

# **WORKPLACE SKILLS PLAN & PSETA FIVE-YEAR (2025/2026 - 2029/2030) SECTOR SKILLS PLAN (SSP)**

## **WSP & SSP CAPACITY BUILDING**

**A PRESENTATION TO THE NATIONAL DEPARTMENTS**

**31 OCTOBER 2024**

**SKILLS PLANNING AND RESEARCH**

## VISION

*To be the heart of developing a skilled, capable and innovative Public Sector workforce.*



## MISSION

*To be the heart of developing a skilled, capable, and innovative public sector workforce through:*



Researching skills demand and supply in the sector.



Effective delivery of skills development interventions based on occupationally-directed qualifications.



Monitoring, evaluation, and reporting of the implementation of Education, Training, and Skills Development in the sector.



A capable institution

## VALUES



*Honesty and integrity*



*Accountability*



*Service excellence*



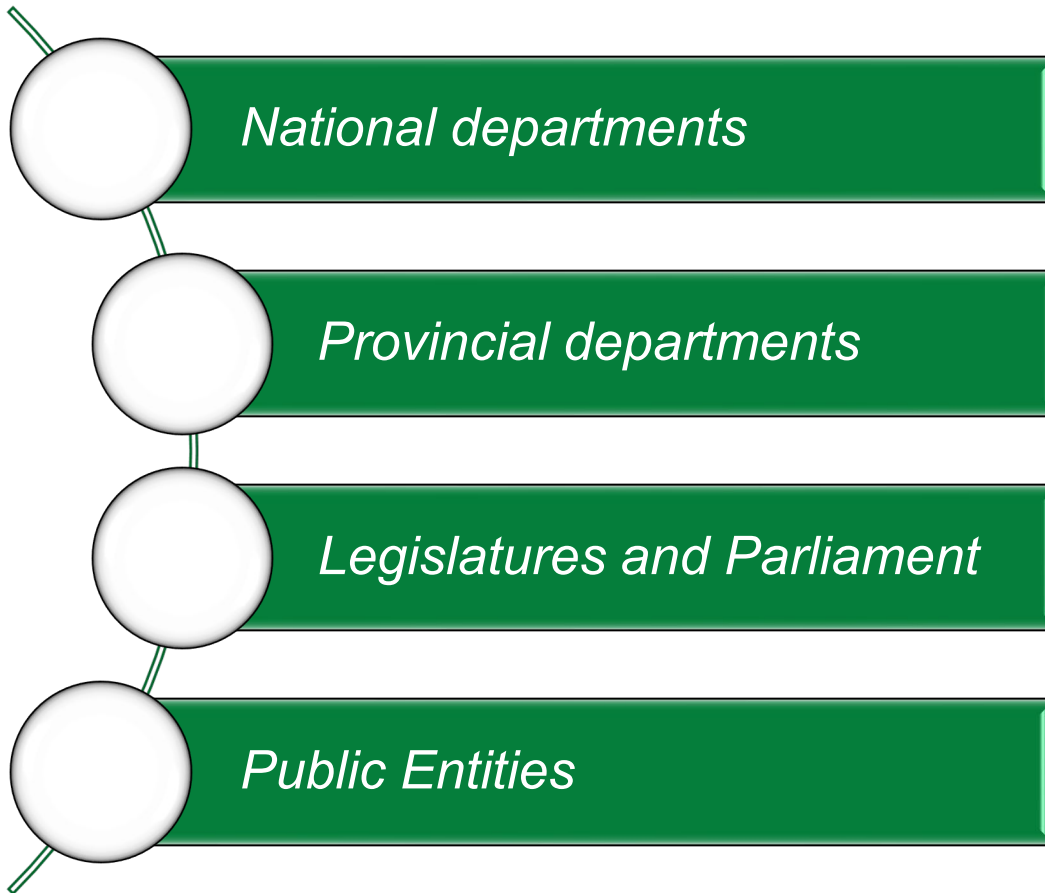
*Fairness and transparency*

## Overview of the Presentation

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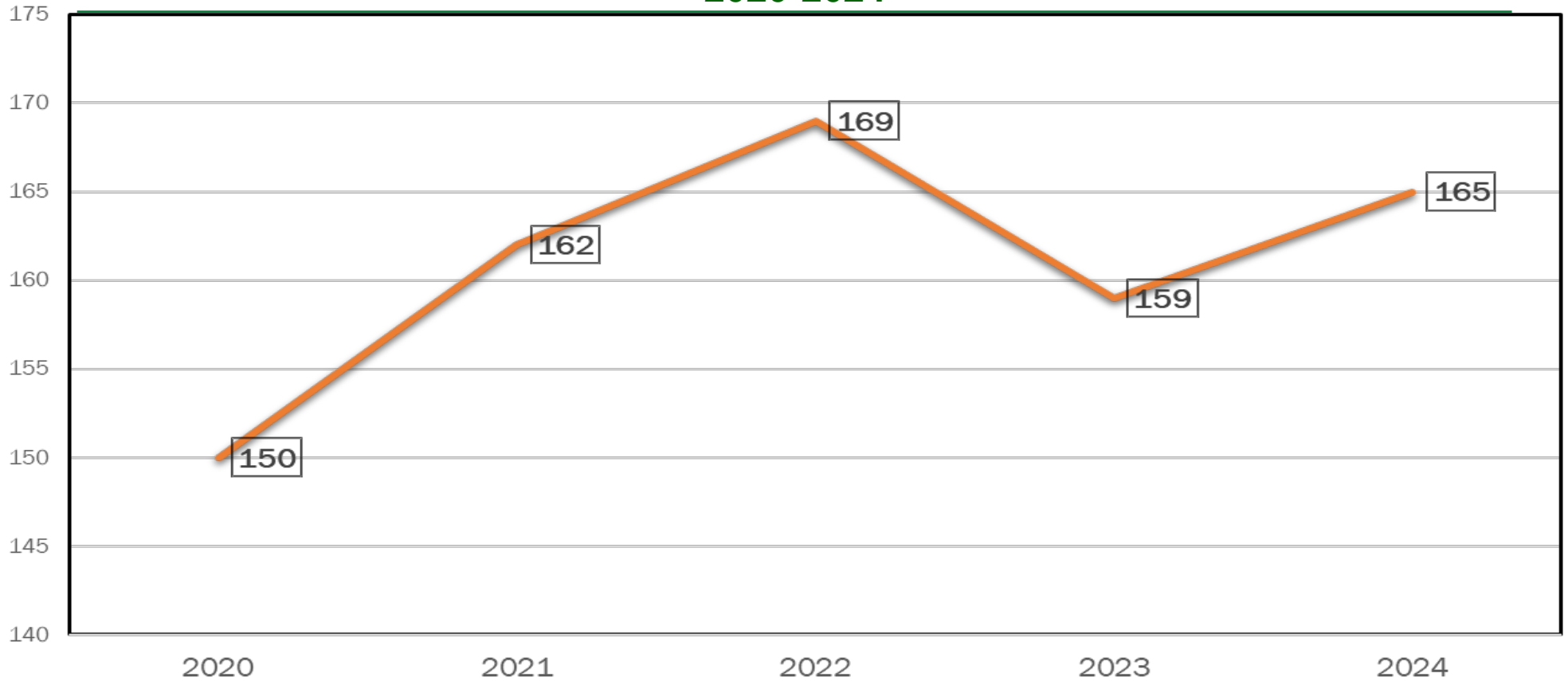
- Vision, Mission and Values
- PSETA scope of employers
- National Picture of Number of Approved ATR/WSP from the Year 2020-2024
- Approved ATR/WSP from the Year 2024-25 per organizational size
- Annual Training Reports and Workplace Skills Plans Evaluation Criteria
- Annual Training Report and Workplace Skills Plan Evaluation Findings

