



Culture, Arts, Tourism, Hospitality and Sport Sector
Education and Training Authority (CATHSSETA)

STRATEGIC PLAN

for 2021/22 - 2024/25



higher education
& training

Department:
higher Education and Training
REPUBLIC OF SOUTH AFRICA



ACCOUNTING AUTHORITY STATEMENT

I have the pleasure of presenting the Strategic Plan (SP) of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA), for the 2020/21–2024/25, period which is aligned to the Government’s 2020/21–2024/25 Medium-Term Strategic Framework (MTSF) period. This SP serves as an update of the version that was produced in the 2020/21 financial year and captures various interventions that CATHSSETA will implement over the MTSF period, thus contributing towards the achievement of national priorities, as encapsulated in various macro policies of Government, amongst which, the National Development Plan (NDP), 2030, the National Skills Development Plan (NSDP), 2030, and Post School Education and Training (PSET), 2016.

CATHSSETA’s Strategic Plan demonstrates how it will contribute towards the achievement of these outcomes over the medium to long-term period and also takes into account priorities identified in the Sector Skills Plan (SSP) for the 2020/21–2024/25 period. This process has been all-inclusive, as stakeholders, both internal and external, were broadly consulted and their inputs have been incorporated.

As we enter the second year of the current MTSF period, the CATHSSETA Accounting Authority commits to ensuring that the SP is effectively implemented. The Sector Education and Training Authority (SETA) revised the impact statements that were identified during the 2020/21 financial year and integrated them into one statement, which is: *A transformed, growing sector, providing skills responsive to the needs of the South African Economy*. This impact statement is supported by seven (7) outcomes, within which outputs and performance targets will be identified and implemented on an annual basis. Furthermore, the COVID-19 Pandemic presented challenges to the sector in which CATHSSETA operates, and this will negatively impact the sustainability of some constituent members. Reduction in the number of levy payers resulted in a reduction of revenue for CATHSSETA. Whilst the COVID-19 Pandemic may be viewed as a challenge to the SETA, it will create an opportunity for the SETA to think innovatively on how it can deliver its services in future, such as moving away from the manual or traditional route to digitisation.

Notwithstanding the challenges ahead, the Accounting Authority of CATHSSETA will do its best to position this SETA as the leader in facilitating skills development.




Mr David Themba Ndhlovu
Accounting Authority Chairperson

CHIEF EXECUTIVE OFFICER STATEMENT

CATHSSETA has developed this Strategic Plan, which is aligned to the 2020/21–2024/25 MTSF. This process was guided by the Framework for the development of Strategic Plans and Annual Performance Plans that was issued in 2019 by the Department of Planning, Monitoring and Evaluation (DPME). The Framework introduced a shift in the planning process, whereby Government institutions are now expected to focus on impact and outcomes instead of outputs and activities.

Implementation of this Strategic Plan will be carried out through the Annual Performance Plans that are prepared annually and which form the basis for annual reporting. The SETA is aware of its current challenges and also of those affecting the sector, hence the setting of performance targets will take into account the availability of resources. Notwithstanding the challenges faced, the SETA will endeavour to ensure that all legislative mandates are addressed. It is important to note that this Strategic Plan will be implemented at a time when the country's economy is not growing at the desired rate. Additionally, the COVID-19 Pandemic will, no doubt, have an impact on the sector, which in turn, will have a direct impact on the SETA's financial resources.

In conclusion, I wish to assure the Accounting Authority of my unconditional support and commitment as the Head of Administration, in order to ensure that commitments made in the Strategic Plan are fulfilled.



Mr Marks Thibela
Chief Executive Officer

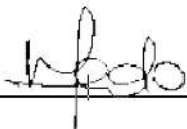
OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- Was developed by the Management of CATHSSETA, under the guidance of the CATHSSETA Accounting Authority.
- Takes into account all relevant policies, legislation and other mandates for which CATHSSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs, which CATHSSETA will endeavour to achieve, over the period from 2020/21 to 2024/25.


