# Report
## SASSETA

# Annual General Meeting

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Executive Manager Research,
Skills Planning and Reporting

# PRESENTATION OUTLINE

1. Introduction
2. Legislative & Policy Mandates
3. 2021/22 Performance Information Overview
4. Conclusion

# Introduction

# INTRODUCTION

## The rationale for the SETA's existence:

- The Skills Development Act, 1998 (SDA) makes provision for the establishment of Sector Education and Training Authorities for each economic sector.

## Is one of the 21 SETAs that was established and entrusted with the requisite authority to facilitate the skills development in the safety and security sector.

## The sector skills plan (SSP) – directs the skills development in the sector:

- Section 10 (1)(a) of Skills Development Act of 1998 as amended.
- National Skills Development Plan (NSDP).
- The SSP Framework as approved by Director General of the Dept. of Higher Education & Training.

## It facilitates & monitors skills development in the sector:

- Re(up)skilling the workforce in the sector.
- Support dynamic & impactful skills development in the sector.
- Core sectoral occupations - build & maintain competencies in the sector.

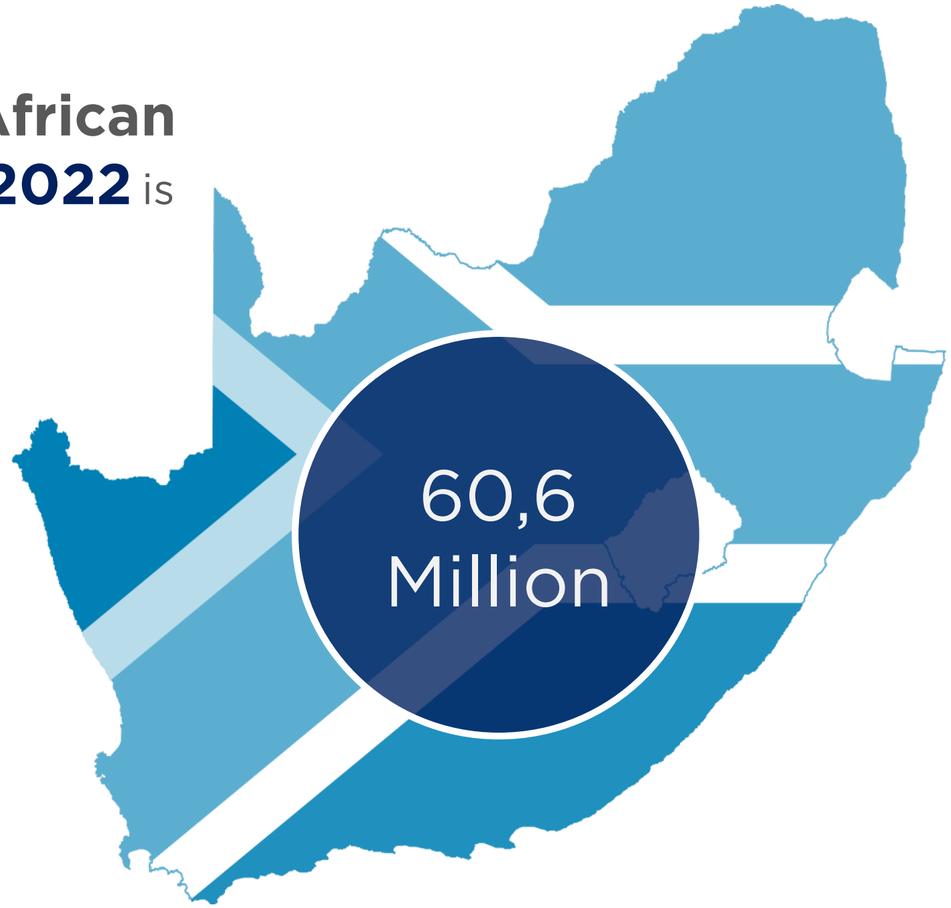
## VISION

To be the leader in skills development for the safety and security sector

## MISSION

Transforming and professionalising the safety and security sector by providing qualifications and quality skills through effective and efficient partnerships

The **South African** population in **2022** is estimated at ...




up by **640 074** ***(annual rate of growth 1,06%)***
**from 2021 estimates**

# VALUES (LEAP)

SASSETA is supported by the culture of Ubuntu and subscribes to the following values:

## Professionalism

We work as a team and value the contribution of others, while maintaining proficiency and service excellence

