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REPORT ON THE ANALYSIS OF THE PUBLIC SERVICE SECTOR SKILLS PLAN

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1. INTRODUCTION

The need for improved service delivery has been a constant theme in almost all the state of the nation presidential addresses and several government strategic documents. Skills shortages have been cited as a contributory factor hindering service provision within the South African context (Republic of South Africa, 2012). The National Development Plan (NDP) Vision 2030 emphasizes the need for a capable, developmental, professional, and responsive public service and makes recommendations to address the uneven and poor performance of the public service through the provision of appropriate skills and recruitment of suitably qualified personnel (Republic of South Africa, 2012). Also, Chapter thirteen of the NDP states that skills, a professional ethic, and a commitment to public service should be recognised and valued at all levels of the public service and local government (Republic of South Africa, 2012).

The Medium-Term Strategic Framework (MTSF) 2019 – 2024 (DPME, 2019) sets out government's strategic focus for the next five years and focusses on seven priorities including 'Education, Skills, and Health' as Priority 3 to mention a few. Priority 3 puts forward a vision to improve access to education, skills, and health as one of the ways towards the realisation of the NDP Vision 2030. From a public service perspective, skills development among public servants is key to improving the capacity of the State to implement the efforts needed towards the realisation of the NDP Vision 2030.

Previously, the MTSF 2014 – 2019 (DPME, 2014) focussed on skills development and capacity building in the public service. The MTSF 2014 – 2019 stated that "The public service has to play a proactive role in developing the skills it needs. This requires a more long term approach to developing skills and a professional ethos of public service by turning every workplace into a training space so that learning can take place on-the-job and public servants are adequately supported in order to develop the skills they need during the course of their career. Steps will also be taken to improve the quality and relevance of training by making better use of the expertise that already exists in the public service. The National School of Government (NSG) will draw on experienced public servants in other departments to provide training in priority areas of public administration" (DPME, 2014:32).

Thus, skills development and capacity building among public servants are imperative to improve individual capability and the capacity of the State to deliver on its mandates. The Minister for the Public Service and Administration, in terms of the Public Service Act, 1994, is responsible for establishing norms and standards relating to among others, the functions of the public service; integrity, ethics, conduct, and anti-corruption; as well as transformation, reform, innovation

and any other matter to improve the effectiveness and efficiency of the public service and its service delivery to the public (DPSA, 2020).

The relevant strategies and legislation are the key enablers of policy for skills development in the public service. The Human Resources Development Strategic Framework for the public service (HRD Strategy) is based on the Skills Development Act 97, 1998 (as amended) which aims to improve the skills of workers by promoting education and training in the workplace. The HRD Strategy intends to initiate and support a more holistic approach to HRD, and to establish the foundation for a more responsive and cohesive approach to capacity development in the Public Sector (DPSA, n.d).

Furthermore, the National Skills Development Plan (NSDP), derived from the NDP and gazetted in March 2019, articulates a vision of “an educated, skilled and capable workforce for South Africa” and a mission of improving access to occupations in high demand and priority skills aligned to economic growth, employment creation, and social development, while also seeking to address systemic considerations (DHET, 2020: 24). The NSDP aims at achieving the following outcomes:

- Identifying and increasing the production of occupations in high demand;
- Improving the linkages between education and the workplace;
- Improving the level of skills in the South African workforce;
- Increasing access to occupationally directed programmes;
- Supporting the growth of the public institutional type as a key provider of the skills required for socio-economic development;
- Providing skills development support for entrepreneurship and co-operative development;
- Encouraging and supporting worker-initiated training; and
- Supporting career development services.

Understanding skills demand and steering supply in a way that responds to demand are the two core principles of the NSDP (DHET, 2020: 24). Analysis of sectoral growth and development plans and labour market information is central to understanding skills demand. With respect to understanding skills needs, a multi-tiered approach is proposed in the NSDP (DHET, 2020: 24).

- Firstly, determining skills at the organisational level and understanding skills needs in the workplace, in both the public and private sectors;
- Secondly, at the sectoral level, determining the skills of occupations in high demand and priority occupations; and
- Thirdly, determining skills at the national level, which includes provincial and local levels of occupations in high demand and priority occupations.