Ms Matlhodi Ngwenya

Executive Manager:
Corporate Services

Signature: 

Ms Nadine Thomas

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Signature: 

Dr Tebogo Umanah

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Signature: 

Mr Marks Thibela

Chief Executive Officer

Signature: 

Approved by:

Mr David Themba Ndhlovu

Accounting Authority Chairperson

Signature: 

ABBREVIATIONS AND ACRONYMS

AET	Adult Education and Training	MTEF	Medium-Term Expenditure Framework
Accord	National Skills Accord	MTSF	Medium-Term Strategic Framework
BCEA	Basic Conditions of Employment Act	NDP	National Development Plan
BUSA	Business Unit South Africa	NGP	New Growth Path
APP	Annual Performance Plan	NGO	Non-Governmental Organisation
ATR	Annual Training Report	NPO	Non-Profit Organisation
B-BBEE	Broad-Based Black Economic Empowerment Act	NHRDSSA	National Human Resources Development Strategy of South Africa
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority	NPPEST	National Plan for Post School Education and Training
CBO	Community Based Organisation	NQF	National Qualifications Framework
CET	Community Education and Training	NSA	National Skills Authority
Constitution	Constitution of the Republic of South Africa	NSDP	National Skills Development Plan
COVID-19	Corona virus that was declared as a pandemic by the World Health Organization	NSDS	National Skills Development Strategy
DHET	Department of Higher Education and Training	NSF	National Skills Fund
EEA	Employment Equity Act	PESTEL	Political, Economic, Social, Technological, Environmental, Legal
DPME	Department of Planning, Monitoring and Evaluation	PFMA	Public Finance Management Act
ICT	Information and Communications Technology	PIVOTAL	Professional, Vocational, Technical and Academic Learning
LC	Labour Court	POPIA	Protection of Personal Information Act
LAC	Labour Appeal Court	President	President of the Republic of South Africa
Minister	Minister of Higher Education, Science and Innovation	QCTO	Quality Council for Trades and Occupations
MOU	Memorandum of Understanding	RPL	Recognition of Prior Learning

SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SMME	Small Medium and Micro Enterprises
SONA	State of the National Address
SP	Strategic Plan
SRF	Sport, Recreation and Fitness
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities, Threats
TVET	Technical, Vocational Education and Training
UoT	University of Technology
WIL	Work Integrated Learning
WPPSET	White Paper on Post School Education and Training
YES	Youth Employment Service
4IR	Fourth Industrial Revolution

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PART A: OUR MANDATE

CATHSSETA is a statutory body established through the Skills Development Act, 1998 (Act 97 of 1998) as amended (SDA). It is a Schedule 3(A) listed public entity in terms of the Public Finance Management Act, (Act No. 1 of 1999), as amended (PFMA) and it is accountable to the National Department of Higher Education and Training (DHET). CATHSSETA conducts its activities within the following six (6) sub-sectors:

- 1) Arts, Culture and Heritage;
- 2) Conservation;
- 3) Gaming and Lotteries;
- 4) Hospitality;
- 5) Sport, Recreation and Fitness; and
- 6) Travel and Tourism.

Within these sub-sectors, CATHSSETA's responsibility is to:

- a) Develop an SSP within the framework of the NSDP;
- b) Implement the SSP;
- c) Support and administer learning programmes;
- d) Conduct quality assurance on learning in line with Quality Council for Trades and Occupations (QCTO) requirements;
- e) Disburse levies collected from employers in our sub-sectors in terms of the Skills Development Levies Act, 1999 (Act 9 of 1999) (SDLA);
- f) Support the implementation of the National Qualifications Framework (NQF);
- g) Quality assure learning interventions; and
- h) Report to the Minister of Higher Education and Training and the South African Qualifications Authority (SAQA).

1. Constitutional Mandate

Section 29 of the Constitution of the Republic of South Africa, Act 108 of 1996 as amended provides all South Africans with the right to education. It states everyone has the right to:

- Basic education, including adult basic education; and
- Further education, which the State, through reasonable measures, must make progressively available and accessible

In giving effect to this right, CATHSSETA has to develop credible SSP and Strategic Plans that guide the implementation of various skills development programmes within its diverse sector.