## Accountability, Transparency, and Integrity

We pledge to execute SASSETA's responsibilities in an open, honest, and ethical manner

## Leadership

We commit to decisive leadership in advancing skills development within the sector

## Equity

We commit to treat all diverse stakeholders in an equitable manner

# Legislative & Policy Mandates

# LEGISLATIVE AND POLICY MANDATES

## The Supreme law of the Republic, the constitution, Section 29 states as follows:

**“Everyone has the right:**

a) to a basic education, including adult basic education, and

b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

Skills Development Act, Act No.97 of 1998

Skills Levies Act, Act No. 9 of 1999

SETA Grant Regulations, 2012

Public Finance Management. Act, Act No. 1 of 1999

National Qualification Framework Act, Act No. 12 of 2019

Continuing Education and Training Act, Act No. 16 of 2006

National Skills Development Plan (NSDP) which sets skills development priorities up to 2030.

National Plan for PSET (NPPSET) which serves as an instrument central to the achievement of the vision.

The National Development Plan (NDP) 2030 which sets the vision for the PSET system.

The White Paper for PSET which provide policy priorities for the PSET system

...and directs the Department to “elaborate a concrete development plan for the period up to 2030”.

# Skills development in South Africa: the problem statement

South Africa envisages skills formation system for social and economic development and ecological wellbeing

