



**SKILLS DEVELOPMENT FACILITATOR (SDF)
CAPACITY BUILDING SESSIONS – 2025**



AGENDA

OPENING
SECTOR SKILLS PLAN
MANDATORY GRANTS
INTEGREAT SYSTEM
CLOSING

Opening

Greetings

Context & Importance of the Session

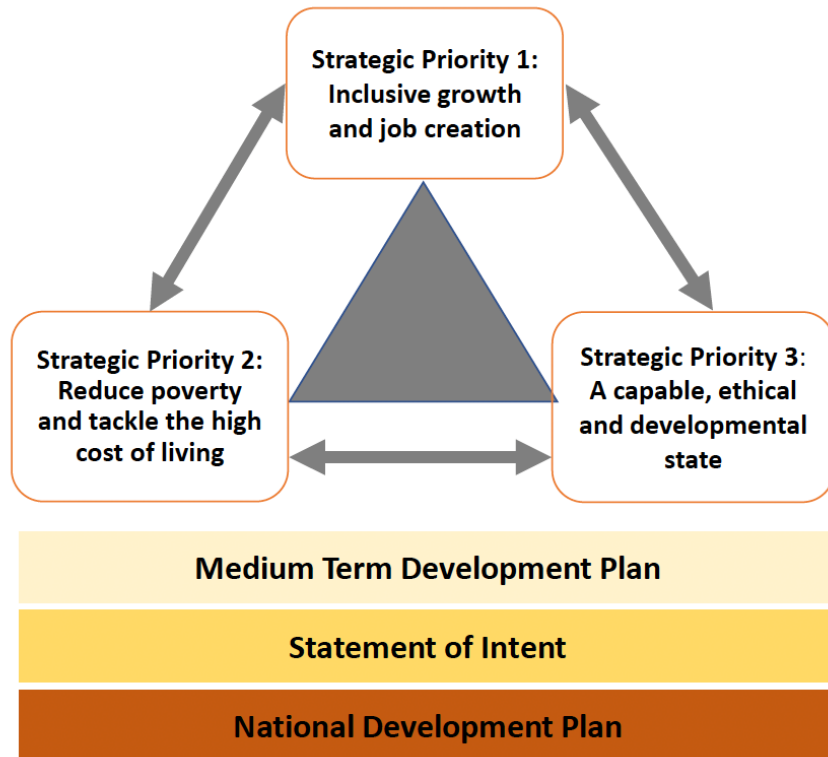
Future of skills development



Greetings

Compliments and best wishes to all stakeholders for 2025.
The EWSETA wishes all stakeholders a healthy, safe and productive year and extend a warm welcome to all our stakeholders who are joining us in this session.

Context & Importance of the Session



This session is an important platform for engagement, reflection, and action as we navigate the evolving skills landscape in our sector. Skills development is not just about compliance; it's about building a competitive, agile, and future-ready workforce. We must continuously evaluate whether our skills interventions are meeting both business needs and employee aspirations.

Future of skills development

We are entering an era where digital transformation, green energy transitions, and economic shifts require us to be proactive in shaping a workforce that can thrive in the future.

This means investing in emerging skills, strengthening partnerships, and ensuring our training programmes drive real impact.

This session is an opportunity to engage, learn from best practices, and ensure that our WSP and ATR processes are aligned with real industry and workforce needs.

Together, let's build a workforce that is not just skilled, but empowered to drive growth, innovation, and sustainability.

SECTOR SKILLS PLAN

BRIEF BACKGROUND

SSP FRAMEWORK & THE NSDP

RESEARCH PROCESS & METHODS

CHANGE DRIVERS

OCCUPATIONAL SHORTAGES

STRATEGIC SKILLS PRIORITY ACTIONS



Brief Background

- SETAs are mandated to plan for, implement and evaluate desired skills development outcomes within respective economic sectors.
- A key component of SETA work involves sector skills planning research to ensure that public investment in skills development resonates with the needs of respective constituencies and government's key economic and social priorities .
- This is achieved by responding to prescripts outlined in the NSDP (and more broadly, the NDP).
- Thus, and through the Skills Development Act, SETAs are tasked with the responsibility of developing the Sector Skills Plan (SSP).

SSP Framework & the NSDP

Appropriately aligning to outcomes stipulated in the NSDP by:

- Identifying and increasing production of occupations in high demand.
- Linking education and the workplace.
- Improving the level of skill in the South African Workforce.
- Increasing access to occupationally directed programmes.
- Supporting growth of the public college institutional type as a key provider of skills required for socio-economic development (i.e. TVETs and CETCs).
- Demonstrating skills development support for entrepreneurship and cooperative development.
- Encouraging and supporting work-initiated training.
- Supporting career development services.