2. Legislative and Policy Mandate

2.1. Skills Development Act No. 97 of 1998 (as amended) (SDA)

This is the founding Act which gives effect to the establishment and functioning of the SETAs. The Act outlines the legislative mandate of the SETAs and provides for the development of the SSP, which is geared towards up skilling the labour workforce to promote economic growth. The Act further compels the SETA to conclude a Service Level Agreement (SLA) that provides the basis on which the Shareholder will monitor the performance of SETA. Roles and responsibilities of SETA, as well as its funding mechanisms, are clearly outlined in this Act. Various arrangements are contained in this Act to support the effective implementation of skills development.

2.2. Skills Development Levies Act, 1998 (Act No. 9 of 1999) as amended (SDLA)

The Act makes provision for the collection of skills development levies and distribution. The SDLA prescribes how the skills levies are collected through the South African Revenue Service (SARS), and apportioned into the account of the National Skills Funds (NSF), then directed to the SETAs. It further stipulates the portion that is transferred to the Quality Council for Trades and Occupations (QCTO); the manner in which the SETAs use the funds as provided for in the SDA; and the accompanying SETA Grant Regulations that were promulgated in 2012.

2.3. The SETA Grant Regulations, 2012

Grant Regulations are drawn from the SDA. They regulate the use of monies received by SETAs and the processes for disbursement of such monies. In the disbursement of these monies, SETAs must set out the output and targets in the APP, and demonstrate how they will achieve the objectives of the SSP and NSDP.

2.4. National Qualifications Framework Act, 2008 (Act No. 67 of 2008)(NQFA)

The NQFA provides for the establishment of the National Qualifications Framework (NQF). Its objectives are: (i) to create a single integrated national framework for learner achievement, facilitate access, mobility and progression within educational, training and career paths; (ii) to enhance the quality of education and training; and (iii) to accelerate the redress of past unfair discrimination in education, training and employment opportunities. In contributing to said objectives, CATHSSETA supports its sector through the allocation of 80% of its Discretionary Grants, in order to implement various learning programmes that are aligned with the NQF.

2.5. Public Finance Management Act, 1999 (Act No. 1 of 1999) as amended (PFMA)

The PFMA provides for the classification of public entities into various schedules. The 21 SETAs are classified as Schedule 3A National Public Entities. The Act also designates the Board of a SETA as an AA. The Minister in turn is designated as the Executive Authority. The object of the PFMA is to ensure effective, efficient and economical management of all public resources allocated to a public institution.

2.6. Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003) as amended (B-BBEE)

The Act introduced amendments to Code Series 300, Statement 300, namely, the “General Principles for Measuring Skills Development”. These principles prescribe compliance targets and weighting points to be claimed by measured entities. The measured entities should demonstrate the expenditure incurred in training black people on various listed learning interventions. The Code determines that the Workplace Skills Plan, an Annual Training Report and Pivotal Report which are SETA approved will constitute the criteria for Measured Entities to receive points towards their BEE scorecards.

2.7. Preferential Procurement Policy Framework Act, 2002(Act No.5 of 2002) as amended (PPPFA)

The purpose of this Act is to give effect to Section 217 of the Constitution, which requires that contracting for goods or services by state institutions must be done in accordance with a system that is fair, equitable, transparent, competitive and cost-effective. The Act further outlines the processes for procuring goods or services, below and above R500 000, as well as determining the preference points system in the awarding of bids. CATHSSETA has a Policy on Supply Chain Management which guides the procurement of goods and services of any value.

2.8. Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997) as amended (BCEA): Sectoral Determination No 5: Learnerships

The Act provides for Sectoral Determination No. 5 which establishes binding conditions of employment and rates of allowances for learners. As such, CATHSSETA should comply with the Sectoral Determination for any learning programme agreements that it enters into.

2.9. Employment Equity Act, 1998 (Act No. 55 of 1998) as amended (EEA)

The purpose of this Act is to achieve equity in the workplace by: (i) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and (ii) implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workplace. CATHSSETA will ensure that the allocation of funds in various learning programmes promotes equity and fairness. The SETA will, in accordance with Section 30 of the Act, implement an Employment Equity Plan to promote equality in the workplace.

2.10. Labour Relations Act, 1995(Act No. 66 of 1995) as amended (LRA)

The Act gives effect to section 23 of the Constitution, which states that everyone has the right to fair labour relations. The purpose of this Act is to advance economic development, social justice, labour peace and the democratisation of the workplace. Both employer and employee rights, during the course of an employment relationship between parties, are guaranteed through this Act. The SETA will always respect the existing collective bargaining processes, endeavour to maintain smooth relations between employer and employee organisations and, ensure that all disciplinary and grievance-related processes adhere to the provisions of this Act.

