



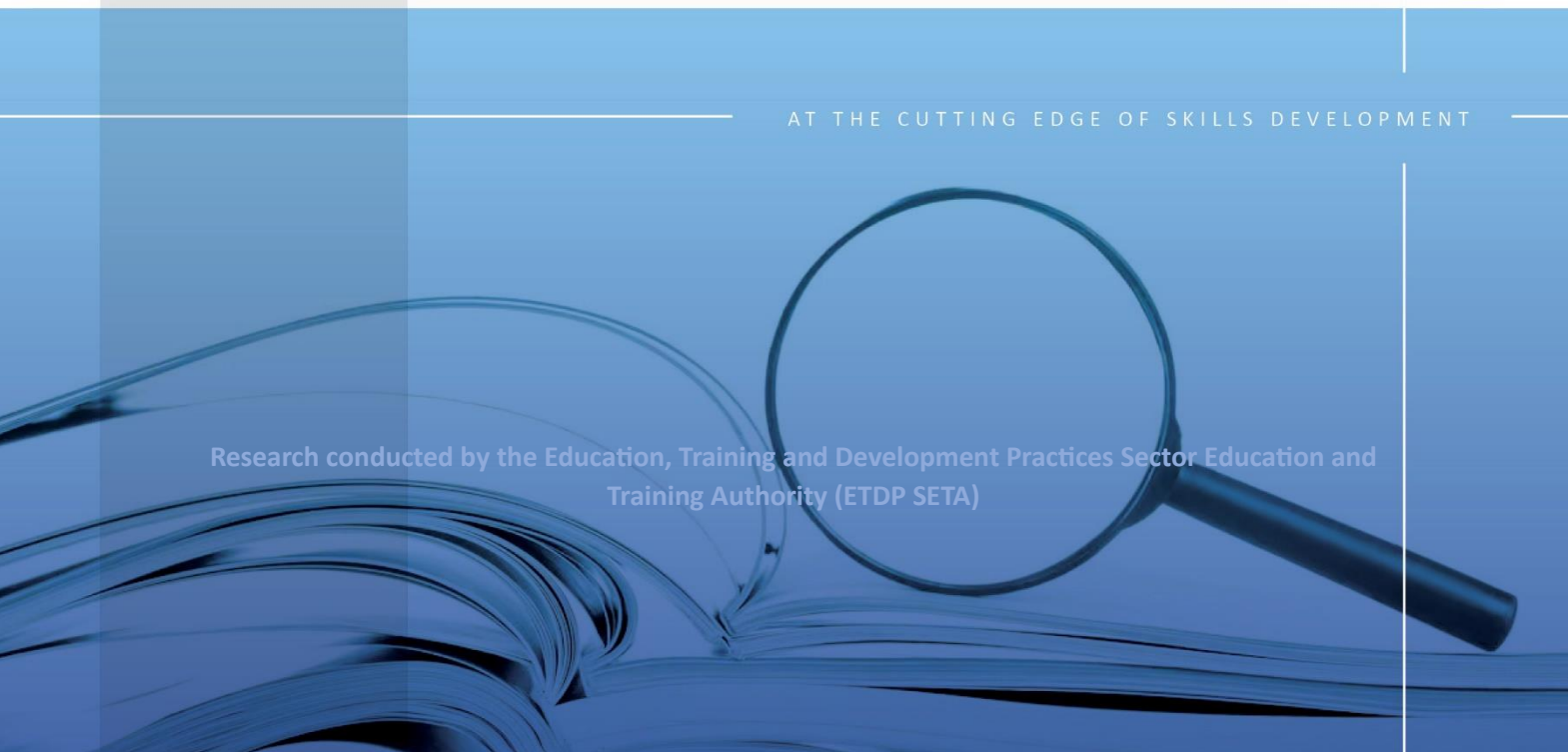
Education, Training and Development Practices Sector Education and Training Authority

WSPR submissions and Trends Analysis Report

August 2024

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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1. Introduction

A total of 1 167 ETD employers submitted Workplace Skills Plan and Reports (WSPRs) in the 2024-25 financial year. These employers presented an increase of about 3% in WSP submissions compared to the 1 134 WSP submissions received during the 2023-24 financial year. The increase can be partly attributed to the stability attained since the transition from the legacy system to the new AIMS system. The teething challenges of the move to the new system have been significantly curtailed. A national WSP/ATR workshop drive was also instrumental in increasing the submission rate for the financial year. The current submissions (1 167) makes up about 22% of organisations paying levies to the ETDP SETA as of March 2024. 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 illustrates the emerging Hard-to-Fill Vacancies (HTFVs), skills gaps, and emerging occupations implemented training programmes by the various Education Training and Development (ETD) organisations. The analysis is based only on those organisations that have submitted their WSPRs for the 2024-25 financial year and have provided the required information under the respective WSPR forms.

2. Submission Trends 2020-2024

Figure 1 below represents the WSP submission trends and evaluations of WSPRs from 2020 – 2024. From the graphic, it is evident that the submission rate from the past 5 years has been characterised by volatility, particularly in 2021 and 2023. To ensure continuity 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.