## PSETA Scope of Coverage

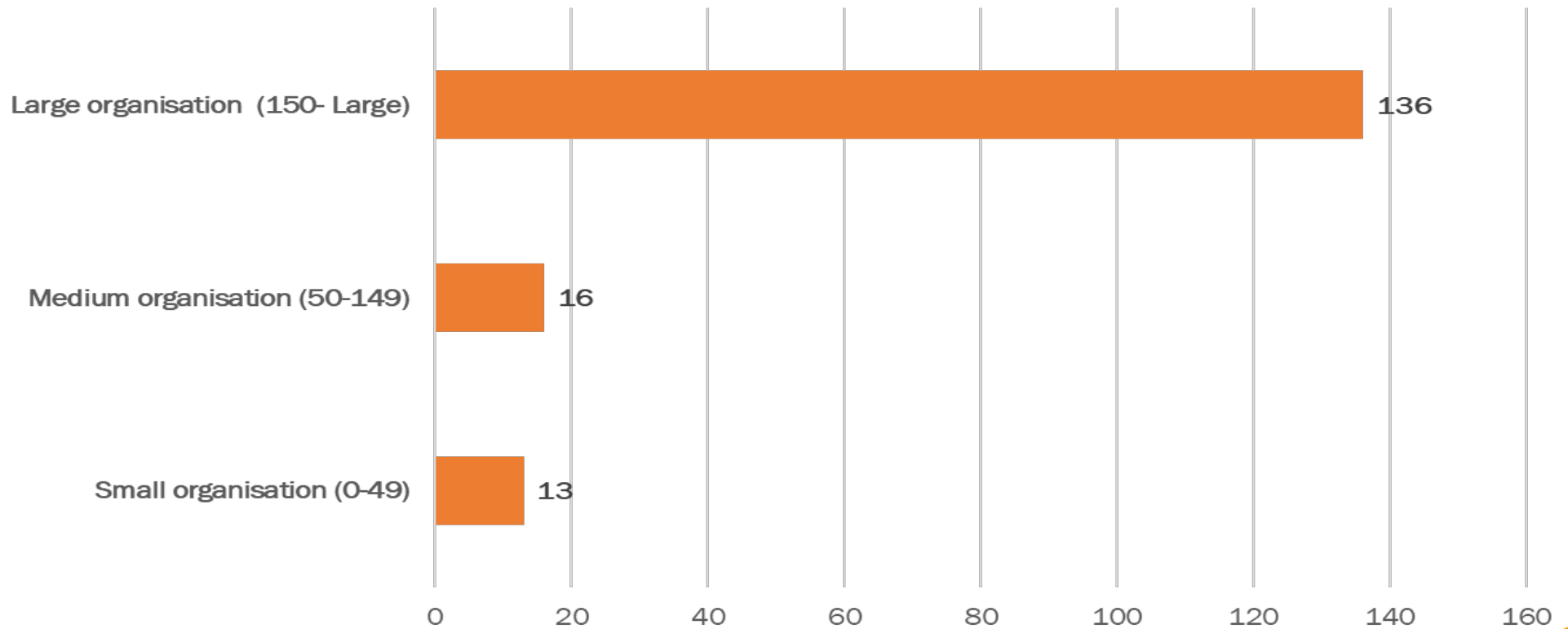


- PSETA's focus is primarily on transversal skills within the Public Service sector.
- These are the skills which are dubbed the 'business of government'.
- Transversal skills and functions include administration, management, planning, legislation and policy development, which form the focus to drive the development of skills and competencies in areas that will make the delivery of the business of government more effective and efficient

## NATIONAL PICTURE OF NUMBER OF APPROVED ATR/WSP FROM THE YEAR 2020-2024



## APPROVED ATR/WSP FROM THE YEAR 2024-2025 PER ORGANISATIONAL SIZE



## **ANNUAL TRAINING REPORT AND WORKPLACE SKILLS PLANS EVALUATION CRITERIA**

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- The Employer must submit on or before 30 April each year
- Application letter for extension should be signed by HOD, DG, CEO, Secretary of Parliament or Bargaining Council
- Extension should be approved by the PSETA Chief Executive Officer not SPR officials.
- The Authorisation page must be signed by the SDF, the Union representative and the HOD, DG, CEO, Secretary of Parliament or Bargaining Council.
- The Employer must implement at least 50% of WSP/PIVOTAL training planned.
- The Employer must ensure that an Authorisation Page is correctly dated.
- The Employer must clearly indicate the union name on the Authorisation Page.

## ANNUAL TRAINING REPORT AND WORKPLACE SKILLS PLANS EVALUATION FINDINGS

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- The system does not allow employers to download copy of ATR/WSP.
- It was further noted that most departments prioritised bursaries, unit standard-based learning programmes, non-unit standard-based learning programmes as well as in-house capacity-building interventions in their 2024/25 WSPs.
- As far as hard-to-fill vacancies were concerned, most departments were not able to fill any vacancies due to numerous reasons, including budget restrictions and the transfer of posts to priority areas within departments.
- The work of the Skills Development Facilitators (SDFs) is commendable as significant progress and efforts were employed to navigate the challenging system, considering that it was only open from 30 January 2023
- It was further discovered that the system's Authorisation Page was still dated 2023 despite revisions with Vision Wave.
- The majority of SDFs "new" and "old" were able to comply with the Skills Development Act obligations to submit their WSPs within the stipulated submission deadline and the subsequent extension that was afforded to qualifying departments.

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**A PRESENTATION TO THE NATIONAL DEPARTMENTS**

**31 OCTOBER 2024**

**Andrica Letsoalo-Fuze**

**Research Specialist**

## Overview of the Presentation

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- Background & Introduction
- Sector Profile
- Key Skills Change Drivers
- Hard-to-fill vacancies – Occupational Shortages
- Skills Gaps per OFO Major Group
- Extent and Nature of Supply
- Strategic Priorities
- Conclusion