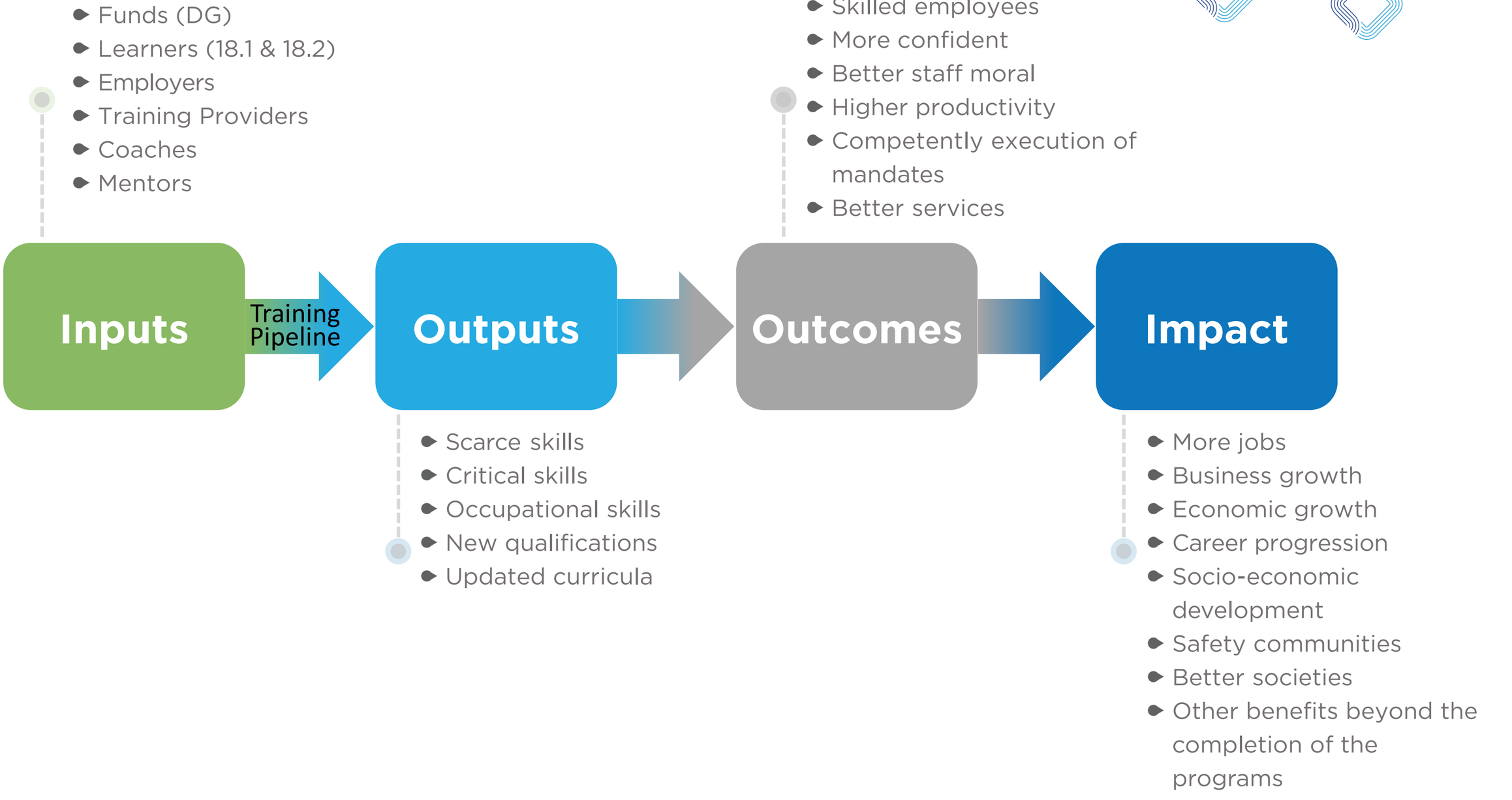
## **Supply** - side: problem statement

- Graduates lack the experience & skills required in the labour market.
- Learners are pursuing qualifications that are not in demand.
- Workforce continuously ought to be capacitated (reskilled or upskilled).
- In job-training & internships, i.e., short-term exposure.

## **Demand** - side: problem statement

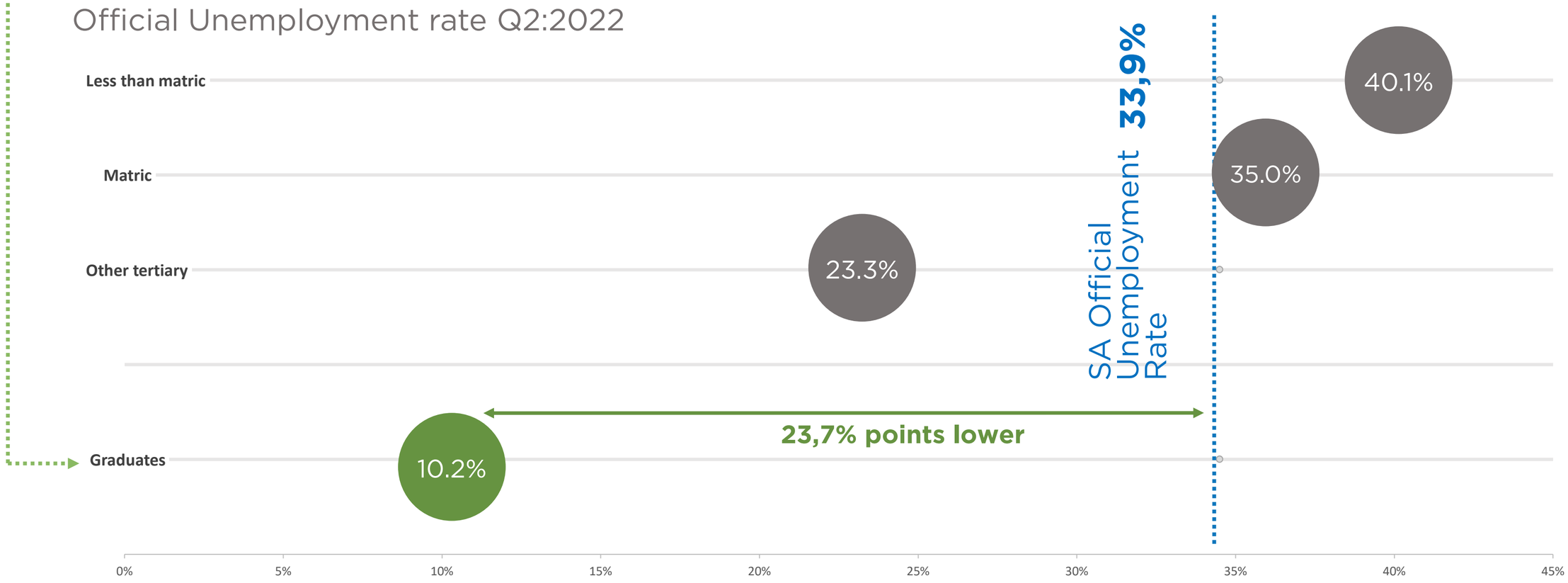
- Employers are unable to absorbed graduates due to budget or resource limitations.
- Inability to growth employment in tough economic environment.
- Employers are profit driven and keen to experience & competent workforce to remain competitive.
- Prospective workforce ‘lacks’ job requisite.