2. CONTEXT FOR THE ANALYSIS AND REPORT

Achievement of 'Competent public servants who are empowered to do their jobs' is imperative as per the outcomes of the 2020-2025 NSG Strategic Plan (NSG, 2020). The Chief Directorate: Research and Market Intelligence (CD: R&MI) has been entrusted with the responsibility of ensuring that, as an output of this outcome, public servants are assessed to determine their skills gaps and needs before Education, Training, and Development (ETD) interventions. An annual report of Workplace and Sector Skills Plans to inform ETD interventions is an output indicator in the NSG's Annual Performance Plan.

As an annual target, the CD: R&MI is required to conduct analyses of departmental Workplace Skills Plans (WSPs) as submitted to Public Service Sector Education and Training Authority (PSETA) by the relevant departments and entities. Since PSETA has analysed all the WSPs to develop a Public Service Sector Skills Plan, the NSG conducts a further analysis of the identified skills gaps in relation to NSG ETD interventions. The resultant report will serve as a source document to inform some NSG activities, particularly, the development of pertinent curricula and marketing of ETD interventions.

3. AIMS AND OBJECTIVES OF THE REPORT

This report aims to analyse the recent Public Service Sector Skills Plan 2021/2022 and the WSPs data, to inform the NSG's ETD interventions. The objective of this analysis is to:

- Enlist possible NSG ETD related interventions that may respond to the key skills implications arising from the five key factors driving change in the public sector.
- Enlist possible NSG ETD interventions through which each of the skills gaps outlined at major occupational levels can be addressed.
- Enlist all skills programmes identified from analysis of the WSP raw data and NSG ETD interventions that can address these skills programmes.

4. OVERVIEW OF RELEVANT DOCUMENTS

This section describes the documents that served as the subjects of the analysis, namely, the Workplace Skills Plans, the Public Service Sector Skills Plan, and the NSG ETD Interventions.

4.1 Workplace Skills Plans

The Department of Public Service and Administration (DPSA) collates, through PSETA, public service-wide skills development plans compiled in the form of WSPs and Sector Skills Plans. The departmental WSPs reflect individual and departmental training priority needs and should facilitate the development of career paths in departments (PMG, n.d.). Skills Development Facilitators, appointed at government departments, are responsible for developing and implementing the departmental WSPs that reflect the departments' strategic objectives as well as the individual worker's development needs. These WSPs are incorporated into the relevant SETA's Sector Skills Plan. The WSPs and the Sector Skills Plans, in turn, are implemented through the learnership or skills programmes and other strategies that will assist in ensuring that training and education provided is linked to transformation, departmental strategic objectives, and to individual work requirements in order to boost the capacity of departments to deliver high-quality service (PMG, n.d.).

4.2 Public Service Sector Skills Plan

A Public Service Sector Skills Plan serves as a comprehensive document that summarises and outlines the skills gaps that exist in the sector. The "PSETA is mandated to examine and forecast the nature of skills demand and supply in the Public Service sector which comprises all national departments, provincial departments, national and provincial public entities, national parliament and provincial legislatures. The focus and emphasis of PSETA is primarily on the transversal skills within the public sector and not on the entire Public Service sector skills. These are the skills that 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." (PSETA, 2019).

PSETA focuses primarily on support to develop capacity in transversal skills, such as administration, management, planning, legislation and policy development. Therefore, the majority of PSETA interventions are targeted at employees in the

Professionals, Managers and the Administrative Office Workers as occupational categories.

According to PSETA (2020), 41 national departments and 109 provincial departments are registered with PSETA. A total of 36 national and 108 provincial departments have submitted their WSPs and Annual Training Reports in 2020. PSETA's scope of coverage within the Legislative sub-sector is limited to the administrative component, with the members of parliament function falling within the scope of the Education, Training and Development Practices (ETDP) SETA. All nine Legislatures and national parliament are registered with PSETA for submission of the WSPs. Furthermore, a total of 18 public entities are registered with PSETA (PSETA, 2020). Although they have different mandates and entail the smallest sub-sector within the PSETA scope, Public entities also have common skills that are transversal to these entities.

4.3 The NSG ETD Interventions

The core mandate of the NSG is to provide training or to cause training to occur within the public service. The NSG is a national public service department that draws its mandate from the Public Service Act, 1994 (Proclamation 103 of 1994), as amended. As such, the NSG offers compulsory and non-compulsory, accredited and non-accredited courses in the streams of Administration, Leadership, Management, and Induction. The NSG's ETD interventions target Cadet and Foundational Development, Middle Management Development, Senior Management and Professional Development, as well as Executive Management and Leadership Development (NSG, 2020b).