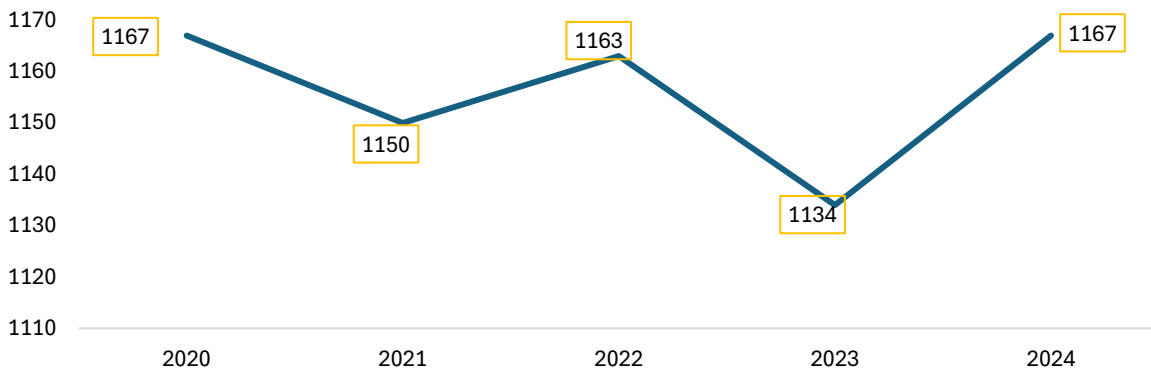


Figure 1: WSP Submissions between 2020/21 – 2024/25

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.
- Continue to monitor system efficiency and efficacy of the AIMS system and provide feedback to service providers where there are bottlenecks.

3. Submissions per Province

Figure 2 below displays WSP submission trends from 2022 to 2024, separated according to provinces. The figure further depicts fluctuations in WSP submissions across Provinces; comparing WSP submissions between 2023 and 2024, the Gauteng province recorded the largest growth in submissions of 22 more than the previous year followed by Mpumalanga- 5 more than the previous year- which has consistently recorded increases year-on-year.

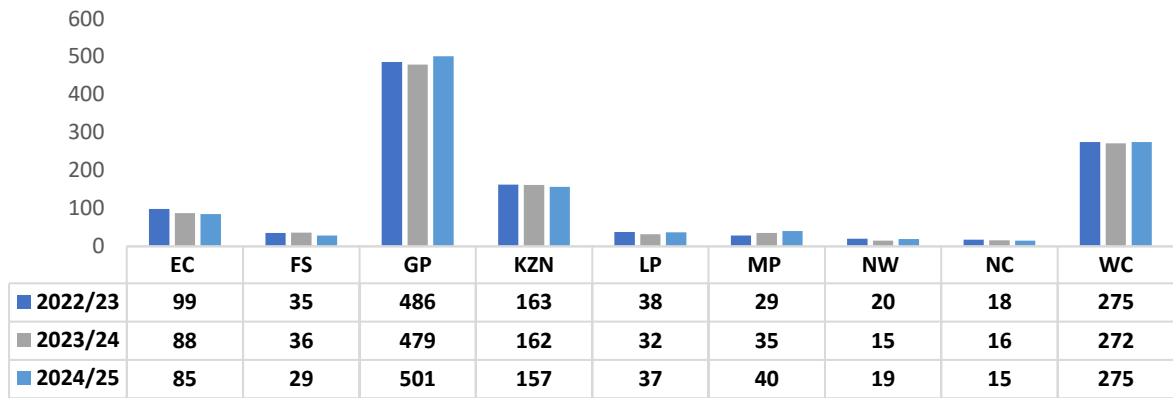


Figure 2: Submission Trends per Province 2022-2024

Recommendations:

- Encourage best-performing provinces to acknowledge first-time submitters to motivate them 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 Free State and the KwaZulu-Natal 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 of the ETDP SETA provincial offices in planning and conducting WSP workshops.
- To increase submission numbers and work effectively with Provinces, a targeted approach in terms of the number of submissions for each province in a financial year is required. This will assist the provinces to work towards a certain target for submissions.

Evaluations of WSPR 2020- 2024



Figure 3: Evaluation of WSP Reports 2020 – 2024

Recommendations

- Increased efforts to deal with queries on submitted WSPR to ensure that the identified gaps are closed.

4. Submissions per size

The overall picture in Figure 4 below shows that the majority of WSP submissions from the period 2020 to 2024 are from small organisations (<50 employees). Across the same time period, 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 2023-24 and 2024-25 show that there was an increase of 43 WSP submissions among the small organisations, and a decrease of 10 was experienced among the Medium Organisations. WSP submissions among the Large Organisations differ by 1 submission less in 2024-25 compared to 2023-24.