# LEGISLATIVE AND POLICY MANDATES



# Labour context

**Graduate unemployment rate (10.2%)** is 23,7 percentage points lower than the national official unemployment rate

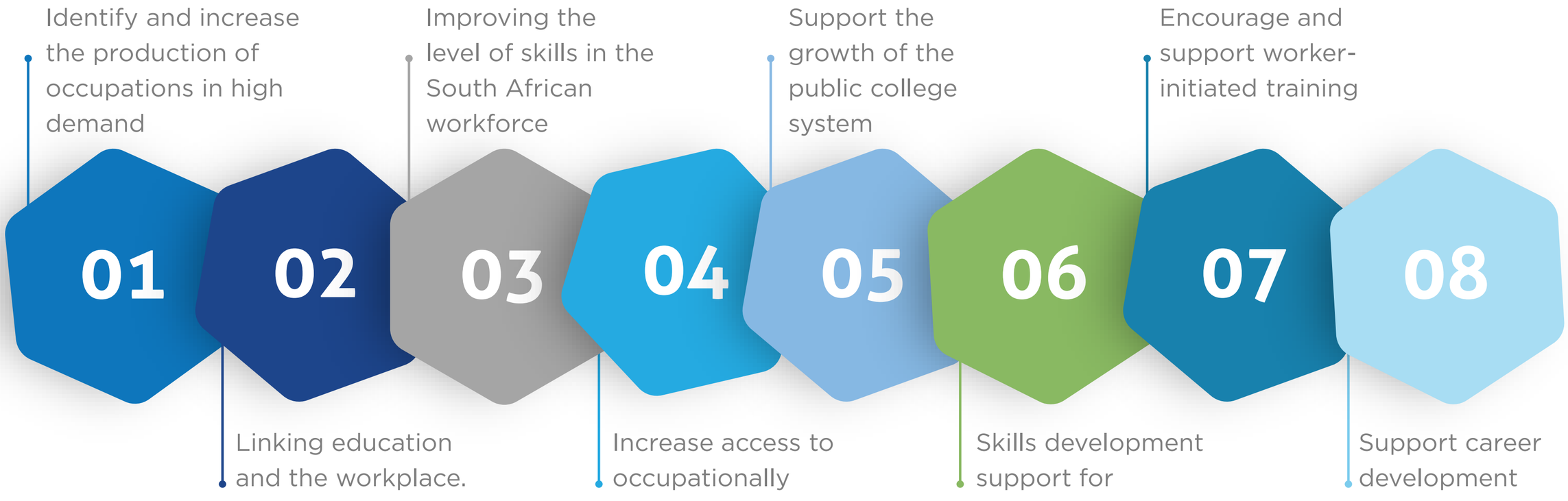


# 2021/22 Performance Information Overview

# Key priorities for the period 2021-2025

## NSDP Outcomes: 2030

... seek to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development.



# SETA's Strategic Skills Priority Actions 2020-2030

The SETA has identified six (6) strategic skills priority actions to drive its strategic direction

# SETA Programmes & Strategic outcomes 2021-2025

## Strategic outcomes

Build and strengthen collaboration with stakeholders to advance skills development within the sector

Enhanced risk intelligence to promote good governance and an ethical environment

**Programme 1**

**Programme 2**

## Strategic outcomes

Identified occupations in high demand

## Strategic outcomes

Increased production of occupations in high demand

Linking Education and the Workplace

Improved level of skills in the Safety and Security Sector

Increased access to occupationally directed programmes

The growth of the public college system supported

**Programme 3**

**Programme 4**

## Strategic outcomes

Ensured efficiency in the delivery of occupational qualifications for the safety and security sector

# Performance Information & Audit Outcomes

## 2021/22 Result: Audit Outcomes

Clean Audit

This is a significant moment in our institutional story!