Research Process & Methods

Central to its development, the EWSETA SSP was prepared by way of evidence-based research which included:

- Primary and/or secondary research to collect skills development-related data and information.
- Collection of quantitative data through workplace skills plans (WSPs).
- Collection of qualitative data in the form of in-depth interviews.
- A labour market intelligence survey to gain deeper insight into aspects such as key change drivers and hard-to-fill vacancies (HTFVs).
- EWSETA Impact and Tracer Studies (primary research) typically based on concurrent mixed methods.
- Desktop research to acquire and analyse secondary data derived from numerous credible sources.



Change Drivers

Some of the major change drivers influencing the energy and waters sector as identified in the EWSETA SSP included:

- **ECONOMIC CONDITIONS:** The downturn in the economy places pressure on factors such as business productivity, unemployment, poverty, and ultimately, skills development.
- **NEW TECHNOLOGIES / TECHNOLOGICAL ADVANCEMENT:** Significant changes in the technological designs, products, tools, systems, applications, equipment procedures, processes, methods, etc., compel businesses to adopt advancements and remain competitive.
- **ELECTRICITY LOAD SHEDDING:** The impact of power load shedding is apparent all over the country since it affects residential homes, businesses, industries, sectors, and ultimately, the South African economy.

Occupational Shortages (Top 10 Priority Occupations)

Rank No.	OFO Code	Occupation Name	Reason for Occupation Containing HTFV(s)	Second Reason for Occupation Containing HTFV(s)	Third Reason for Occupation Containing HTFV(s)
1.	2021-215101	Electrical Engineer	Equity considerations (e.g., race, gender, etc.)	Lack of experience	Lack of qualifications
2.	2021-121905	Programme or Project Manager	Lack of experience	Lack of qualifications	High salary expectations
3.	2021-132104	Engineering Manager	High salary expectations	Equity considerations (e.g., race, gender, etc.)	Lack of experience
4.	2021-214401	Mechanical Engineer	Lack of experience	Equity considerations (e.g., race, gender, etc.)	Lack of qualifications
5.	2021-251201	Software Developer	Lack of experience	Lack of qualifications	High salary expectations
6.	2021-132102	Manufacturing Operations Manager	High salary expectations	Lack of qualifications	Unsuitable geographic location
7.	2021-311801	Draughtsperson	Lack of experience	Lack of qualifications	Unsuitable geographic location
8.	2021-671101	Electrician	Lack of qualifications	Lack of experience	Equity considerations (e.g., race, gender, etc.)
9.	2021-132301	Construction Project Manager	High salary expectations	Lack of experience	Lack of qualifications
10.	2021-132105	Power Generation Operations Manager	Lack of experience	Unsuitable geographic location	Equity considerations (e.g., race, gender, etc.)

Strategic Skills Priority Actions

1. Support national strategies and plans [long term].
2. Support the Medium-Term Development Plan (MTDP) [Medium Term].
3. Drive the transformation agenda in the energy and water sectors [long term].
4. Drive inclusive economic participation to support skill needs across the SMME, Cooperative, and rural contexts [medium to long term].
5. Develop skills responding to South Africa's Hydrogen economy [medium to long term].
6. Strengthen EWSETA skills planning and M&E for improved skills determination [medium to long term].
7. Develop skills responsive to a sustainable and resilient future in addressing climate change and technological advancement [medium to long term].

MANDATORY GRANTS

LEGISLATIVE FRAMEWORK
SETA FUNDING MODEL
POLICY AND PROCESSES
ORGANISING FRAMEWORK FOR OCCUPATIONS (OFO)

Legislative Framework

1

SDA, 1998

To provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African work force.

2

SDLA, 1999

To provide for the imposition of a skills development levy.

3

Grant Regs, 2012

To improve the quantity and quality of labour market information received by SETAs in the form of WSP/ATRs and PIVOTAL training reports, to inform planning.

SETA Funding Model

1% Skills Levy

80% SETA

2% SARS
18% NSF

10% Admin
0.5% QCTO

49.5%
DG

20%
MG

20% Non-
PIVOTAL

80% PIVOTAL

Policy and Processes

- An application using the prescribed template must be submitted by 30 April each year.
- Proof of implementation of previous year planned training must be submitted.
- Evidence must be provided that the submission has been subject to consultation with the recognised union/s and the application has been signed off by the labour representative appointed by the recognised majority trade union/s in a case where there is more than one union (Medium and Large companies).
- The WSP/ATR must be duly authorised and signed off by:
 - The Skills Development Facilitator
 - Recognised labour representative
 - The Owner/CEO /MD/DG

OFO

- OFO = a coded occupational classification system.
- DHET's key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.