WSP Submissions per size against SLA-Targets 2024/25

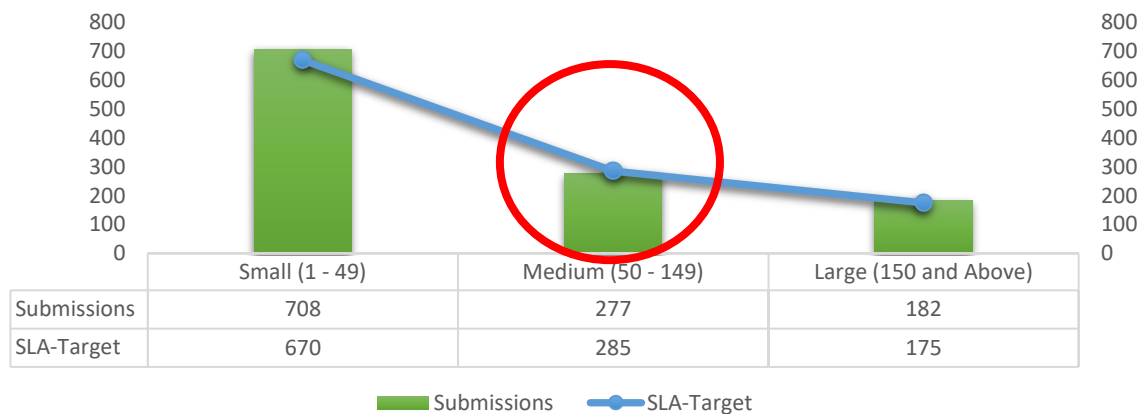


Figure 4: WSP Submissions per size against SLA Targets

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.
- Increase the target to 1 200 submissions for 2025/26.
- A targeted approach guided by SLA-stipulated targets is required to effectively track where interventions are necessary .
- Track new submitters and understanding reasons for increases and decrease in the number of submissions in order to address issues effectively.

5. Submissions per Constituency

ETDP SETA is entrusted to look after 14 constituencies, these constituencies differ in numbers and sizes, and as a result, the number of submissions differs from one constituency to another, as shown in Table 1 below. School Governing Bodies (SGBs) 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 (ECD centres and Trade Unions) increased in WSP submissions, whilst some (Private FET and HEI Colleges, SGBs, and Independent Schools) decreased in WSP submissions. It is commendable that there has been 100% submissions over the period 2021/22 – 2024/25 both from the Department of Basic Education, and Public Higher Education and Training Institutions (Universities).

Table 1: WSP Submissions per Constituency 2021/22-2024/25

Names of Employers in the ETD Sector	Total WSPRs submitted (2021)	Total WSPRs submitted (2022)	Total WSPRs submitted (2023)	Total WSPRs submitted (2024)
ECD centres	110	116	119	126
Provincial Departments of Education (Public Schooling)	09	09	09	08
Independent Schools	215	230	226	222
Public TVET Colleges	20	45	49	49
Public HEIs	26	26	25	26
Registered and provisionally registered private FET Colleges and HEIs.	297	163	154	141
Adult and Community Learning Centres	02	01	02	02
Private ALCs	0	0	0	0
NGOs in Education, Research and Policy Development	78	97	96	94
Research Organisations	15	16	19	18
Libraries and Archival Services	01	00	1	1
Registered Trade Unions	15	16	23	25
Registered Political Parties	08	06	07	4
Department of Basic Education	1	1	1	1
Statutory Bodies (SETAs, Professional Bodies and QA Bodies in ETD)	23	25	27	26
School Governing Bodies as employers (linked to public schools)	286	284	271	268
Other Education Services ⁹	00	115	105	156
TOTAL	1 150	1 163	1 135	1167

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 2024.
- 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 not participating in the WSP process.
- Constituency Classification drive to effectively allocate employers into the correct subsector.
- Allocate WSP Administrators according to Constituencies to ensure better efforts in encouraging submissions and assisting with constituency related queries as it pertains to the WSP/ATR.

6. 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, as was the case for this cycle of submissions.

Overall, from the 22nd of April to the 31st of May, there were 923 WSP submissions, this makes up 63% of WSP submissions, therefore 79% 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.

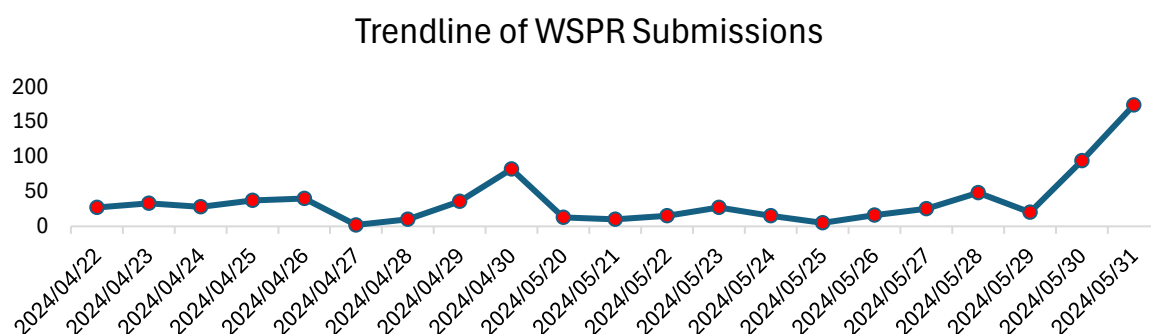


Figure 5: 2024 WSP Submission dates

Recommendations

- Open AIMS 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.