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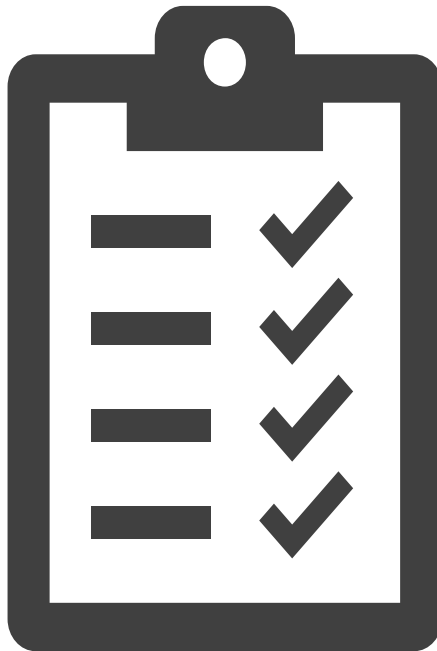


*Service excellence*



*Fairness and transparency*

# INTRODUCTION



- The Sector Skills Plan (SSP) is a framework within which PSETA identifies key priorities and critical skills development trends, objectives and priority areas.
- It must provide a sector profile and analysis of the demand for, and supply of skills in the Public Service sector to inform a responsive intervention of priority skills development in the sector.

# LEGISLATIVE MANDATE



In terms of Section 10.1 (a) and (b) of the Skills Development Act, a SETA must:



- Develop a 5-year SSP aligned to the National Skills Development Strategy;
- Annually update the SSP through research, stakeholder consultation and identify hard-to-fill vacancies and skills gaps; and
- Develop a Strategic Plan (SP) and Annual Performance Plan (APP) that informs the implementation of the SSP.

## SECTOR SKILLS PLAN (SSP) OVERVIEW



# RESEARCH INFORMING THE SSP UPDATE

Provincial Sector Skills Plans (PSSP) for selected Provinces in the Public Service sector

Impact Assessment studies of PSETA learning Interventions

Policy Frameworks and their implications for Public Service sector skills planning.

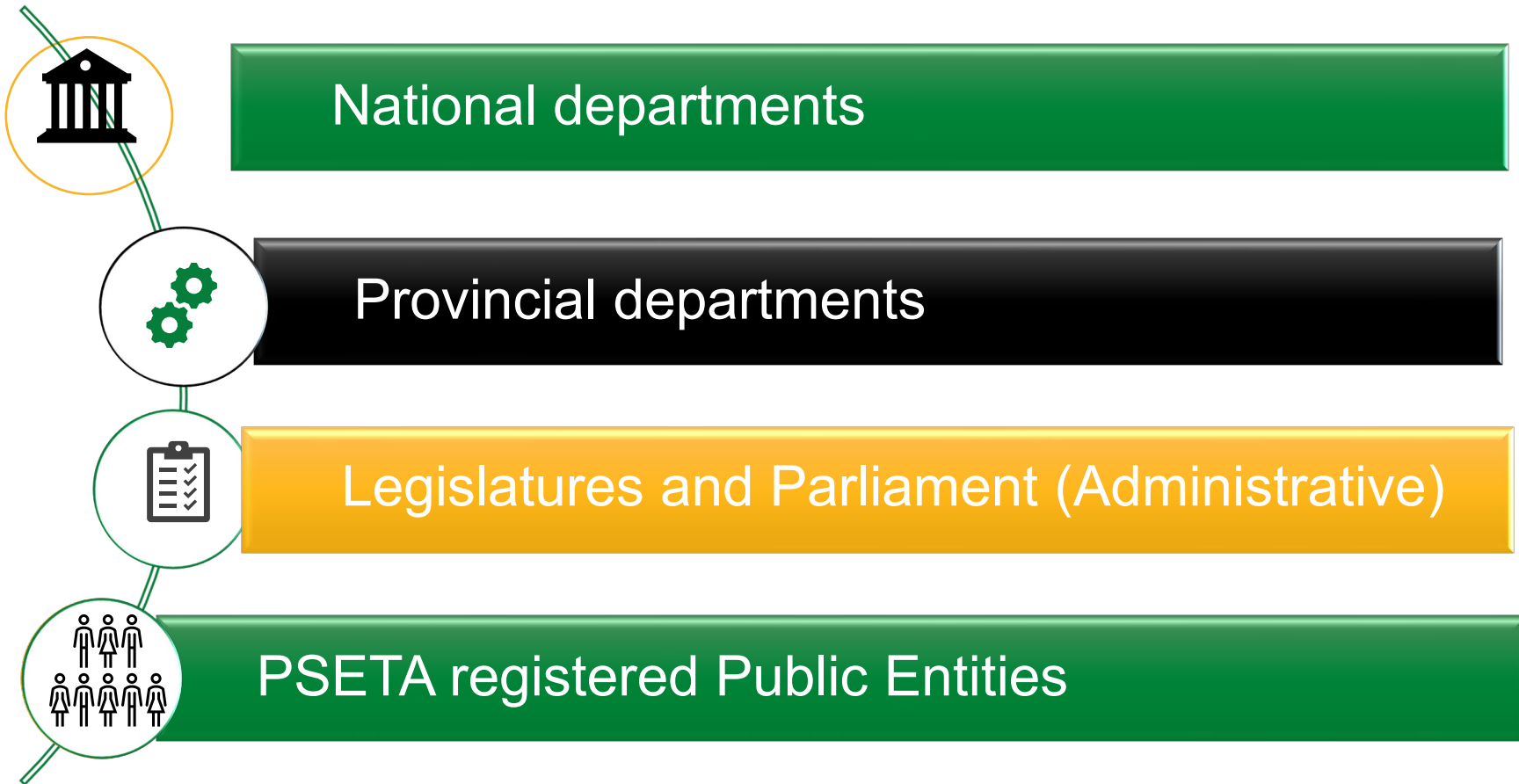
Review of Jobs, Qualifications and Occupations in the Public Service sector