OFO

Key Concepts

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.

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.

OFO

Hard-To-Fill-Vacancy

This is a vacancy (occupation) that an employer was unable to fill within 6 months, or it took longer than 6 months for the employer to find a suitably qualified and experienced candidate.

Job

It is a set of roles and tasks designed to be performed by one individual for an employer (including self-employment) in return for payment or profit

Occupation

A set of job tasks characterised by such a high degree of similarity that they can be grouped together for the purposes of the classification.

Example

The occupation 'Environmental Scientist' also includes the specialisations 'Environmental Advisor' and 'Environmental Officer'.

OFO

OFO STRUCTURE WITH EXAMPLE

DIGIT 1. MAJOR GROUP

6 - SKILLED AGRICULTURAL,
FORESTRY, FISHERY, CRAFT AND
RELATED TRADES WORKERS

DIGIT 2. SUB-MAJOR GROUP

2021-67 - Electrical and Electronics
Trades Workers

DIGIT 3. MINOR GROUP

2021-671 - Electrical Equipment
Installers and Repairers

DIGIT 4. UNIT GROUP

2021-6711 - Building and Related
Electricians

DIGITS 5&6. OCCUPATION

2021-671101 - Electrician

OFO

NSDS	NQF Level	Skill Level	OFO Major Groups
HIGH	10 ↑ 7	4	2 Professionals
	6	3	3 Technicians and Associate Professionals
INTERMEDIATE	5	2	1 Managers
	4		
	3		
ENTRY	2	1	4 Clerical Support Workers
	1		5 Service and Sales Workers
	1		6 Skilled Agricultural, Forestry, Fishery, Craft & Related Trades Workers
			7 Plant and Machine Operators and Assemblers
			8 Elementary Occupations