7. Data Analysis

7.1 Hard-To-Fill-Vacancies List

The occupations that are hard to fill are informed by the data from the 2024 Annexure 2 WSPR submissions. This is where organisations indicated vacancies that took longer than 12 months to fill. Table 2 below shows the list of Hard-to-Fill-Vacancies (HTFVs) for 2024. The HTFVs were cross-referenced against the 2024 National Occupations in High Demand (OIHD) list. Fourteen (14) occupations were present on the 2024 ETD P SETA HTFVs list and the 2020 National List of Occupations in High Demand. The presence of these Occupations on both lists provides a strong case for their

demand and scarcity in the ETD sector. The most dominant reason for the below-mentioned vacancies being hard to fill is the lack of relevant experience and qualifications.

Table 2 below, in the column of reasons, further indicates (in brackets) the number of times that reason was provided for HTFV(s). When analysing the HTFVs, the SETA must look at the reasons for HTFVs, as these would influence the type of interventions that should be implemented to address occupational shortages. For University Lecturer occupations, competition with the private sector for skills was noted among the chief reasons why the Universities struggle to fill some of the vacancies.

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

Table 2: List of Hard to Fill Vacancies 2024

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons (frequency)	On 2024 OIHD List?
Schooling	2021-233107 FET Phase School Teacher Grades 10-12	1002	Lack of relevant experience (346) Poor remuneration (240) Lack of relevant qualifications (89) Equity considerations (41)	YES
	2021-234101 Foundation Phase School Teacher	670	Lack of relevant qualifications (410) Unsuitable job location (120)	YES
	2021-235201 Special Needs Teacher	100	Lack of relevant qualifications (72) Lack of relevant experience (41)	
	2021-263402 Educational Psychologist	81	Equity considerations (40) Lack of relevant experience (32)	
	2021-234102 Intermediate Phase School Teacher Grades 4-6	205	Lack of relevant experience (33) Equity considerations (21) Poor remuneration (10)	YES

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons (frequency)	On 2024 OIHD List?
	2021-134501 School Principal	70	Lack of relevant experience (49) Lack of relevant qualifications (20)	YES
	2021-235102 Education or Training Reviewer	63	Lack of relevant experience (43) Lack of relevant qualifications (17)	YES
	2021-233108 Senior Phase School Teacher Grades 7 - 9	307	Lack of relevant qualifications (28) Lack of relevant experience (11)	YES
Private FETs and HETs	2021-231101 University Lecturer	94	Lack of relevant experience (24) Lack of relevant qualifications (19)	YES
	2021-242401 Assessor	48	Lack of relevant qualifications (27) Lack of relevant experience (11)	
	2021-242401 Training and Development Professional	27	Lack of relevant qualifications (15) Lack of relevant experience (07)	YES
	2021-235601 ICT Trainer	22	Lack of relevant qualifications (12) Lack of relevant experience (06)	YES
Public Higher Education Institutions	2021-231101 University Lecturer	558	Lack of relevant qualifications (68) Poor remuneration (56) Lack of relevant experience (55)	YES
Technical Vocational Education and Training (TVET)	2021-232130 TVET Educator	160	Poor remuneration (62) Lack of relevant qualifications (58) Lack of relevant experience (20)	

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons (frequency)	On 2024 OIHD List?
	2021-242401 Assessment Practitioner	77	Lack of relevant experience (31) Lack of relevant qualifications (26)	
	2021-235904 Examination Supervisor	23	Lack of relevant experience (12) Lack of relevant qualifications (07)	YES
Early Childhood Development	2021-234201 Early Childhood Development Practitioner	289	Lack of relevant qualifications (12) Equity considerations (10) Lack of relevant experience (09)	YES
Non-Governmental Organizations (NGOs)	2021-441903 Program or Project Coordinators	60	Equity considerations (21) Lack of relevant experience (19) Poor remuneration (11)	
	2021-134506 Educational Registrar	59	Lack of relevant experience (26) Lack of relevant qualifications (11) Poor remuneration (10)	YES
Adult and Community Education and Training (ACET)	2021-232132 College Lecturer	117	Lack of relevant qualifications (22) Poor remuneration (72)	
	2021-134904 Office Manager	08	Lack of relevant qualifications (08)	
Trade Unions	2021-111402 Trade Union Representative	36	Lack of relevant experience (24)	
Research Organizations	2021-122301 Research and Development Manager	16	Lack of relevant experience (09) Equity considerations (03)	YES
	2021-262202 Information Services Manager	24	Lack of relevant experience (18)	YES
Statutory Bodies	2021-441602 Skills Development	19	Lack of relevant experience	YES

Subsector	OFO Code & Occupation	Number (Shortage)	Reasons (frequency)	On 2024 OIHD List?
	Administrator		(12) Equity considerations (02)	
Libraries and Archival Services	2021-441101 Library Assistant	47	Lack of relevant qualifications (27) Lack of work experience (21)	
	2021-262201 Librarian	35	Lack of relevant qualifications (22) High staff turnover (11)	YES

Recommendations

- The SETA must allocate funding based on the Occupations' demand indicated on the WSPRs to ensure the accuracy of information in the compilation of WSPs. Furthermore, this will ensure that SETA programmes are demand-led.
- Through the WSP process, there is also a need to accommodate occupations in demand that do not necessarily fall within the category of hard-to-fill vacancies.