To be more specific, as per the NSG course directory (NSG, 2018), the NSG interventions are grouped and outlined as follows:

- i. Pre-Service Learning and Development (i.e. Breaking Barriers to Entry in the Public Service (BB2E)),
- ii. Entry Level Programme (i.e. The Compulsory Induction Programme (CIP) and the Wamkelekile – Induction for SMS), and the
- iii. In-Service Learning and Development (i.e. Human Resource Management and Development Programmes, Monitoring and Evaluation Programmes, Financial Management Programmes, Project Management Programmes, Service Delivery Good Governance Programmes, Leadership Development Programmes, and Development Programmes For Legislatures).

These training programmes and courses are also aligned according to MPAT key performance areas and standards, namely, strategic management, governance and accountability, human resource management, and financial management

(NSG, 2016). This approach ensures that specific training programmes can address the skills capacity gaps relating to these key performance areas and standards.

The Directive on Compulsory Training Programmes for the Public Service following Cabinet's decision on 5 September 2018 approved compulsory training programmes to be delivered by the NSG. The objectives of this Directive are to support efforts to create a highly competent and professionalised public service, to mention a few, and applies to all persons appointed into the public service at all national departments, provincial departments, and Government components as contemplated in Schedules 1, 2 and 3 of the Public Service Act, 1994, as amended, and also to those appointed on a fixed term contract for longer than twenty-four (24) months in all occupational categories. The Directive specifies that Category 1 of the Compulsory Training Programmes shall be attended and completed by all employees in the categories as specified next to each programme as listed below:

- i. The Compulsory Induction Programme (salary levels 1 – 14);
- ii. The Executive Induction Programme (salary levels 15 – 16);
- iii. The Khaedu training and deployment to service delivery sites (salary levels 13 – 16);
- iv. The Senior Management Service (SMS) Pre-entry Programme (applicants for positions on levels 13 – 16);
- v. The Ethics in the Public Service (salary levels 1 – 16);
- vi. The Managing Performance in the Public Service (salary levels 6 – 12);
- vii. The Supply Chain Management for the Public Service (salary levels 9 – 16);
- viii. The Financial Management Delegations of Authority (salary levels 9 – 16);
and
- ix. The Re-orientation in the Public Service (salary levels 1 – 16).

Mandatory courses enable the NSG to address the knowledge, values, and skills gaps at the coalface of service delivery and to support departments that are facing challenges with fulfilling their respective mandates. Apart from the aforementioned courses, the National School of Government also offers leadership workshops in varied topics and contributions to thought leadership in the public service.

A hybrid model of training is employed by the NSG that utilises in-house trainers as well as contracted parties such as higher education institutions and former senior public servants and leadership (NSG, 2020b). Training is conducted through face-to-face or e-learning mode of delivery. The NSG's interventions involve classroom-based learning, practice-based learning, seminars, student exchanges

and dialogue with actors in the public and private sector (NSG, 2020b). Furthermore, the NSG is required to collaborate with various partners in the public and private sector to ensure that its ETD interventions are of high quality, relevant, and reaches all public servants at the right time and place. As such, the NSG advances ETD in partnership with HEIs and other Management Development Institutes in South Africa, broader Africa, and around the world harnessing technical expertise and experiences from different countries in a globalised world with a common future (NSG, 2020b).

5. METHODOLOGY

The method used for the gathering of the required information and the analyses, are described in this section.

5.1 Data Collection Methods

The required information was obtained through consultation with the PSETA. The public sector departments submit WSPs to PSETA annually in accordance with the provisions of the Skills Development Act. The NSG was unsuccessful in acquiring the original WSPs with names of the departments or institutions owing to potential breach of confidentiality. Finally, the NSG accessed the PSETA report on Sector Skills Plan: Update 2021/22 and the raw data on WSPs in a Microsoft (MS) Excel format for purposes of this analysis. However, the raw WSP data did not include the names of departments and officials.