2.11. Promotion of Access to Information Act, 2002 (Act No. 20 of 2000) as amended (PAIA)

This Act gives effect to the constitutional right of access to any information held by the State and any information held by another person, which is required for the exercise or protection of any rights, as well as to provide for matters connected therewith. The Act designates the head of a public institution as an Information Officer (IO), who is required to develop and publish a PAIA Manual to regulate requests for information held by any public and private institution. The SETA will ensure that the PAIA Manual is developed and implemented and that a Deputy Information Officer (DIO) is designated by the IO.

2.12. Protection of Personal Information Act, 2013 (Act No. 4 of 2013) (POPIA)

The purpose of this Act is: (a) to give effect to the constitutional right to privacy, by safeguarding personal information when processed by a responsible party, subject to justifiable limitations that are aimed at: (i) balancing the right to privacy against other rights, particularly the right of access to information; and (ii) protecting important interests, including the free flow of information within the Republic and across international borders; (b) to regulate the manner in which personal information may be processed, by establishing conditions, in harmony with international standards, that prescribe the minimum threshold requirements for the lawful processing of personal information; and (c) to provide persons with rights and remedies to protect their personal information from processing that is not in accordance with this Act.

The Act further regulates security measures on the integrity and confidentiality of personal information kept by any public and private bodies. Every public and private body must ensure that personal information in its possession or under its control is protected, by taking appropriate, reasonable technical and organisational measures to prevent: (a) loss of, damage to, or unauthorised destruction of personal information; and (b) unlawful access to, or the processing of personal information. The SETA will ensure that all personal records in its possession are safeguarded and that the CATHSSETA Information Management System will be implemented.

2.13. 1.13. National Development Plan, 2030 (NDP)

The National Development Plan (NDP) identifies skills development and education as a catalyst for economic development and growth. The NDP correctly positions skills development and education as a necessity for the empowerment of people. Education must enable people to define their identity, take control of their own lives, raise healthy families and play a meaningful role in broader societal development.

The NDP acknowledges that education, training and innovation are not the only solutions to common national problems. Rather, education is critical in building national capacity to solve problems. Hence, addressing national training and educational expectations requires harnessing the capacity of different provider institutions so that they can be effective in delivering their respective mandates. The NDP proposes actions based on the following five cross-cutting, interdependent and implementable themes:

TABLE 1: NDP THEMES	
NDP Themes	CATHSSETA Support of Themes During the Planning Period
Lay a solid foundation for a long and healthy life and higher educational and scientific achievements;	To support credible skills development initiatives aimed at achieving the NDP goals and NSDP outcomes
Build a properly qualified, professional, competent and committed teaching, academic, research and public services core;	Consistent with NSDP outcomes, to build partnerships between education institutions and employers.
Build a strong and coherent set of institutions for delivery of quality education, science and technology, training and skills development;	To support TVET College capacity through interventions aimed at providing TVET College lecturers with exposure to industry.
Expand the production of highly skilled professionals and enhance the innovative capacity of the nation; and	To build the capacity of TVET lecturers in the provision of new occupational qualifications; To partner with the QCTO in the development of occupational qualifications.
Create a national educational and science system that serves the needs of society.	To establish credible assessment centres in partnership with the industry

2.14. National Skills Development Plan, 2030 (NSDP)

The NSDP was gazetted on the 7th of March 2019, to replace the National Skills Development Strategy (NSDS) III. The NSDP sets out a 10-year plan for post-school education and training. It prescribes coherent three to five years' planning for the SETAs, based on researched data and participatory processes. The plan is aligned to the NDP and sets out 8 outcomes for the post-school education and training environment. The objectives and their sub-objectives have associated performance indicators for all role-players within the PSET system.

At a policy level and in compliance with the PSET, the plan focuses SETAs towards building relationships with workplaces and educational and training institutions. In preparation for implementation of this NSDP, the current planning processes are seeking to align the CATHSSETA goals and objectives with the outcomes of the NSDP. The table below, not only seeks to demonstrate the trajectory from NSDS III to NSDP, but also, to link 2020/21–2024/25 SSP priorities to NSDP outcomes.

