



# Sector Skills Plan (SSP) Update and Development: Outcomes Report

**Skills Development for Economic Growth**



**Research and Innovation: Specialist**

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higher education  
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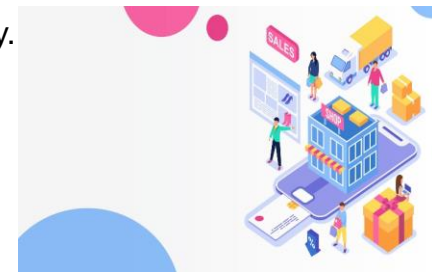
## 1. Research Methods and Processes

1. Sector Skills Plan (SSP) Engagement Sessions
2. DHET Employer Interviews –with small, medium and large employers across the country
3. Internal SMME, M&E and ERRP workshops
4. Online survey
5. Strategic Engagement Workshop
6. Review and analysis of research reports and publicly available literature
7. WSP/ATR data validation- analysis and reporting writing



## 2. Provincial engagement outcomes 1/2

- Review skills development interventions by the W&RSETA in the last 5 years Vs Hard To Fill Vacancies (HTFV) & Skills gaps.
- Monitor the relationship between research outcomes and programmes funded by the W&RSETA in the last 5 years.
- Prioritise the career progress of the entry-level employees within the sector.
  - Upskilling for articulation, professionalisation.
- Reasons why some e-commerce related opportunities in the sector are not taken up by the locals.
- Contributing factors to why certain occupations have been on the HTFV list for the past 10 years.
  - Business growth?
  - High turn-over?
- Work readiness programmes implementation to prioritise key skills for access to employability.
  - Early start to work readiness initiatives.
  - Technical and soft skills.
  - ICT-related skills.



### 3. Provincial engagement outcomes 2/2

- Provincial Skills Plan needs to focus on sub-sector demand analysis.
- The importance of getting more SMEs on board.
- Partnerships as part of improving access to employability and entrepreneurship.
- The need for a comparative analysis of WSP/ATR 2020/21, and 2021/22.
- Sector training must focus on labour market demands and NOT based on the funding available.
- Prioritise initiatives and programmes for SMEs and informal traders.
- Request for employers to make submissions on ICT-related occupations new to the sector.
- Upskilling the current occupations on the HTFV:
  - Career progress at entry-level.
  - ICT-related skills as an enabler for the sector.
- More support on ICT and e-commerce related training for the sector.



## 4. 4th IR occupations and skills: Future of work

- In line with the Annual Performance Plan (APP), the W&RSETA is in discussion with MICTSETA to collaborate and provide **bursaries to the unemployed youth** within the sector in the following 4<sup>th</sup> IR related occupations:
  - Software Developer
  - Business Analysts and Computer network engineer
  - Systems engineer
  - Data Analyst
  - System Architect
  - Data Scientist
  - Programming
  - Cyber security
  - Mobile Application Designer
- The **youth unemployment initiative** is targeting the unemployed youth with matric and without matric who are not in employment, education, or training. The following are some of the focus areas for youth unemployment initiatives:
  - Workplace experience and entrepreneurial skills (such as sales, stock management, customer service, understanding of retail and business operations, merchandising, and basic digital skills)
  - Introduction to Retailing
  - Retail Operations
  - Technology in Retail
  - Mathematics for Retailers and English for Retailers



## 5. Discussion and Engagements (SSP)

### 1. What prevailing circumstances exist that are frustrating sector growth and recovery?

- a. A lot of employers had to downsize due to impact of COVID-19
- b. Recognition of new qualifications and curriculum revisions
- c. Entrepreneurship initiatives can be used to transform the informal sector
- d. Employers placing graduates in irrelevant roles – graduates end up leaving

### 2. What are the opportunities that can be leveraged to enhance growth?

- a. Prioritise inter-SETA partnerships
- b. 4IR specific qualifications and career pathing
- c. ICT upskilling programme to respond to youth unemployment
- d. Capacitate SMMEs
- e. Early start of career development programmes





## Discussion and Engagements (SSP)

3. **Where can the W&RSETA assist?**
  - a. Invest in Work Readiness Programmes
  - b. Revisit SME and informal traders initiatives ( Responsive and value add)
  - c. Strategic collaboration with public institution to promote access to the labour market
  - d. Improve the accreditation process (Transformation)
  - e. Increase discretionary grants allocated for bursaries focusing on learners with disabilities
  - f. Youth unemployment programmes (Rural and township)
  - g. Consider Supplier Development programmes for artisan development
  - h. Improve and maximise the role play by SMMEs within skills development





## 6. Research agenda 2022/23

### Research Studies:

- Improving curriculum review and development to meet the ever-changing industry needs.
  - Uptake, articulation, and absorption of SETA-funded qualifications.
  - Inclusion of 4th IR technologies and green skills-related aspects in the curriculum.
- Unemployed bursary programme
  - The root causes of high-drop out rate among first year students.
  - The role of career guidance and mentorship in addressing the high drop out.

### Impact Studies:

- Youth focus project 2018/20 and Rural area learnership 2018/19
  - Extent to which the set objectives of the above projects were achieved.
  - Economic profile as per the areas which area funded.
  - To assess the overall outcome or impact of the project have had on its beneficiaries (i.e. owners, employers and learners).
  - Determine the key strengths and challenges.



## 7. Way forward

- Stakeholder Forum engagements (Research agenda and SSP Outcomes).
- Finalise the Priority Skills Plan (PSP) and Provincial Skills Plan (PvSP) for implementation.
- Youth Unemployment Initiative (Implementation of the pilot project).
- Think Tank discussion on the implementation of SSP findings and recommendations.
- DHET employer interviews.



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