# Performance Information & Audit Outcomes

## 2019/20 - 2021/22 Result: Audit Outcomes

Unqualified Audit
**2019/20**

Clean Audit
**2020/21**

Clean Audit
**2021/22**

# Programme 1

## Administration

**Achieved Targets Audited**
**2019/20**

**Achieved Targets Audited**
**2020/21**

**Achieved Targets Audited**
**2021/22**

| | | | | | |
|---|---|---|---|---|---|
| Finance | Human Resources Management | Risk Management | ICT | Marketing and Communications | Governance, Risks & Compliance |

# Programme 1: Administration

| Output Indicator | Planned Annual Target 2021/22 | **Actual Achievement 2021/22** | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of newly established partnerships with stakeholders to promote skills development within the sector by 31 March 2022 | 4 | **4** | None | Target met |
| Implemented Risk Management Framework by 31 March 2022 | 100% | **100%** | None | Target met |

# Programme 1

## Administration

### Challenges

- ☒ ICT capacity and infrastructure
- ☒ Delayed or non-contribution of skills levies by some stakeholders

### Continuous improvements

- ☑ Internal control environment
- ☑ Turnaround time for provider payments with completed mandatory documents (i.e. average two weeks)
- ☑ Risk management and compliance
- ☑ General administration of the organisation
- ☑ Communication with stakeholders

# Programme 2

## Research, Skills Planning & Reporting

**Achieved Targets Audited**
**2019/20**

**Achieved Targets Audited**
**2020/21**

**Achieved Targets Audited**
**2021/22**

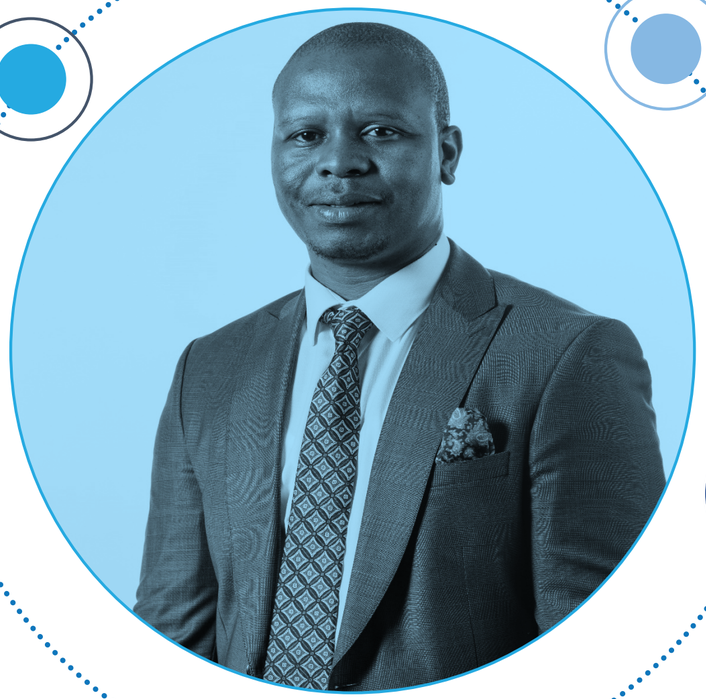
| Research | Skills Planning | Monitoring, Reporting and Evaluation |
|---|---|---|

# Programme 2: Research, Skills Planning & Reporting

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| 2022/23 Update of the SSP approved by SASSETA Board & submitted to DHET on the due date | 2022/23 Update of the SSP approved by SASSETA Board & submitted to DHET on the due date | **2022/23 Update of the SSP approved by SASSETA Board & submitted to DHET on the due date** | None | Target met |
| Number of research studies focused on the skills development matters completed by 31 March 2022 | 4 | **4** | None | Target met |
| Number of evaluation (tracer studies) and/or impact studies focused on skills development matters completed by 31 March 2022 | 3 | **3** | None | Target met |

# Programme 2

## Research, Skills Planning & Reporting



### Challenges

- ☒ Stakeholders participation in evaluation studies

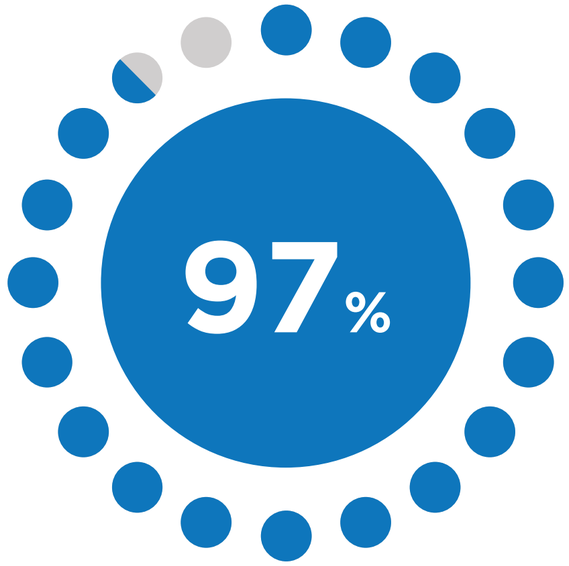
### Continuous improvements

- ☑ Improved internal research capacity
- ☑ Increase in the number of impact studies in informing the sector skills priority needs
- ☑ Intensified monitoring and evaluation processes