Development of guidelines for Organisational Competency Framework for the Public Service departments

E-learning Assessment Framework for the Public Service

Primary and Secondary data analysis

## PSETA SCOPE OF COVERAGE



## CHANGE DRIVERS – E-GOVERNMENT AND DIGITALISATION

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- Employees must continually enhance their capabilities to align with evolving technologies. This includes fostering complex problem-solving abilities to identify and address intricate issues.
- Within the Public Sector, research suggests that integrating AI into administrative tasks could save South Africa approximately \$9 billion annually by reducing absenteeism in the workplace
- Balancing technological advancements with ethical considerations is crucial for responsible AI development.
  
- Implications for skills planning
- Training required in project management, digital literacy, e-governance, and IT infrastructure management.
- Target HR departments for skills planning to enhance abilities in HRM, ICT utilisation, and setting up e-government units.
- There is a need for expertise in policy development to support the implementation of Public Service Digital Transformation Strategy and the adoption of remote or hybrid work in the Sector.

## CHANGE DRIVERS – DIGITAL TECHNOLOGY AND DIGITISATION

- Slow sectoral digitisation stems from centralised IT leadership and procurement, skill gaps in HRM departments, and disjointed departmental efforts.
- Slow progress in HRM digitisation is hindered by management's resistance to reluctance to adopt new technologies, talent shortages in HRM and ICT fields, and outdated ICT infrastructure.
- Measures to address the above issues include training on the Integrated Financial Management System by the DPSA and NSG supported by the National Treasury.

### Implications for skills planning

- Training required in IT Governance, cybersecurity, electronic records management, and information management to address digitisation gaps.
- Focus on human resource training and development is required to address management challenges in the digital society and align with the latest technologies.
- Prioritise the development of AI-related skills development to effectively integrate applied AI into administrative tasks. Furthermore, it is critical that the ethical considerations associated with AI are not ignored.

## CHANGE DRIVERS – CLIMATE CHANGE AND ENVIRONMENTAL SUSTAINABILITY

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- The Just Transition Framework advocates for the alignment of skills development with forthcoming labour demands in green sectors.
- The NDP stresses the need for suitable climate-conscious policies and actions by government bodies at all levels.
- Furthering this, the Just Transition Framework mentions the critical role of education and skills development in responding to just transition challenges and fortifying climate resilience.

### Implications for skills planning

- Public Sector skills planning should focus on environmental policy development, implementation, and evaluation. This includes understanding, interpreting and finding relevance in regulatory frameworks, as well as conducting impact assessments, and crafting risk mitigation strategies.
- Target setting driven by environmentally conscious decision-making (environmental, social, governance considerations).
- The Just Transition Framework suggests Public Sector skills planning incorporate training initiatives to facilitate smooth transitions into new career paths, recognizing employees' existing competencies and prior learning experiences.
- There is a need to focus on reskilling, upskilling, and retraining programs to support the creation of green jobs and address skill gaps in green energies.
- Strategies should vary to accommodate skills needed at different levels, ensuring inclusivity and effectiveness in workforce development for the transition.

## CHANGE DRIVERS - PUBLIC-PRIVATE PARTNERSHIPS

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- Public-private partnerships (PPPs) have the potential to provide alternative financing options and private sector expertise.
- Recent amendments to the PPP regulatory framework aim to streamline processes, incentivise smaller PPP projects, and enhance private sector participation.

### Implications for skills planning:

- The facilitation of PPPs necessitates specialised skills in project management, contract negotiation, and financial modelling in the Sector.
- There is a need for skills development initiatives that integrate training programmes within partnership agreements to enhance the capacity and capabilities of public servants to navigate and manage PPP projects efficiently.