7.2 Skills Gaps

Table 3 below displays skills gaps highlighted by the organisations who submitted their WSPs for 2024-25. The skills gaps are separated according to subsectors, occupational major groups, and subsectors that 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 project management, and social skills at a managerial level. At a professional level, there was a shortage of digital skills, facilitation 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:

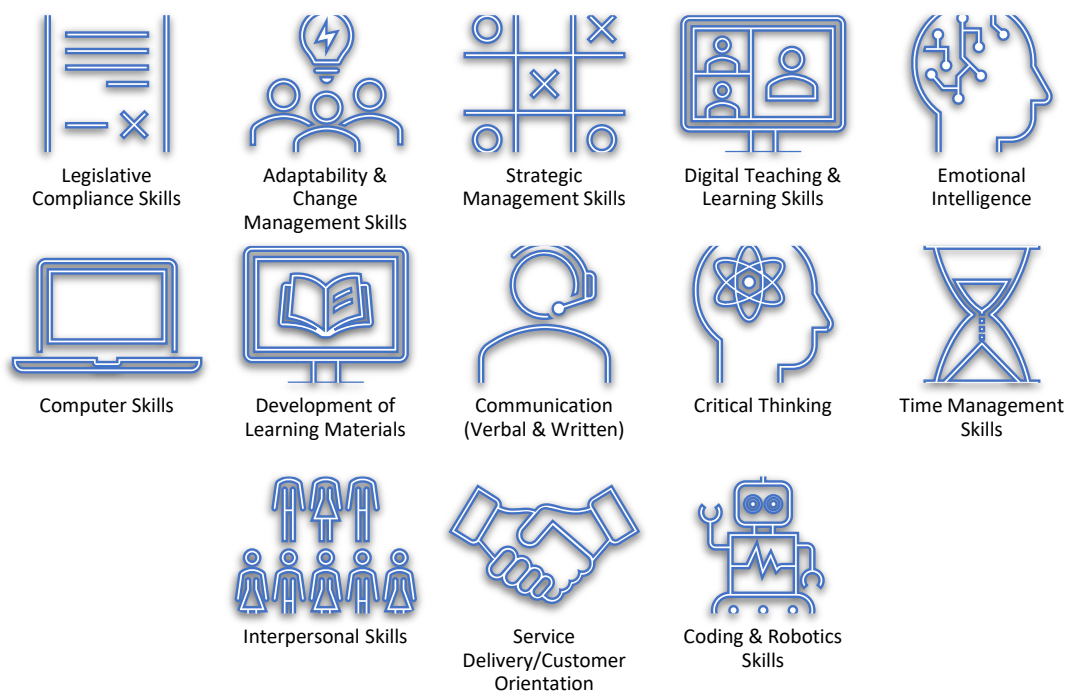


Figure 6: Skills Gaps

Table 3: Skills Gaps 2024

MAJOR GROUP	OFO CODES AND OCCUPATIONS	SKILLS GAPS	SUBSECTORS AFFECTED
1- Managers	2021-134501 School Principal	Leadership & Bus Development, Legislative Compliance, Social Skills, Financial skills,	Schooling
	2021-134507 Departmental Head	Leadership skills, Digitisation skills	Trade Unions, Schooling
	2021-134101 Child Care Centre Manager	Legislative Compliance, Social Skills, Leadership skills	Schooling
	2021-134504 District Education Manager	Financial Management, Legislative Compliance,	Schooling
	2021-134503 Faculty Head	Project Management, Management skills	Private HEIs, public HEIs, TVETs, Libraries and Archival Services,
	2021-134908 - Library Manager	Management Skills, Project Management	Libraries and Archival Services,
	2021-121905 -Programme or Project Manager	Coordination Skills, Planning Skills,	Statutory Bodies

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, Computer Skills	Schooling
	2021-234102 Intermediate Phase School Teacher Grades 4-6	Curriculum Development, Technical Skills, Technology in the Classroom, Occupational Health & Safety, ICT Integration, Coding & Robotics	Schooling
	2021-231101 University Lecturer	Communication Skills (written and verbal), Interpersonal Skills, Supervision skills, Research and Publication, Facilitation Skills, Technical Skills (e.g. Curriculum Design, e-Learning Development), interpersonal Skills, Collaboration (Teamwork) ¹	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	Skills Facilitation, Computer Literacy, Technical Skills, Digital Literacy and 4IR, Curriculum Delivery Skills, Lecturing Skills, Assessment skills	TVET, CET Colleges
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, Computer Literacy	Political Parties, TVETs, Schooling, public HEIs, Private HEIs,