# Programme 3

## Learning Programmes

**Achieved Targets Audited**
**2019/20**




**Achieved Targets Audited**
**2020/21**

**Achieved Targets Audited**
**2021/22**

| | | | | |
|---|---|---|---|---|
| Learnerships | Skills Programmes | Bursaries | Artisans | Work Integrated Learning<br>Learning (Candidacy Programs, Internships, TVET & University Placements) |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of bursary agreements entered into for unemployed youth by 31 March 2022 | 200 | **201** | +1 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of unemployed youth that completed studies under a SASSETA funded bursary by 31 March 2022 | 55 | **55** | None | Target met |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of learners entering artisan related learning programmes by 31 March 2022 | 100 | **111** | +11 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of persons declared competent on trade test by 31 March 2022, in partnership with public TVET Colleges | 50 | **50** | None | Target met |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of entrepreneurs supported by 31 March 2022 | 15 | **16** | +1 | Target exceeded<br><br>Revenue was higher than initially budgeted and one entrepreneur supported |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of employed learners entered learnerships by 31 March 2022 | 600 | **604** | +4 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of employed learners completed learnerships by 31 March 2022 | 250 | **260** | +10 | Target exceeded<br><br>More learners than anticipated, given the Covid-19 pandemic successfully completed training |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of employed learners entered bursary agreements by 31 March 2022 | 80 | **82** | +2 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of SASSETA funded employed learners having bursaries who completed studies by 31 March 2022 | 35 | **35** | None | Target met |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of employed learners entered skills programmes/short courses by 31 March 2022 | 1400 | **1449** | +49 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of employed learners completed skills programmes /short courses by 31 March 2022 | 900 | **908** | +8 | Target exceeded<br><br>More learners than anticipated, given the Covid-19 pandemic successfully completed training |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of TVET students entered work integrated learning placement programmes by 31 March 2022 | 500 | **511** | +11 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of TVET students completed work integrated learning placement programmes by 31 March 2022 | 550 | **561** | +11 | Target exceeded<br><br>More learners than anticipated who successfully completed training |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of university of technology students provided with work integrated learning to complete their qualifications by 31 March 2022 | 310 | **311** | +1 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |
| Number of University of technology students complete their work integrated learning by 31 March 2022, thereby enabling them to complete their qualifications | 50 | **55** | +5 | Target exceeded<br><br>More learners than anticipated, given the Covid-19 pandemic successfully completed training |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of TVET Lecturers exposed to workplaces that are linked to qualifications the TVETs are accredited for by 31 March 2022 | 10 | **10** | None | Target met |
| Number of University of technology students complete their work integrated learning by 31 March 2022, thereby enabling them to complete their qualifications | 150 | **166** | +16 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |

# Programme 3: Learning Programmes

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of law graduates placed in the legal sector in candidacy programmes by 31 March 2022 | 50 | **63** | +13 | Target exceeded<br><br>More learners than anticipated , given the Covid-19 pandemic, successfully completed training |
| Number of graduates and interns entered workplace-based learning programmes, in partnerships with industry, by 31 March 2022 | 500 | **503** | +3 | Target exceeded<br><br>Revenue was higher than initially budgeted and excess funds was used to support more learners than initially planned |

# Programme 3

## Learning Programmes

## Challenges

☒ Delays on the implementation of learning programmes due to manual process, incorrect documents submitted

## Continuous improvements

☑ Revised discretionary grant processes to realise efficiency and compliance

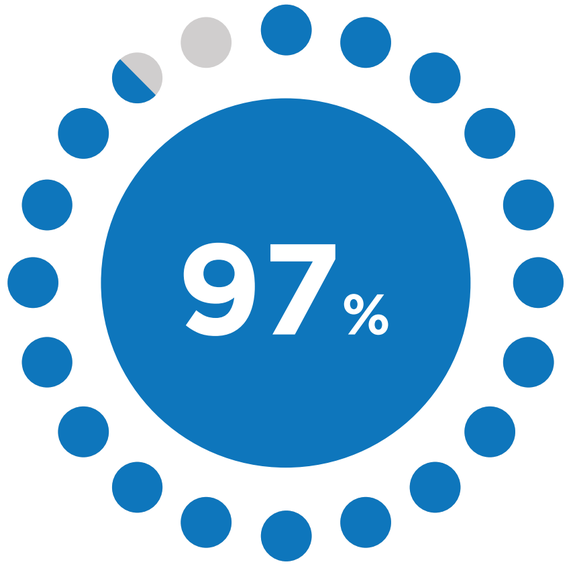
☑ Continuous engagement with Quality Assurance partners on non-primary focus learning programmes