5.2 Analyses and Reporting

Analyses entailed outlining of the existing skills gaps in the public sector while also listing relevant NSG ETD interventions that can address these skills gaps. Also, opportunities were highlighted for the development of new interventions by NSG in collaboration with relevant stakeholders. The analysis approach followed in this report is informed by the basic document analysis method used in qualitative research. The analyses entailed a systematic procedure for reviewing, finding, and outlining skills gaps from the key document (Bowen, 2009). This was followed by recommendations of relevant NSG ETD interventions that could address the identified skills gaps.

Furthermore, analysis of the WSPs data to identify skills programmes was conducted using the Filter function available in MS Excel. Filtering data in MS Excel refers to displaying only the rows/names that meet certain criteria/conditions (Walkenbach, 2013). In this case the conditions met were, firstly setting a filter to select only the name 'skills programmes' as a pivotal programme type under investigation. That is, other pivotal programme types (artisan development, bursaries, internships, learnerships, and work integrated learning) were left out.

Once this condition was met, the skills programmes data were filtered to select each of the skills programmes (e.g. Conflict Management) one at a time and to record the training levels required and the number of individuals who recorded the need for the selected skills programme.

The report culminating from this analysis is meant to indicate the public service sector skills gaps at major occupational levels as per the information provided in the Sector Skills Plan Update for 2021/22. The analysis from the WSP data shared by PSETA also indicated a list of skills programmes irrespective of occupational level, while also listing the top 10 skills programmes identified by public servants.

No issues of confidentiality and privacy had to be addressed in the analyses, reporting, and handling of the report since the WSPs data was shared by without identifying names of the departments, officials and prospective training beneficiaries.

The inability by PSETA to share the original WSPs with the NSG owing to issues of confidentiality, was a limitation to this study. The original WSPs would have provided the NSG with actual names of departments to facilitate direct interactions with relevant institutions/departments. However, the Public Service Sector Skills Plan and the independent analysis of WSPs Excel data provided an opportunity to identify the critical skills and the number of prospective training beneficiaries in the public sector.

6. FINDINGS AND DISCUSSION

6.1. Analysis from key factors driving change in the public sector

The identification of priority skills and training needs is informed by an analysis of the major drivers / inhibitors of public sector organisations' performance in South Africa, and not simply by an analysis of current labour shortages and skills gaps across organisations in the Public Service (PSETA, 2020). The key factors driving change in the public sector includes the impact of the Covid-19 pandemic, the 4th Industrial Revolution and Technology (4IR), and the Human Resource Dynamics within the public service. Relevant NSG interventions were indicated alongside the identified sector training needs/skills gaps, as illustrated in **Table 1**, **Table 2**, and **Table 3**.

Table 1 indicates the five key factors driving change (change drivers) in the public sector and the key skills implications for each factor as identified by the PSETA SSP Update 2021/22. According to **Table 1** findings, the advent of 4IR and more recently the impact of the COVID-19 pandemic has necessitated the need to accelerate the use of alternative methods of provision of learning. These include

renewed focus on e-learning, distance learning and blended learning approaches. For example, the period of the COVID-19 pandemic has warranted the need to adapt some of NSG's face-to-face courses to online courses to increase uptake of NSG interventions. NSG's training plans and priorities had to be directed to addressing the impact of Covid-19 in the workplace for the immediate future. Also, the impact of the COVID-19 pandemic has required public service officials to work from home, thus, requiring the use of online platforms for meetings, webinars, etc. Hence, the digital transformation of departmental processes and operations is required to enable remote working, e-learning, distance learning, and blended learning approaches.

Table 1: Change drivers for skills development

Change driver (source)	Implications for skills development	Relevant NSG Interventions
<p>COVID-19 Pandemic</p>	<ul style="list-style-type: none"> • The emergence of the Corona virus in South Africa is a key factor which continues to impact the work of the Public Service sector and the extent to which it will affect the manner of service delivery in future. 	<ul style="list-style-type: none"> • E-learning mechanisms could be adopted to enhance the use of online platforms in the NSG and the rest of public sector. For example, due to control measures of the COVID-19 pandemic public service officials had to work from home requiring the use of online platforms for meetings, webinars, etc.
	<ul style="list-style-type: none"> • This is a change driver that will require the world of work to move towards more technology-based platforms. This brings about a requirement to ensure that employees are equipped with skills and knowledge on the use of such tools and platforms. (PSETA 2020/21: 32). • There is a need for advocacy, awareness, and related interventions for Public Service employees to effectively handle and contribute to the containment of the pandemic while effectively doing their work. • Training plans and priorities will need to be directed to addressing the impact of Covid-19 in the workplace for the immediate future. • Quality assurance systems for the delivery of education and learning through online platforms will require relevant infrastructure for accreditation and assessment. 	<ul style="list-style-type: none"> • The use of online platforms could be enhanced through development of user guides/workshops/short courses that will equip employees with skills for convening and hosting virtual meetings/webinars and overall skills needed for remote working. • Also, the period of the COVID-19 pandemic has warranted the need to adapt some of NSG’s face-to-face courses to online courses to increase uptake of NSG interventions.