¹ Sourced from job advert data and subsector research on private HEIs

MAJOR GROUP	OFO CODES AND OCCUPATIONS	SKILLS GAPS	SUBSECTORS AFFECTED
	2021-441903 Program or Project Administrators	Excel Skills, Project Management, Time Management, Financial Management Skills,	Statutory Bodies, public HEIs, Private HEIs, NGOs, Research Organisations,
	2021-422901- Admissions Clerk	Computer Skills, Report/ Business Writing Skills, Data Management Skills, Analytical and Critical Thinking Skills	Private HEIs
	2021-422501- Enquiry Clerk	Computer Skills, Knowledge Management, Change Management, Time Management	Private HEIs
5 - Service and Sales Workers	2021-531201 Teachers' Aide	Legislative Compliance, Social Skills, Classroom Discipline	Schooling
	2021-531101 Child Care Worker	Critical thinking, Legislative Compliance, Leadership & Bus Development, and Basic Computer Skills.	Schooling

Recommendations

- Occupational demands (Skill gaps & Hard-to-fill vacancies) must be delineated according to Provinces to allow a nuanced understanding of skill needs and interventions.
- Introduce a function of identifying emerging occupations and their related reasons which will allow employers to capture those that are becoming increasingly prominent due to technological advancements, changes in national strategies/policies, and evolving organizational needs.

7.3 Employment Summary

According to the WSP submissions for 2024, the total employment in the ETD sector is approximately 636 916. This employment indicates the total number of employees for all the organisations that submitted their WSPRs for 2024 and further filled in the form requesting total staff establishment. Out of this total, 2 795 (0.4%) employees were reported to be people living with disabilities.

7.3.1. Employment by Gender

Figure 9 below illustrates that the ETD sector is female-dominated. Female employees account for a population size of **413 995** ETD employees, while there are **222 921** male employees in the ETD sector.

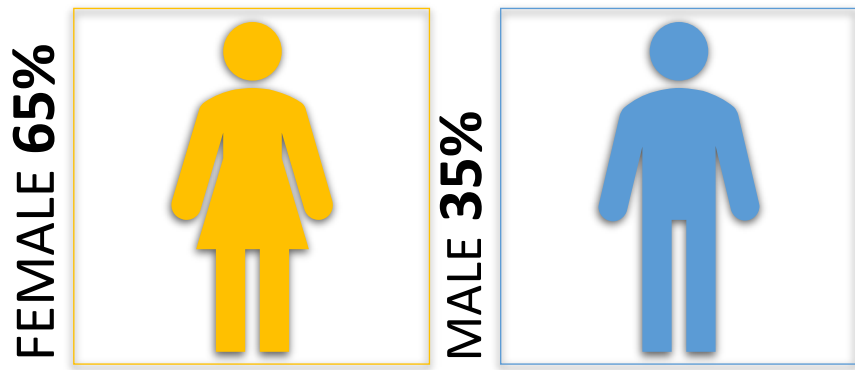


Figure 7: ETD Employment by Gender

7.3.2. Employment by Race

As shown in Figure 10, Africans dominate the ETD sector; they make up approximately 73% of the ETD employees. Whites make up about 15% of ETD employees, coloured make up about 9% of ETD employees, and Indians make up about 3% of ETD employees.

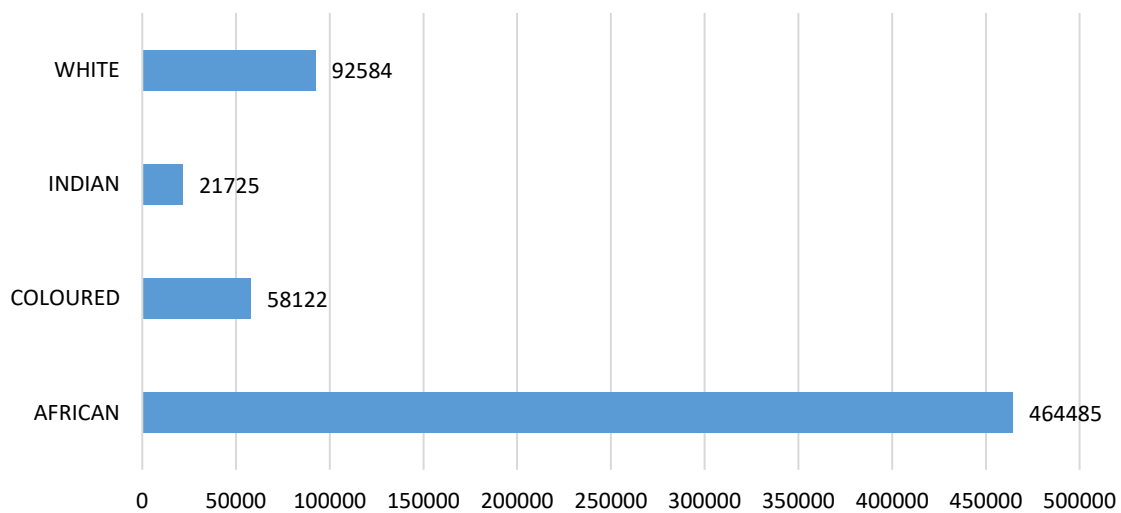


Figure 8: ETD Employee Composition by Race

7.3.3. Employment by Age

As illustrated in the figure below, the ETD sector is dominated by employees aged 35 to 55. The youth age group (< 35) employees constitute 24% of ETD employees. ETD employees of the age group 55 and above comprise 21% of the ETD employee population.