☑ Advertising and awarding available grants earlier in the financial year

# Programme 4

## Quality Assurance (ETQA)

**Achieved Targets Audited**
**2019/20**




**Achieved Targets Audited**
**2020/21**

**Achieved Targets Audited**
**2021/22**

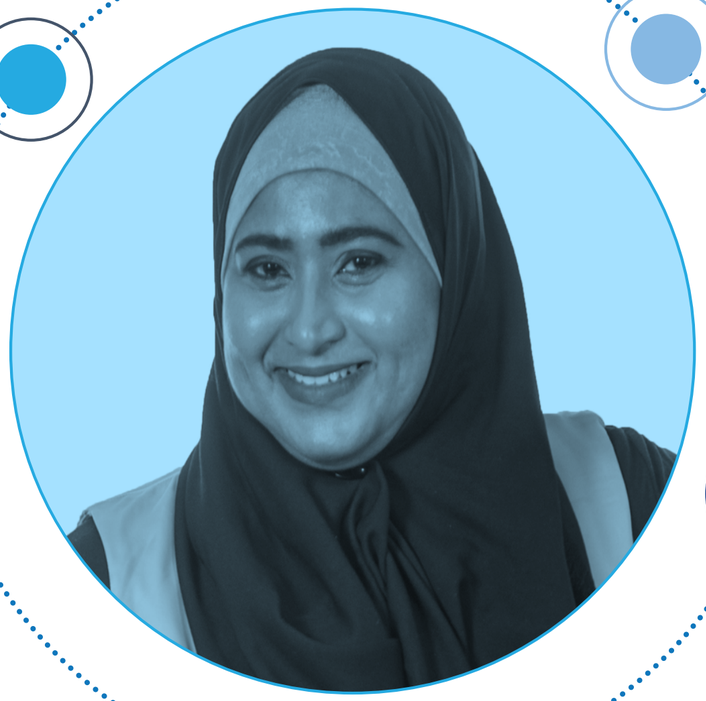
- Quality Assurance
- Certification

# Programme 4: Quality Assurance (ETQA)

| Output Indicator | Planned Annual Target 2021/22 | Actual Achievement 2021/22 | Deviation from Planned Target | Reasons for Deviations |
|---|---|---|---|---|
| Number of qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2022 | 3 | **3** | None | Target met |

# Programme 4

## Quality Assurance (ETQA)



## Challenges

- ☒ Stakeholder(s) participations & availability for the development of occupational qualifications

## Continuous improvements

- ☑ Delegated by QCTO to perform Quality Assurance functions till 31 March 2030
- ☑ Preparation for our role as Assessment Quality Partners (AGP)

# CONCLUSION

1. The world is changing at an incredible pace and people will need skills to be able to analyse, adapt, problem solve, manage and work in an increasingly connected way.

2. Understanding complexities of skills shortages can help shift the emphasis of policies, programs and investments that are needed.

3. The 4IR is changing tasks within occupations and therefore, also the skills required to perform them.

4. Skills development is a cumulative process that occurs at every stage, takes place in a variety of settings, engages a highly diverse stakeholders, involves multiple delivery mechanisms, and must constantly respond to changing occupational requirements.

5 Training in and of itself is not a panacea for all that ails of the labour market. There is no "one-size-fits-all" approach to training: training programs must be tailored to fit the specific needs of the sector or sub-sector(s).

6 The National Development Plan (NDP) 2030 Vision: articulates well our path that Our future – make it work.

7 South Africa belongs to all its people and the future of our country is our collective future. Making it work is our collective responsibility. All South Africans seek a better future for themselves and their children.

8 *"Decent work, a universal aspiration, is the best path to self-advancement of women and men. It underpins the stability of communities and families. It is an integral component of strategies for sustainable growth and development. And skills are pivotal to decent work strategies."*

**Source: G20 Training Strategy (ILO, 2010)**

Ndzi hela kwala!