Change driver (source)	Implications for skills development	Relevant NSG Interventions
4IR	The Fourth Industrial Revolution and Technology: 4IR has enhanced digitization, big data, artificial intelligence, online platforms and the internet of things which some of the major drivers of skills change in the Public Service. 4IR provides the opportunity for greater government efficiency and effectiveness in providing services to its citizens.	<ul style="list-style-type: none"> • Digital transformation of departmental processes and operations is required to enable remote working
Human Resources dynamics in the Public Service	"The sector needs to be supported to be able to identify the nature of their staff competency gaps and what kinds of training are most appropriate for developing capacity in these areas. This once again highlights the importance of the focus on building HRD skills, and implementing focused training for HR personnel." (pg. 34)	<ul style="list-style-type: none"> • The learning outcome of the 'Developing HRD Implementation Plans for the Public Service' course includes teaching participants how to (1) Conduct an analysis to identify and define the skills requirements of the organisation; (2) Analyse current skills and develop skills profile of the organisation; (3) Define training and development needs and establish priorities; and (4) Develop a training and development plan.
Geographical positioning	Geographical positioning continues to impact the work of departments in the delivery of services within rural areas. Some provincial departments located in rural areas face a challenge with a shortage of employees and struggle to attract high-calibre employees as talented graduates and experienced employees chose to migrate to metropolitan areas. This contributes to the existing situation of a skills bias within urban areas.	<ul style="list-style-type: none"> • The availability of skills in rural areas continues to be a challenge. • Innovative recruitment and retention strategies are required to staff departments with offices in rural areas. • These strategies could be integrated into the already existing Human Resource Management and Development Programmes of the NSG.

6.2. Analysis from skills gaps at major occupational levels

According to the PSETA SSP Update 2021/22, major skills gaps in the public service sector were previously identified particularly in middle and senior management in the Public Service (i.e. the MMS and SMS bands), specifically in managers' ability to develop operational plans, systems and monitoring tools to effect strategic priorities set at the senior administrative and executive level. Other skills gaps were identified in public financial management in general but more specifically on improvement of skills related to strategic procurement and contract management. More skills gaps were identified in Human Resource Management (resource planning, recruitment and so forth) and Human Resource Development (in supporting strategic skills development and retention of experienced and skilled staff). As such, improved skills are needed in HR and in management in general to support work integrated learning, internships and mentoring more generally (PSETA, 2020).

The analysis in **Table 2** below follows from the major skills gaps identified at major occupational levels as outlined in the PSETA SSP Update 2021/22. A range of NSG ETD interventions are recommended to address the identified skills gaps. For example, skills gaps identified among Managers at Local or Provincial Government Legislatures include policy development, remote working and digital skills, and Occupation Health and Safety (OHS). The Legislatures Capacity Building Programme of the NSG is recommended to address the policy development skills gap among these managers.

In light of the normalisation of remote working brought about by the COVID-19 pandemic, these managers also need to be equipped with remote working and digital skills. This need is observed across most of the major occupational levels outlined in **Table 2**. Hence, the need for user guides and/or workshops for convening and hosting virtual meetings and webinars. This is an opportunity for the NSG to develop a short course or workshop on 'Remote Working in the Public Service'. Furthermore, the need for OHS skills among Managers at Local or Provincial Government Legislatures and across some of the major occupational levels outlined in **Table 2** brings with it an opportunity for the development of an 'Occupation Health and Safety' course by the NSG in collaboration with relevant stakeholders.

Among professionals, Advanced Leadership skills and People and Performance Management skills are required in addition to remote working, digital skills, and OHS. Leadership Development Programmes and Human Resource Management and Development Programmes of the NSG are recommended to address the skills gaps in this regard.