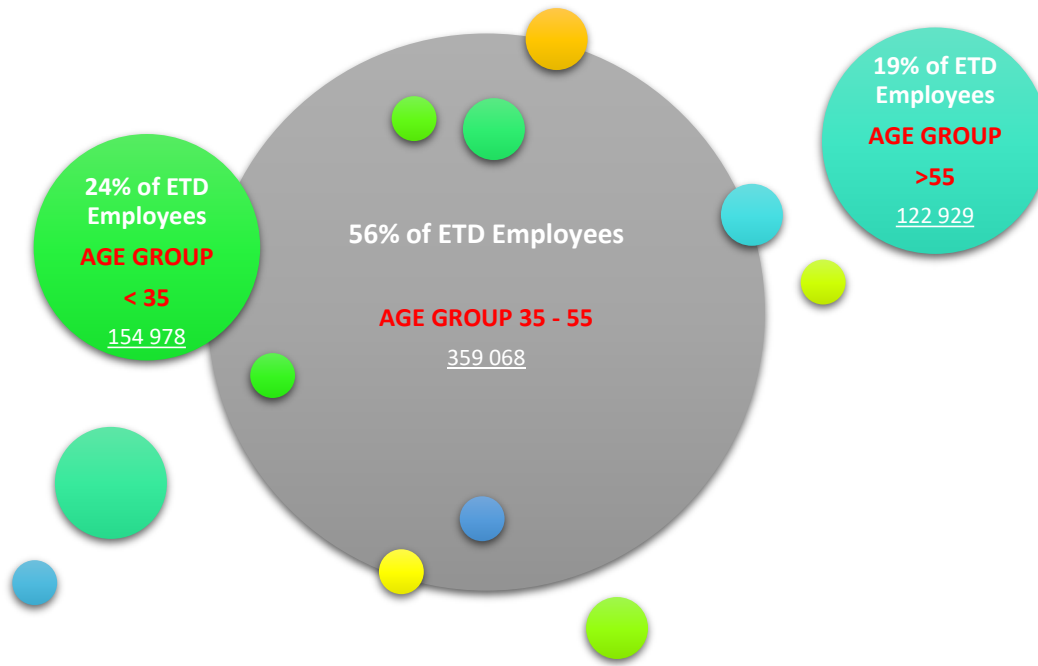


Figure 9: ETD Employment by Age Group 2024/25

7.3.4. Employment by Occupational Major Groups

Table 4 below displays the number of employees per Occupational Major Group separated according to gender. The majority (636 916) of employees in the ETD sector fall under the professional occupational major group. The table further indicates that the majority of occupational groups are female-dominated. Encouragingly, the sector demonstrates a close gender balance in the manager's occupational group, where females made up 56%, and males made up 44%. There were notable gender disparities in the plant and machine operators and assemblers, skilled agricultural, forestry, fishery, craft and related trades workers which represent a male-dominated space and in the clerical support workers category which is overwhelmingly a female-dominated arena. These disparities indicate that technical occupations are largely male-dominated in the ETD sector, and administrative/clerical occupations are primarily female.

Table 4: ETD Employment by Occupational Major Group

Occupational Major Group	Total	Male	Female
1 - Managers	86992	38137	48855
	%	44	56
2 - Professionals	369030	119022	250008
	%	32	68
3 - Technicians & Associate Professionals	16473	6835	9638
	%	41	59
4 - Clerical Support Workers	56426	15709	40717
	%	28	72
5 - Service & Sales Workers	17477	6794	10683

Occupational Major Group	Total	Male	Female
	%	39	61
6 - Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	5913	4159	1754
	%	70	30
7 - Plant And Machine Operators and Assemblers	2090	1834	256
	%	88	12
8 - Elementary Occupations	66235	25639	40596
	%	39	61

Recommendation

- The accuracy of data as it relates to the correlation between the number of employees in the ETD sector and the PERSAL system for the schooling subsector, for example data indicates significant shortfalls in the accurate capturing of information. The SETA therefore needs to develop and implement data validation systems to address this shortfall.
- Link the HR systems of employers with that of the AIMS system to enable better alignment and accuracy of data.

Training Conducted

Table 5 below details training conducted by the various ETD organisations as reported by their respective WSP reports; the numbers below depend upon the number of organisations that completed this section of the WSP. This section is important because it can indicate to the SETA which areas the ETD organisations are training in and how many beneficiaries are trained in particular programmes.

7.3.5. PDE Training Report

The information displayed in Table 5 indicates to the SETA in which areas the various departments of education are training; this indicates the demand for those areas/programmes. What is apparent is the drive to capacitate employees in digital and technological-related skills, emphasising the need to adapt to 4IR demands.