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## CHANGE DRIVERS - PROFESSIONALISATION OF THE PUBLIC SERVICE SECTOR

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- The Public Service Sector faces limitations in service delivery, productivity, and the availability of technical and managerial expertise. Professionalisation efforts aim to address these critical shortcomings.

### Implications for skills planning:

- Clear career paths and development opportunities must be established, requiring PSETA's involvement in designing occupationally directed programmes and realigning historical qualifications to occupations along defined career paths.
- Revise Public Sector legislation, enhance policy frameworks and foster partnerships with educational institutions and professional bodies to support the professionalisation agenda.

## OVERVIEW OF THE PROFESSIONALISATION FRAMEWORK

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- Government has prioritised building a capable, ethical, and developmental state, and as a key initiative, the National Framework towards the Implementation of Professionalisation of the Public Sector supports this goal.
- Being professional and professionalism encompasses the practices, conduct, values, and behaviour that a person exhibits regardless of training, qualifications, and levels of responsibility.
- The concept of professionalisation, on the other hand, is about changing individual attitudes, behaviour and performance toward serving the public.
- The process of professionalising the sector means having qualified public servants who know what they are doing and are fully equipped to perform their jobs with diligence which is key to building institutional capability and service delivery.

# PILLARS FOR IMPLEMENTATION



Source: National School of Government (2022)

## OCCUPATIONAL SHORTAGES

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- **Occupational shortages:** Occupational shortages occur when the demand for workers in specific occupations exceed the supply of workers who are qualified, available and willing to work – it refers – to excess demand for workers in specific occupations. The strongest indicator or unit to measure occupational shortages is Hard-To-Fill Vacancies (HTFVs).
- **Hard-To-Fill Vacancy:** This is a vacancy (occupation) that an employer was unable to fill within 12 months, or it took longer than 12 months for the employer to find a suitably qualified and experienced candidate.

## OCCUPATIONS WITH HARD-TO-FILL VACANCIES (HTFVS)

OFO Code	Occupation	Reasons for Vacancies
2023 - 121905	Programme or Project Manager	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> </ul>
2023 - 111207	Senior Government Manager	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> <li>Lack of relevant qualifications</li> </ul>
2023 - 111202	General Manager Public Service	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> </ul>
2023 - 111204	Senior Government Official	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> <li>Lack of relevant qualifications</li> </ul>
2023 - 112101	Director (Enterprise / Organisation)	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> <li>Lack of relevant qualifications</li> </ul>
2023 - 263101	Economist	<ul style="list-style-type: none"> <li>Lack of relevant qualifications</li> </ul>
2023 - 252201	Systems Administrator	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> <li>Lack of relevant qualifications</li> </ul>
2023 - 242208	Organisational Risk Manager	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> </ul>
2023 - 263102	Economic Research Manager	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> </ul>
2023 - 133103	Data Management Manager	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> </ul>
2023 - 252901	ICT Security Specialist	<ul style="list-style-type: none"> <li>Lack of relevant qualifications</li> </ul>
2023 - 242102	Organisation and Methods Analyst	<ul style="list-style-type: none"> <li>Lack of relevant experience</li> <li>Lack of relevant qualifications</li> </ul>

## EMERGING OCCUPATIONS & SKILLS IN THE SECTOR

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1. **Work readiness skills:** These skills focus on enhancing employability and include literacy, numeracy, digital literacy, CV writing as well as self-presentation.
2. **Fundamental human skills:** These skills are crucial for effective interpersonal interactions and include empathy and compassion, ethical disposition, public service etiquette, communication and problem-solving.
3. **Leadership and management skills:** These skills are important for individuals in supervisory roles and encompass skills such as strategic thinking, decision-making, financial management as well as change management.
4. **Technology skills:** Due to the increasing importance of technology within the Public Sector, these skills include skills such as digital literacy, data analytics, cybersecurity, and software engineering.
5. **Functional or occupational skills:** These are specific skills that are required for different roles within the public service, such as project management, budgeting, public financial management, legal services and technical skills.

## SKILLS GAPS

- **Skills gaps:** Refers 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. It usually requires a short training intervention.
- For example, a medical specialist (occupation) may require training in robotics (skills gap) to conduct surgery, or bank manager (occupation) may require training in customer care (skills gap) to manage clients effectively.
- The term “critical skills” is used in the South African context to refer to skills gaps. We should avoid using this term and instead use the term “skills gaps” which is commonly used internationally.