For Technicians and Associate Professionals, skills gaps identified among Supply Chain Practitioners included Supply Chain Management in the Public Service,

Contracts Management, and PFMA in addition to digital skills. Similarly, these skills gaps can be addressed through the NSG's relevant suite of courses. Among Office Administrators, identified skills gaps were mainly Service Delivery or Customer Orientation, Business Writing, Records Management, in addition to remote working, digital skills, and OHS. The NSG's Excellent Customer Service for Frontline Staff courses is recommended to address the skills gap in Service Delivery or Customer Orientation in this occupational group. This skills gap was also identified among the Clerical Support Workers. This course offers an interactive opportunity for participants to develop the required competencies to deliver quality customer service in line with government's Batho Pele focus (NSG, 2018). However, skills gaps for Business Writing and Records Management also identified among Clerical Support Workers, provides an opportunity for development of new courses by NSG in collaboration with relevant stakeholders.

The need for data analytics skills identified among Clerical Support Workers (particularly General Clerks) and Finance Managers could also be addressed by the NSG in collaboration with relevant stakeholders. NSG's collaboration and partnerships with relevant stakeholders are currently realised with various local and international partners in the public and private sector to ensure that its ETD interventions are of high quality and relevant.

Table 2. Skills Gaps at Major Occupational levels

OFO Major group (Occupation)	Skills gaps	Relevant NSG Training Interventions
Manager (Local or Provincial Government Legislator)	Policy development	Legislatures Capacity Building Programme (LCBP)
	Remote working Digital skills	User Guides and/or workshops for convening and hosting virtual meetings and webinars; Opportunity for development of a short course or workshop on 'Remote Working in the Public Service'
	Occupation Health and Safety (OHS)	This can be an opportunity for development of an 'Occupation Health and Safety' course by NSG in collaboration with relevant stakeholders
Manager (General Manager Public Service; Senior Government Official; Senior Government Manager)	Governance and Public Leadership; and Advanced Leadership	Service Delivery Good Governance Programmes; Leadership Development Programmes;
	Mentoring	Workplace training in the form of mentoring
	Strategic Management	Block 1 of the Advanced Management Development Programme deals with Strategic Management; Introduction to Strategic Management
	Monitoring and Evaluation	Monitoring and Evaluation Programmes
	Change Management	Organisational Design Course encompasses Unit 3 which addresses Business Process and Change Management; Also the Diversity Management course includes Module 3 which addressed the Change Management Context
	Digital skills	This could be an opportunity for development of a 'Digital Skills in the Public Service' course by NSG in collaboration with relevant stakeholders
Manager (Finance Manager)	Leadership; Ethical conduct; Operational Management; Data Analytics; Digital Skills	Leadership Development Programmes; Ethics in the Public Service

OFO Major group (Occupation)	Skills gaps	Relevant NSG Training Interventions
		This be an opportunity for development of new courses by NSG in collaboration with relevant stakeholders
Manager (Personnel/Human Resource Manager)	Management Development; Talent Management; Ethical Conduct; Contract Management; Organisational Development (OD) skills; Remote working and digital skills; Records Management; OHS.	Management Development Programmes; Human Resource Management and Development Programmes; Ethics in the Public Service; Contract Management User Guides for convening and hosting virtual meetings and webinars This is an opportunity for development of a new course, 'OHS in the Public Service', by NSG in collaboration with relevant stakeholders
Manager (Policy and Planning Manager)	Financial Management; Monitoring and Evaluation; Remote working and digital skills; OHS	Financial Management Programmes; Monitoring and Evaluation Programmes; User Guides and or workshops for convening and hosting virtual meetings and webinars This is an opportunity for development of a new course, 'OHS in the Public Service', by NSG in collaboration with relevant stakeholders
Manager (Programme or Project Manager)	Project Management in the Public Service; Remote working and digital skills;	Project Management Programmes; User Guides and/or workshops for convening and hosting virtual meetings and webinars;