In order to ensure alignment with the NSDP, the table below links DHET outcomes to NSDP outcomes and to the CATHSSETA strategic priorities as set out in the 2020/21–2024/25 SSP.

TABLE 2: DHET AND NSDP OUTCOMES LINKED TO CATHSSETA PRIORITIES

DHET Outcomes	NSDP Outcomes	CATHSSETA-Linked Priorities
1. Expanded access to opportunities	Outcome 1: Identify and increase production of occupations in high demand	<ul style="list-style-type: none"> • Fourth Industrial Revolution • Analysis of skills needs • Monitoring and Evaluation
	Outcome 4: Support the increase in access to occupationally-directed programmes	<ul style="list-style-type: none"> • Addressing occupational shortages and skills gaps
2. Improved success and efficiency of the PSET system	Outcome 2: Linking education and the workplace	<ul style="list-style-type: none"> • Sector transformation • Addressing occupational shortages and skills gaps
	Outcome 3: Improving the level of skills of the South African workforce	<ul style="list-style-type: none"> • Training provision • Increased partnerships to include worker-initiated interventions
	Outcome 5: Support the growth of the public College system	<ul style="list-style-type: none"> • Training provision • Sector transformation
3. Improved quality of PSET provisioning	Outcome 3: Improving the level of skills of the South African workforce	<ul style="list-style-type: none"> • Training provision • Sector transformation
	Outcome 5: Support the growth of the public College system	
	Outcome 7: Encourage and support worker-initiated training	<ul style="list-style-type: none"> • Increased partnerships to include worker-initiated interventions

DHET Outcomes	NSDP Outcomes	CATHSSETA-Linked Priorities
4. A responsive PSET system	Outcome 6: Skills development support for entrepreneurship and cooperative development	Small, Micro and Medium Enterprises (SMME) intervention and the green economy (resource efficiency)
	Outcome 8: Support career development services	Analysis of skills needs
5. Excellent business operations within the DHET	N/A	N/A

2.15. National Skills Accord, 2011

The National Skills Accord established a partnership between DHET, communities, organised business and labour, aimed at promoting common skills development and training priorities. The Accord has eight (8) commitments, with commitment four (4), six (6) and seven (7) specifically focusing on skills planning and the operations of CATHSSETA. These representatives of business, organised labour, the community constituency and government have agreed to partnerships in order to achieve the New Growth Path target of five million new jobs by 2020. A reflection and review of the target, in line with the CATHSSETA sectors, becomes a baseline for the 5-year trajectory.

Commitment four – Partners commit to ensuring that part of the Mandatory Grant (10%) is used for funding workplace training for University of Technology (UoT) students and TVET College graduates.

Commitment six – Partners commit to improving the seniority of their delegations to the SETA board and that organised labour must approve SSPs and WSPs on the shop floor. Therefore, workplace training committees must ensure plans that address workplace skills. SETAs will endeavour to engage organised labour to ensure that the release of Mandatory Grants for WSPs and ATRs is signed off by organised labour in the workplace, and that protocols will be developed to ensure that this process improves the quality of the SSPs.

Commitment seven – Partners commit to ensuring that the funding of training through the SDL is directed towards a training that can meet the skills needs of the economy, including training of professionals, as well as training programmes that can satisfy the qualifications' requirements contained within the NQF.

2.16. National Human Resource Development Strategy of South Africa, 2010-2030 (NHRDSSA)

The primary goal of the NHRDSSA is to contribute to human development. In the country. The strategic priorities and interventions that make up the strategy are explicitly designed to address critical skills challenges with the aim of promoting socio-economic growth and development in the country. The document also sets out collective commitments for all sectors of society. CATHSSETA, as a leading authority in the area of skills development within its sector, is committed to realising the outcomes of the NHRDSSA, as outlined in table 3 below.