# SKILLS GAPS

No.	Skills Gap	Unskilled/Semi-Skilled Workers (elementary)	Skilled (technicians, associates, and clerical)	Professionals (managers and professionals)
1.	Digital skills		✓	✓
2.	Advanced Leadership		✓	
3.	Ethics in the Public Service	✓	✓	✓
4.	Change Management			✓
5.	Financial Management		✓	✓
6.	Business Writing		✓	
7.	Customer Service	✓	✓	✓
8.	People and Performance Management			✓
9.	Data Analytics		✓	✓
10.	Strategic Management			✓
11.	Supply Chain Management in the Public Service		✓	✓
12.	Monitoring and Evaluation		✓	✓

## STATE OF EDUCATION AND TRAINING PROVISION

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The challenges related to the supply of skills currently experienced by employers in the Sector are listed below:

- **Entry Level Requirements**

The directive on Human Resources Management and Development for Public Service Professionalisation seeks to repeal the current directive on applying minimum requirements for appointment into entry-level posts in the Public Service.

The Directive required departments to introduce a graduate scheme and identify appropriately graded posts based on service delivery needs, additionally, executives are required to review the inherent requirements of entry-level jobs in the Public Service and adopt a more flexible approach towards setting minimum experience of entry-level posts

- **Fiscal Sustainability**

To control public spending in South Africa, the National Treasury's Cost Containment Measures require approval for filling vacant public service positions. Departments must justify the need for the position and confirm funding availability before filling it

## STATE OF EDUCATION AND TRAINING PROVISION

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The challenges related to the supply of skills currently experienced by employers in the Sector are listed below:

- **Skills Mismatch**

South Africa faces a skills mismatch due to unequal access to quality education, particularly for disadvantaged communities. This mismatch can be addressed by improving the quality and relevance of post-school education and ensuring educational institutions align with industry needs.

- **Competition with the Private Sector**

South Africa's Public Service struggles to compete with private companies for top talent due to lower salaries and limited benefits. This hinders attracting young leaders and technology specialists, crucial for the future of the Public Sector.

- **Professionalisation**

A major reform is underway to modernise South Africa's Public Service (National School of Government, 2022). The goal is to attract and retain top talent, especially young people, by focusing on meritocracy, training, and competitive career paths.

# STRATEGIC SKILLS PRIORITIES FOR PSETA



## Strategic Priority 1: Establish Strategic Partnerships with Key Stakeholders

**Professionalism of the Public Service Sector:** Foster partnerships with educational institutions and professional bodies to establish career paths through designing of occupationally directed programmes and realigning historical qualifications to occupations along defined career paths.

**Public-Private Partnerships:** Establish partnerships and integrate training programmes within partnership agreements to enhance the skills of public servants.

**Digital technology & digitisation:** Establish partnerships to further the adoption of digital technologies and 4IR technologies such as AI in the Public Service.

Establish partnerships to enhance the delivery of initiatives to strengthen key competencies required by the state as identified in the HTFVs and skills gaps.

Establish partnerships to enhance the number of learners who meet transformational imperatives to receive training development opportunities, particularly for critical skills and higher-level occupations.

Establish partnerships to support small businesses with training interventions.



## Strategic Priority 2: Increased Research and Impact Assessment of Programmes

**Digital technology & digitisation:** Conduct a study on the adoption of AI in the Sector and the ethical considerations.

**Public-Private Partnerships:** Assess the long-term impacts of new or amended legislation and policies (i.e., the PPP regulatory framework) with a focus on the impact on skills planning in the Sector.

**e-Government and Digitalisation:** conduct a study on the strategic role of HR departments in skills development and human resource development (HRD) systems and their implementation.

**Climate Change and Environmental Sustainability:** Include environmental policy development, implementation, and evaluation as a focus in Sector skills planning.

Conduct longitudinal studies on the impact of learning programmes on learners.

Update the M&E Framework in line with Monitoring Tool Framework and Tracking and Tracing Reference Framework.



## Strategic Priority 3: Strengthen Capacity of Public Institutions and Provision of Occupational Qualifications

**Digital technology & digitisation:** Allocate resources to support the use of technology for teaching and learning.

Develop training programmes that prioritise areas such as people management, decision-making, negotiation, and cognitive flexibility to complement automation-resistant skills.

**e-Government and Digitalisation:** Equip PSET institutions to provide qualifications that meet the needs of critical areas in the Public Sector (i.e., project management, digital literacy, IT infrastructure, policy development, human resources and cybersecurity).

**Professionalisation of the Public Service:** provide training on attracting and retaining talent, as well as succession planning.

Conduct training workshops with stakeholders on responding to legislation and policy changes, 4IR and technology and legislation and climate change (just transition) from a skills perspective.

Maintain the focus on improving the professional standards and competencies within the Public Service.



## Strategic Priority 4: Implement Workplace-Based Learning Programmes in Building the Workplace into a Training Space

**Climate Change and Environmental Sustainability:** Develop programmes that have an element of environmentally conscious decision making.

