OPERATORS AND ASSEMBLERS	1990	89%	250	11%
PROFESSIONALS	78623	34%	151956	66%
SERVICE AND SALES WORKERS	5313	40%	8093	60%
SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS	1997	78%	551	22%
TECHNICIANS AND ASSOCIATE PROFESSIONALS	12018	46%	14125	54%

8.3.5. 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.

8.3.6. PDE Training Report

Table 16 below displays PIVOTAL training programmes conducted by the various Provincial Departments of Education. The information displayed by table 16 indicates to the SETA in which areas are the various departments of education are training upon, this indicates the demand for those areas/programmes.

Table 15: Training Programmes Conducted by the Schooling Subsector

Training programme	Total number of employees trained
Early Grade Reading Programme	2782
Lesson Plan	930
Mathematics (FET)	729
Principals Induction	289
Coding & Robotics	280
English First Additional Language	266
Fraction, Multiplicative & Addictive Reasoning	192
Autism Training course	134
Excellent Customer Care	122
Advanced Excel Office Based	91
Curriculum Adaptation	89

8.3.7. Training Report Public ETD Institutions

Table 17 below displays various training programmes that were conducted by numerous public ETD institutions/organisations. Leadership, Management, and ICT were among the chief training programmes which the various public institutions conducted.

Table 16: Training Programmes conducted by the Public ETD Organisations

Training Programmes	Number of beneficiaries
Leadership & Management	1685
SCOA, ERF, Facilitation, Office Administration, E- PERSAL, Records Management, Report Writing, Financial Management, Masters Bursary, B Admin, B Law, B Comm, Post Grad Diploma, National Diploma in Public Management, Advanced Diploma, Higher Certificate, Advanced Certificate	950
ICT	819
OHS, Vegetable Production, Security Services, Basic Computer, Excel Training, Personal Mystery, Entrepreneurial Skills, Psychosocial Support, Crop & Piggery Production	335
Doctor of Philosophy	321
Masters Bursary, B Hon (Inclusive Education), B Hon, B Ed Spectrum, B Ed Foundation Phase, PG Diploma, B Ed	292
Doctor of Philosophy (Science)	264
Bachelor of Medicine and Bachelor of Surgery (6 Year)	201
Doctor of Philosophy (Health Sciences)	179
Doctor of Philosophy (Human Sciences)	159
Supervisor Skills, Management Development Programme, PHD, Masters	107
Assessor, Moderator, Mentoring & Coaching	101

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

Table 18 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 ETDP SETA Sectoral Priority Occupations and Interventions (SPOI) list the HTFVs were further cross-referenced against the 2020 National list of Occupations in High Demand (OIHD) to ensure only the ones that appear on the list of OIHD make it into the SPOI list. The interventions planned by the SETA was mainly sourced from the online job vacancies data and the information on skills gaps. To arrive at the final SPOI list, the member-checking technique was applied. The list was validated with stakeholders from various ETDP SETA subsectors to check the data's accuracy and stakeholders' resonance with the data. The SPOI list was then finalised and was consulted with the ETDP SETA Board, and the Board Chairperson approved the final SPOI list. 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 17: Sectoral Priority Occupations and Interventions 2023

ANNEXURE A: ETDPS SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10									
SETA NAME	PERIOD (2024/25)	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	2024/25	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	1351	200 (Short courses)
					Bursaries for student teachers in Mathematics, Physical Sciences, Computer Applications Technology (CAT), and Languages	7	YES		200 (bursaries)

ANNEXURE A: ETD P SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10

SETA NAME	PERIOD (2024/25)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDPSETA	2024/25	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	900	200 (Short courses)
					Bursaries for B.Ed. students in Literacy and Numeracy.	7	YES		300 (bursaries)
ETDPSETA	2024/25	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	410	200
ETDPSETA	2024/25	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	ECD Certificate Learnership	6	YES	250	250

ANNEXURE A: ETDP SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10

SETA NAME	PERIOD (2024/25)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NOQ LEVEL	NOQ ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDPSETA	2024/25	2021-235201	Special Needs Teacher	Behaviour Management Special Needs Teacher; Education Therapist; Remedial Teacher; Learning Support Teacher; Skills and Vocational SpecialNeeds Teacher; Cognitive and Impairment Special Needs Teacher	Bursaries: B.Ed. Special Needs Education	7	YES	53	53 (bursaries)
ETDPSETA	2024/25	2021-234102	Intermediate PhaseSchool Teacher (Grades 4-6)	Intermediate Phase School Teacher(Grades 4-6)	Skills Programmes: Part Qualification on Subject Matter and Pedagogy & ICT Skills	6	YES	205	205
ETDPSETA	2024/25	2021-233108	Senior Phase School Teacher (Grades 7 - 9)	Senior Phase School Teacher (Grades7 - 9)	Skills Programmes: Part Qualification on Subject Matter and Pedagogy & ICT Skills	6	YES	200	200
ETDPSETA	2024/25	2021-232130	TVET Educator	TVET Educator	Skills Programmes: Part Qualification: ICT Skills /WIL programmes	7	YES	189	189

ANNEXURE A: ETDP SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10

SETA NAME	PERIOD (2024/25)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NOQ LEVEL	NOQ ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDP SETA	2024/25	2021-134501	School Principal	Deputy Principal, Independent School Principal, Early Childhood Development School Principal, Headmistress, Headmaster	Skills Programmes: Management Development Programmes	7	YES	82	82
ETDP SETA	2024/25	2021-121301	Policy and Planning Manager	Strategic Planning Manager, Planning & Development Manager, Policy Development Manager	Skills Programmes: Strategic management, Policy analysis programmes, Report and Academic Writing	7	YES	30	30

10. Conclusion

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 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 AIMS, the trends indicated on this report showed that most of the submissions were received towards the due date. Attempts to encourage employers to submit their WSPs early needs 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 SETA needs to continually collect information on subject specialisations.