



## 2025/2026 SECTOR SKILLS PLAN FOCUS GROUP SESSIONS

29 April – 03 May 2023

MS Teams

AGENDA		
No.	Item	Responsibility
1.	Opening and welcome	FASSET Executive
2.	Attendance register	Mr. Lunga Bernard
3.	Purpose of the focus group session	Mr. Sanele Dlamini
4.	2025/2026 Sector Skills Planning (SSP)	Skills Planning & Research Team
5.	Closure	Mr. Sanele Dlamini

### SECTION 1. SECTOR PROFILES

Let us first examine the sector profile.

Key questions	Probing questions (if necessary)
1. What are the main activities of your organisation?	
2. What is your perspective on the current state of the education and training in South Africa?	2.1 In terms of opportunities and threats to potential economic growth?
3. What is your perspective on the current state of SETAs and their role in the Post-School Education and Training system in SA?	
4. As an employer, how would you describe your contribution to the South African economy?	Highlight the programmes your organization has in relation to improving the economy.



## SECTION 2. KEY SKILLS CHANGE DRIVERS

Now let us discuss the demand and supply of skills in your organisation.

**Some important definitions.** As a reminder, I will define what skills supply and demand are.

**Skills supply** consists of the skills currently available in the labour market who are either employed or willing to work (with NGOs).

**Skills demand** refers to the current and future skills needed in your organisation or in the sector.



Key questions	Probing questions (if necessary)
1. What are the factors affecting the <b>skills demand</b> or skills needed in your organisation?	1.1 What are the challenges that you face when planning for <b>skills demand</b> in your organisation?
2. How do major changes such as the 4 <sup>th</sup> Industrial Revolution (4IR) and the Environmental, Social, and Governance (ESG) affect the <b>skills demand</b> in your organisation?	2.1 How do major changes such as the globalization and current economic climate in South Africa affect the <b>skills demand</b> in your organisation? 2.2 What technological advancements has your organisation made in the most recent years?
3. How do the change drivers in the labour market affect the skills planning in your organisation?	Examples of change drivers: current economic situation; migrations; transformation drive; political landscape; etc.
4. In terms of <b>skills supply</b> , what are the factors affecting the skills supply in your organisation?	4.1 What impact has skills migration played in your organisation, and do these hinder the skills supply?
5. What policies or changes in frameworks would you say have affected the <b>supply of skills</b> in your organisation and your sector as a whole?	5.1 How did these factors affect the skills supply in your sector?
6. With the District Development Model (DDM) being implemented in various municipalities now, what role is your organisation playing in support of this government's national strategy?	
7. How do major national plans and strategies such as the BEE, transformation agenda, NSDP, or ERRP affect skills demand and supply in the sector?	7.1 How does your organisation implement these policies?



8. This year's SSP coincides with the end of the 6<sup>th</sup> government administration and the ushering in of the 7<sup>th</sup> one. What reflections would you have with FASSET's last 5 year planning cycle as an employer in the FAS sector?

### SECTION 3. OCCUPATIONAL SHORTAGES AND SKILLS GAPS

Key questions	Probing questions (if necessary)
1. Which management vacancies are hard-to-fill vacancies (as they take more than 12 months to be filled) in your organisation? And in the sector?	1.1 Why are these management vacancies hard-to-fill?
2. Which skills or job titles are considered hard-to-fill vacancies in your organisation? And in the sector?	2.1 Are those skills related to hard skills or soft skills? 2.2 Why are these occupations hard-to-fill?
3. What skills are easy to get and therefore are in surplus supply in your organisation?	
4. Considering the skills gaps in your organisation, what actions have you taken you ensure continuous improvement of performance?	
5. What actions does your organisation take to address the misalignment between your skills demand and the available supply by Higher Education Institutions?	5.1. Do you think the education and training provided in institutions of higher learning are adequate to the need of your organisation?  5.2. Do you think the education and training programmes available in the marketplace are aligned to the need of your sector?
6. What more would you recommend FASSET does to identify the Sectoral Priority Occupations and the Interventions thereof as employers?	



## SECTION 4. SETA PARTNERSHIPS

Key questions	Probing questions (if necessary)
1. As an organisation, are you in partnership with FASSET? If yes, why? If no, why not?	1.1. How would you want to partner with FASSET? 1.2. Describe the type of partnership you need?
2. Would you consider your partnership with FASSET as successful?	2.1. What programmes are you part of with FASSET or would you wish to partner on?
3. SETAs get criticized for being urban-biased. What programmes would you partner with FASSET on to improve skills development in the rural areas?	

## SECTION 5. SETA STRATEGIC SKILLS PRIORITY ACTIONS

Key questions	Probing questions (if necessary)
1. If you were to advise FASSET, what should be the key strategic skills priorities for the sector?	
2. How could FASSET support organisations such as yours in mitigating change drivers such as the 4IR, the DDM, transformational imperatives, and the current economic landscape?	
3. Any other recommendations to FASSET?	