INTEGREAT SYSTEM

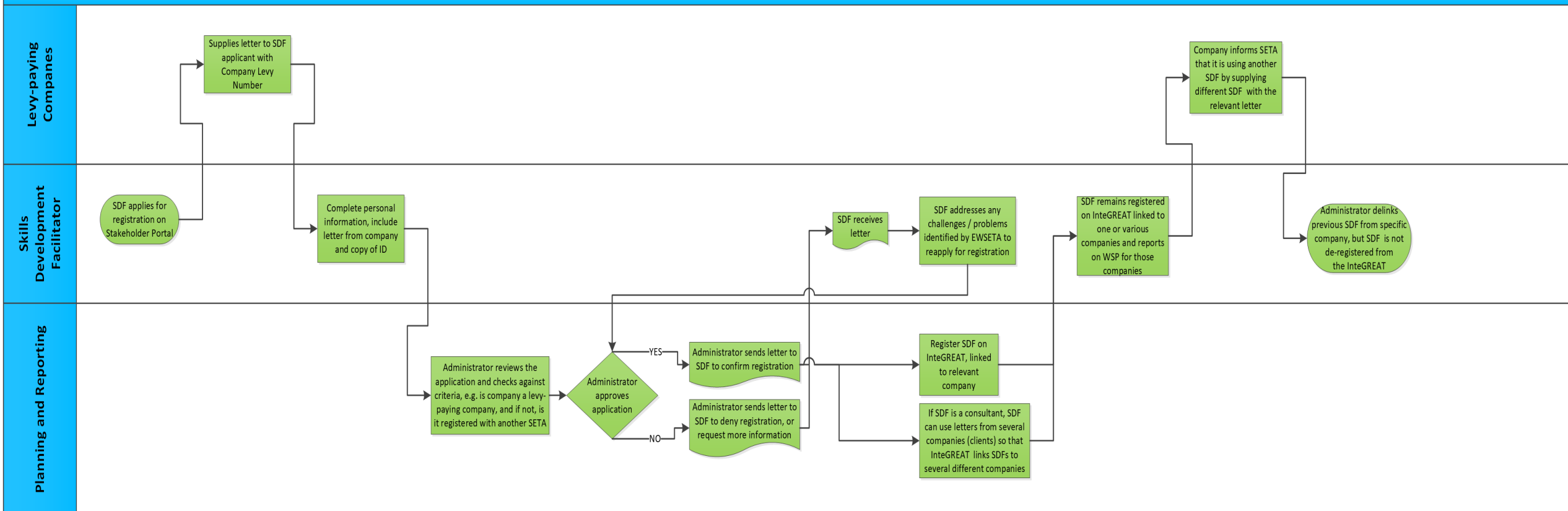
SDF REGISTRATION

WSP/ATR SUBMISSION TEMPLATES

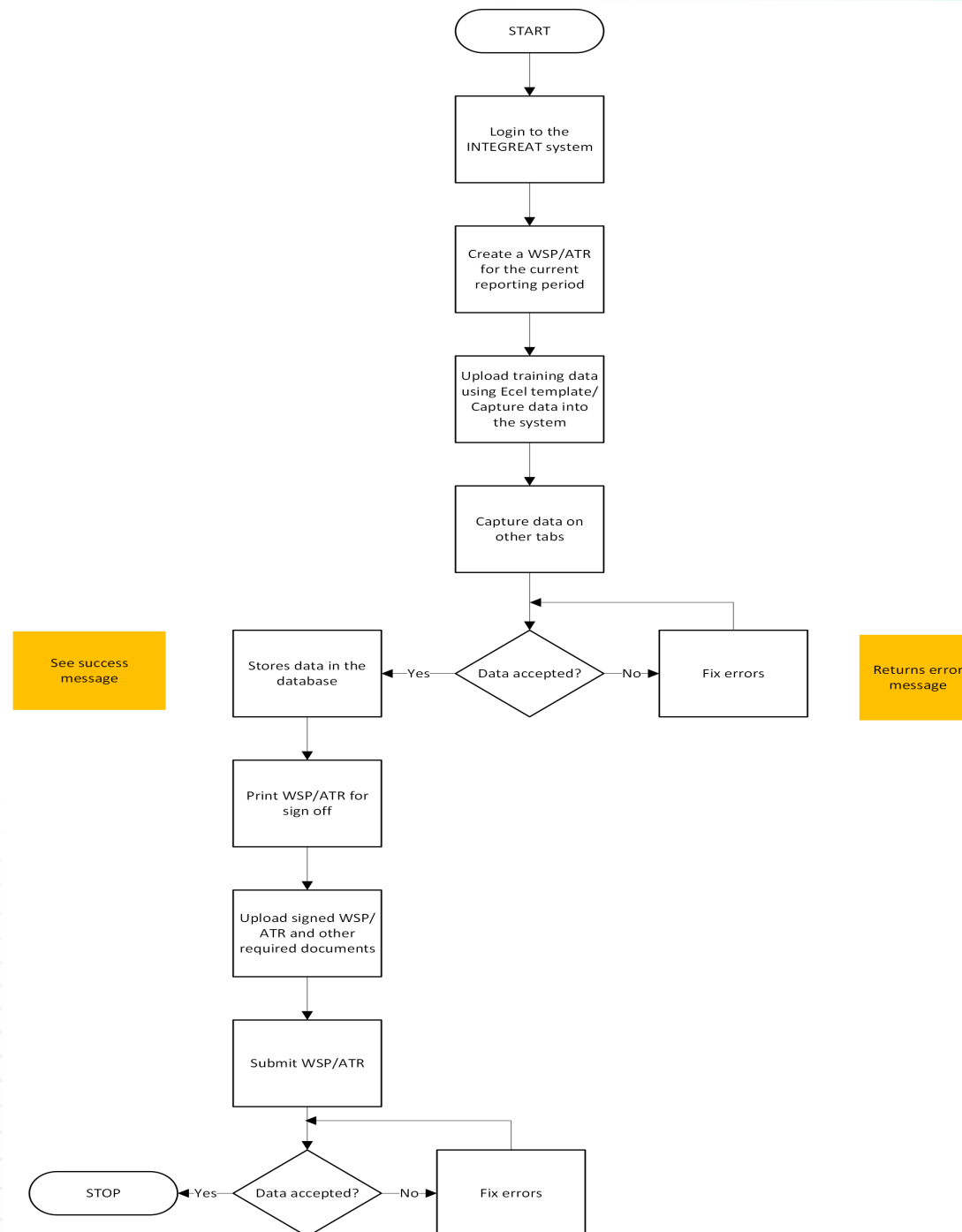
WSP/ATR SUBMISSION ON INTEGREAT

SDF REGISTRATION

PR 5: Planning and Reporting: Registration of Skills Development Facilitator



WSP/ATR SUBMISSION



CLOSURE

DATES TO NOTE

15 APR

Extension Request Deadline

30 APR

WSP/ATR Submission Deadline

30 MAY

WSP/ATR Submission : Extensions

31 AUG

Feedback on Evaluation Outcome

30 SEP

First Quarter Payment

31 DEC

Second Quarter Payment

31 MAR

Third Quarter Payment

30 JUN

Fourth Quarter Payment

CONTACT US



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https://mis.ewseta.org.za/sdf_registration

Thank You

For Your Attention

We look forward to your submissions