Table 5: Training programmes undertaken by PDEs

Training programme	Total Number of Employees Trained
Grade R Language and Math Improvement Programme	3190
Early Grade Reading Programme (EGRP) Foundation Phase	1500
ECD ICT Training	1156
ePedagogy: Building a Digital Lesson	977
Office Online Fundamentals	787
AI tools for educators	731
Principals Training	635
Coding & Robotics	595

Training programme	Total Number of Employees Trained
Creating Digital Resources	507
Restorative Discipline & Classroom Management	496
Teaching with Videos	419

7.3.6. Training Report Public ETD Institutions

Table 6 below displays various training programmes that were conducted by numerous public ETD institutions/organisations.

Table 6: Training Programmes conducted by the Public ETD Organisations

Training programme	Number of Beneficiaries
Doctor of Philosophy (Science)	390
Doctor of Philosophy (Human Sciences)	340
Assessor	187
Doctor of Philosophy (Education)	187
FET: IT CLOUD Solutions Engineering (NQF 6)	172
Moderator	161
First Aid Training	156
Postgraduate Diploma in Education	110
Advanced Diploma in TVT	101
Bachelor of Education in Senior Phase and Further Education and Training Phase Teaching	99
Digital Literacy	90
Bachelor of Medicine and Bachelor of Surgery (6 Year)	517
Microsoft Excel Project	70

Recommendations

- The low numbers indicated above concerning training programmes for Public ETD organisations may indicate shortcomings in the structure for capturing information on the WSP/ATR forms which limits the scope for capturing programmes and ultimately limits accurate analysis of the data.
- Furthermore, the low numbers of training programmes may also indicate poor reporting and the SETA will need to prioritise every form with regards to data validation.

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

Table 7 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 to address occupational shortages. The occupational shortages on the SPOI list are also reflected on the 2024 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 2024 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 7: Sectoral Priority Occupations and Interventions 2024

ANNEXURE A: ETD P SETA SECTORAL PRIORITY OCCUPATIONS AND INTERVENTIONS (SPOI) LIST – TOP 10									
SETA NAME	PERIOD (2025/26)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDP SETA	2025/26	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, languages, Digital Literacy, Arts & ICT Skills short courses.	6	YES	1002	600 (short courses)
					Bursaries for student teachers in Mathematics, English, Science and technology, languages, arts, Engineering Graphics and Design, Mechanical Technology & ICT.	7	YES		400 (bursaries)

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

SETA NAME	PERIOD (2025/26)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDP SETA	2025/26	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	670	350 (short courses)
					Bursaries for B.Ed. students in Literacy and Numeracy.	7	YES		250 (bursaries)
ETDP SETA	2025/26	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, Research and Publication, Curriculum Design, Interpersonal Skills	7&8	YES	652	400

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

SETA NAME	PERIOD (2025/26)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDP SETA	2025/26	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	289	289
ETDP SETA	2025/26	2021- 235201	Special Needs Teacher	Behaviour Management Special Needs Teacher; Education Therapist; Remedial Teacher; Learning Support Teacher; Skills and Vocational Special Needs Teacher; Cognitive and Impairment Special Needs Teacher	Bursaries: B.Ed. Special Needs Education	7	YES	100	100 (bursaries)
ETDP SETA	2025/26	2021- 234102	Intermediate Phase School Teacher (Grades 4-6)	Intermediate Phase School Teacher (Grades 4-6)	Skills Programmes: Part Qualification on Subject Matter and Pedagogy & ICT Skills, coding, robotics, Curriculum Development.	6	YES	205	205

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

SETA NAME	PERIOD (2025/26)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDP SETA	2025/26	2021- 233108	Senior Phase School Teacher (Grades 7 - 9)	Senior Phase School Teacher (Grades 7 - 9)	Skills Programmes: Part Qualification on Subject Matter and Pedagogy Communication, coding, robotics, Curriculum Development, Teaching Methodologies & ICT Skills	6	YES	307	200
ETDP SETA	2025/26	2021- 232130	TVET Educator	TVET Educator	Skills Programmes: Part Qualification: ICT Skills /WIL programmes	7	YES	160	160
ETDP SETA	2025/26	2021-134501	School Principal	Deputy Principal, Independent School Principal, Early Childhood Development School Principal, Headmistress, Headmaster	Skills Programmes: Management Development Programmes	7	YES	70	70

ANNEXURE A: ETDp SETA Sectoral Priority Occupations and Interventions (SPOI) List – Top 10

SETA NAME	PERIOD (2025/26)	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
ETDP SETA	2025/26	2021-242403	Assessment Practitioner	Assessor	Skills Programmes: Digital Content and Assessment	7	YES	125	125

9. 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 at WSP submissions over three years, 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 AIMS system, the trends indicated in this report showed that most of the submissions were received towards the due date. Attempts to encourage employers to submit their WSPs early need to be strengthened by the SETA.

The HTFVs which existed in various ETD organisations were highlighted by this report, however, to assist the SETA in having directed interventions when addressing the ETD occupational shortages, the SETA needs to continually collect information on subject specialisations and monitor emerging occupations in the sector to respond effectively.