OFO Major group (Occupation)	Skills gaps	Relevant NSG Training Interventions
	OHS.	This is an opportunity for development of a new course, 'OHS in the Public Service', by NSG in collaboration with relevant stakeholders
Manager (Office Manager)	Leadership Management; Financial Management; Remote working and digital skills; OHS	Leadership Development Programmes; Financial Management Programmes; User Guides for convening and hosting virtual meetings and webinars This is an opportunity for development of a new course, 'OHS in the Public Service', by NSG in collaboration with relevant stakeholders
Professionals (Management Accountant)	Advanced Leadership; Digital Skills	Leadership Development Programmes This is an opportunity for the development of a new course by the NSG in collaboration with relevant stakeholders
Professionals (Financial Accountant)	People and Performance Management; Remote working and digital skills; OHS.	Human Resource Management and Development Programmes; User Guides for convening and hosting virtual meetings and webinars
Technicians and Associate Professionals (Supply Chain Practitioner)	Supply Chain Management in the Public Service; Contracts Management; PFMA; Digital skills	Supply Chain Management in the Public Service; Financial Management Programmes; Contract Management This is an opportunity for the development of a new course by the NSG in collaboration with relevant stakeholders
Technicians and Associate Professionals (Office Administrator)	Service Delivery/Customer Orientation; Remote working and digital skills;	Excellent Customer Service for Frontline Staff; User Guides for convening and hosting virtual meetings and webinars

OFO Major group (Occupation)	Skills gaps	Relevant NSG Training Interventions
	OHS; Business Writing; Records Management;	This is an opportunity for development of new courses by NSG in collaboration with relevant stakeholders
Clerical Support Workers (General Clerk)	Service Delivery/Customer Orientation; Remote working and digital skills; OHS; Business Writing; Digital Skills; Data Analytics; Records Management.	Excellent Customer Service for Frontline Staff; User Guides for convening and hosting virtual meetings and webinars This is an opportunity for development of new courses by NSG in collaboration with relevant stakeholders

Adapted from: PSETA 2021/22. Table 10: Skills Gaps at Major Occupational levels (pg. 41)

6.3. Analysis of Skills Programmes

The analysis in **Table 3** below follows from the skills gaps identified from the WSP data provided in the form of an MS Excel spreadsheet. Identified pivotal programme types were artisan development, bursaries, internships, learnerships, skills programmes, and work integrated learning. Skills programmes are of more relevance to this report as most of these programmes can be addressed through the NSG's ETD interventions.

Table 3 below shows the analysis of skills programme from the WSP data. Also, the required level of training and number of people who identified these skills programmes are shown to provide more information on these programmes. This information can benefit the Marketing Unit of the NSG as it can give direction regarding the prioritisation of marketing efforts.

Skills programmes identified in **Table 3** span across a range of subject areas such as administration, management, planning, legislation and policy development. According to PSETA (2019) these areas will make the delivery of the business of government more effective and efficient. To address the skills capacity gaps in these skills programmes, the NSG has a range of course offerings in the streams of Administration, Leadership, Management, and Induction. Hence, relevant NSG ETD interventions are outlined alongside the skills programmes identified in **Table 3**.

The need for the Management Development skills programme across entry, intermediate, and advanced training levels has been identified by 266 public servants from the WSP data. The relevant NSG training intervention in this regard are a range of course in the Management Development Programme. This is followed by the Advanced Leadership skills programme at entry, intermediate, and advanced levels of training identified by 159 public servants. The NSG's Leadership Development Programmes are relevant training interventions to address this skills gap. The WSP data also showed that the need for Middle Management Development skills programme has been indicated for 136 public servants. The relevant training intervention to address this skills gap is the NSG's Advanced Management Development Programme targeted at Middle Managers on salary levels 9-12.

Table 3 (below), also indicates that the top ten (10) skills programmes identified by public servants are those classified as other (varied) (2510), Management Development (266), Advanced Leadership (159), Financial Management (158), Leadership (147), Monitoring and Evaluation (142), Middle Management Development (136), Human Resource Management (97), Advanced Project Management (90), and Conflict Management (89). As indicated in **Table 3** a range of NSG's interventions are available to address skills gaps across these programmes.