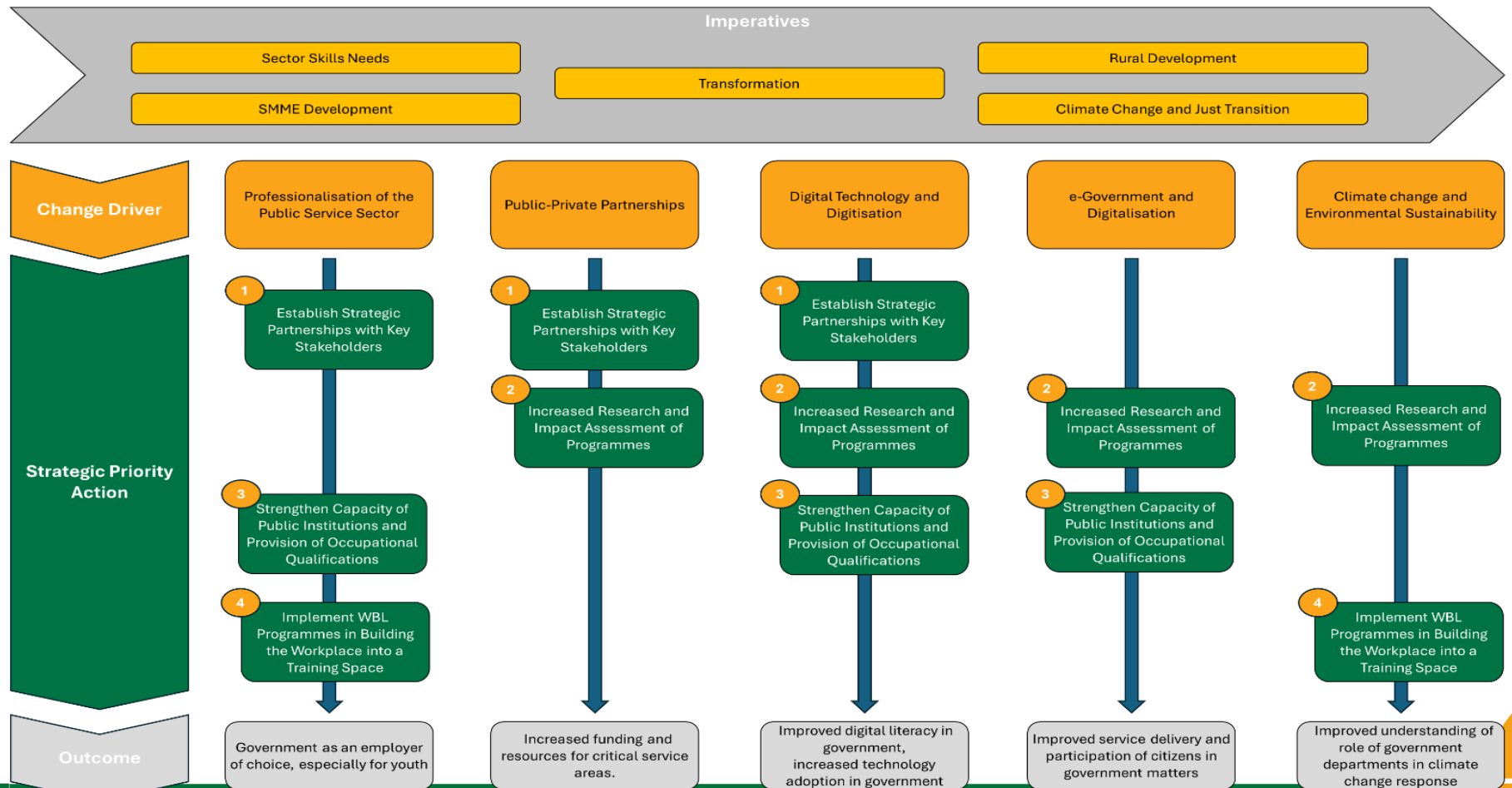
**Professionalisation of the Public Service:** fund more youth to ensure steady supply of new entrants in Public Sector.

Develop more programmes for manager roles, with content for self-development, development of teams, and championing and managing changes brought on by 4IR and the just transition.

Continue workplace-based learning programmes such as learnerships, skills programmes, internships and work integrated learning.

Implement skills development initiatives to support small businesses and cooperatives

# STRATEGIC SKILLS PRIORITIES FOR PSETA



# THANK YOU



Report any incidents of fraud, corruption or unethical behavior

Vuvuzela Fraud and Ethics Hotline

Free Call Number: 0800 112 451

Email: [pseta@thehotline.co.za](mailto:pseta@thehotline.co.za)

SMS: 30916



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