Table 3. Skills programme required

Skills Programmes	Training Level	Number of People	Relevant NSG Training Interventions
Advanced Financial Management	Advanced	8	Financial Management Programme
Advanced Leadership	Entry, Intermediate, Advanced	159	Leadership Development Programmes
Advanced Project Management	Entry, Intermediate, Advanced	90	Project Management Programme
Conflict Management	Entry, Intermediate, Advanced	89	Diversity Management course includes Module 4 that enables participants to identify effective conflict handling processes and consequences of ineffective diversity and conflict management.
Contract Management	Entry, Intermediate, Advanced	35	The Financial Management Programme includes 'Contract Management' as one of its courses
Financial Management	Entry, Intermediate, Advanced	158	Financial Management Programme
Gender Mainstreaming	Intermediate	2	Mainstreaming Gender in the Public Service
Governance and Public Leadership	Entry, Intermediate, Advanced	55	Leadership Development Programmes, and Development Programmes for Legislatures
Human Resource Management	Entry, Intermediate, Advanced	97	Human Resource Management and Development Programme
ICT	Entry, Intermediate, Advanced	17	This is an opportunity for delivery of courses by NSG in partnership with relevant stakeholders
Internal Audit	Entry, Intermediate, Advanced	10	This is an opportunity for the delivery of courses by NSG in partnership with relevant stakeholders
Investigative and Forensic Accounting	Entry, Intermediate, Advanced	9	This is an opportunity for the delivery of courses by NSG in partnership with relevant stakeholders
Leadership	Entry, Intermediate, Advanced	147	Leadership Development Programmes
Management Development	Entry, Intermediate, Advanced	266	Management Development Programme

Skills Programmes	Training Level	Number of People	Relevant NSG Training Interventions
Middle Management Development	Entry, Intermediate, Advanced	136	Advanced Management Development Programme
Monitoring and Evaluation	Entry, Intermediate, Advanced	142	Monitoring and Evaluation Programme
Operations Management	Entry, Intermediate, Advanced	68	
People and Performance Management	Entry, Intermediate	25	Human Resource Management and Development Programmes; The Managing Performance in the Public Service
Postgraduate Studies in Economics	Advanced	1	This is an opportunity for delivery of courses by NSG in partnership with relevant stakeholders
Project Management	Intermediate, Advanced	18	Project Management Programmes includes: <ul style="list-style-type: none"> - Basic Project Management for the Public Service; and - Advanced Project Management for the Public Service
Public Development Management	Entry, Intermediate	4	This is an opportunity for the delivery of courses by NSG in partnership with relevant stakeholders
Public Management	Entry, Intermediate, Advanced	4	This is an opportunity for the delivery of courses by NSG in partnership with relevant stakeholders
Public Administration	Entry, Intermediate	11	Parts of the CIP and the Breaking Barriers to Entry in the Public Service addresses the public administration process. For example, the BB2E equip unemployed graduates with knowledge of public administration and public service and how they are organised and function
Public Administration and/or Management	Entry, Intermediate, Advanced	7	CIP; BB2E
Public Policy	Entry, Intermediate, Advanced	40	This is an opportunity for the delivery of courses by NSG in partnership with relevant stakeholders
Stakeholder Management	Entry, Intermediate	3	This is an opportunity for the delivery of courses by NSG in partnership with relevant stakeholders

Skills Programmes	Training Level	Number of People	Relevant NSG Training Interventions
Supply Chain Management	Intermediate	13	The Financial Management Programme includes 'Supply Chain Management in the Public Service' as one of its courses. This course can be customised towards general SCM if required.
Supply Chain Management in the Public Service	Entry, Intermediate, Advanced	50	Supply Chain Management in the Public Service
Other (writing; records keeping, records management; computer skills; minute taking; knowledge management; etc)	Entry, Intermediate, Advanced	2510	Writing for government; Opportunities for the development of new courses in collaboration with relevant stakeholders; delivery of some courses in partnership with relevant stakeholders is also possible.

7. RECOMMENDATIONS

This report proposes the NSG units to:

- 7.1 Interpret the required skills interventions as captured on Tables 1-3 for further interaction with departments in the public sector.
- 7.2 Collaboratively develop new relevant courses as informed by new developments like the need for online training, relevance to 4IR and COVID-19 mitigation.
- 7.3 Direct marketing efforts through the unit that is tasked with overall responsibility to market the NSG programmes and interventions.

8. CONCLUSION

This report outlined the skills gaps identified in the PSETA Skills Plan and lists the relevant NSG ETD interventions that could be used to address these skills gaps. Also, opportunities are highlighted for the development of new interventions by NSG in collaboration with relevant stakeholders. This is possible as the NSG is required to collaborate with various partners in the public and private sector to ensure that its ETD interventions are of high quality and relevance. The advancement of ETD is realised through partnerships with HEIs and other relevant institutions locally and internationally. Thus, the report serves as a source document that informs the NSG about possible ETD gaps and needed interventions.

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