TABLE 3: CATHSSETA CONTRIBUTION TO NHRDSSA OUTCOMES	
Outcome	CATHSSETA CONTRIBUTION
1. Expanded access to quality education and training delivered by effective teachers/lecturers/academics in functional institutions	<ul style="list-style-type: none"> Provisioning of lecture capacity-building programmes Working in partnership with specific employers for secondment of TVET lecturers to industry for experiential learning
2. Increased access to WIL opportunities	<ul style="list-style-type: none"> CATHSSETA will enter into partnerships with TVETs and employer organisations for work-integrated learning (WIL) opportunities CATHSSETA has specific key performance indicators for the number of learners entering the workplace for experiential learning purposes
3. Improvement in throughput and pass rates	<ul style="list-style-type: none"> Partnerships with TVETs for centres of specialisation will set targets for capacity-building programmes for College lecturers
4. Increased number of publications and innovation	<ul style="list-style-type: none"> CATHSSETA has performance targets within its research agenda for commissioned research each year. Accompanied by annual targets for master students, the organisation aims to contribute tangibly to an increased amount of publications and innovation

2.17. White Paper on Post-School Education and Training, 2013 (WPPSET)

The White Paper was established to ensure a co-ordinated post-school education and training system, in order to expand access to, improve quality in the provision of, and ensure responsiveness by the educational and training system, to citizens and employers, as well as to broader societal and developmental objectives. It expands the scope of education and training to include people with no formal education.

The White Paper simplifies the role of SETAs and builds their capacity in line with their redefined roles. In terms of the White Paper, SETAs will continue to facilitate the development of skills for those in existing enterprises and skills pipelines in the workplace. This means that SETAs will ensure that the skills requirements in their respective industries are understood and catered for by different providers, as contemplated in this policy document. This practice also means that SETAs will continue to collect and supply credible data from and to, employers. The Mandatory Grant will continue to be used for data gathering, while sector training and training provider capacity will be catered for through Discretionary Grants.

In keeping with the vision of the White Paper, CATHSSETA, via the Discretionary Grant, would promote the implementation of PIVOTAL programmes, in terms of occupational shortages identified in the sector, for both employed and unemployed people. The Mandatory Grant data is validated to ensure accurate data gathering is undertaken. In addition, processes for the collection of the Mandatory Grant data are reviewed and updated on an annual basis in order to ensure continuous assessment and improvement. As it stands, the White Paper reinforces the vision of the NDP. In terms of the TVET College sector, CATHSSETA is instrumental in the review of the qualifications offered, as well as in improving the capacity of TVET College lecturers.

Following the adoption of the White Paper for Post-School Education and Training in 2016, the DHET has now completed the National Plan for Post-School Education and Training (NPPSET), which will soon be released to give practical planning effect to the policy goals and objectives of the post-school system (DHET Budget Vote speech; July 2019).

2.18. State of the Nation Address (SONA) of 2020

During his State of the Nation Address (SONA), delivered in February 2020, the President of the Republic of South Africa, His Excellency President Cyril Ramaphosa, focused on the inclusive growth of the country's economy. The President stated that the country's economy has grown at a significantly slower rate and that, even with increased job creation efforts, high unemployment continues to deepen. He outlined six (6) priority areas within the country, which the country will focus on in the course of driving economic development and job creation. One (1) of these priorities is the Presidential Youth Service Programme which aims to provide opportunities to young people to earn an income whilst contributing to nation building. Youth employment initiatives will be funded by setting aside 1% of the national budget to deal with the high levels of youth unemployment in the country. The President further emphasised the need to build accessible cutting-edge solutions to allow the youth to receive active support, information and work-readiness training, so as to increase youth employability, and further, to develop new and innovative ways to support youth entrepreneurship and self-employment.

Furthermore, the President pronounced that the Climate Change Bill will be finalised to provide a regulatory framework for the effective management of the impact of climate change. The Bill will assist the country in enhancing capacity, strengthening resilience and reducing vulnerability to climate change – and in identifying new industrial opportunities within the green economy. The country depends on healthy ecosystems for economic and livelihood activities, including Tourism and other income-generating and subsistence-level activities. CATHSSETA has identified the green economy as one of its key strategic priorities. The SETA can contribute to the green economy by focusing on environmental science training interventions to produce environmental scientists, planning engineers, sustainability managers, industrial efficiency managers and environmental sustainability/energy consultants. These are some of the substantial occupations supporting the green economy and climate change.

The SONA also recognised that the development of appropriate skills and capacities contributes significantly towards inclusive economic growth. Through bilateral student scholarship agreements, the State has signed scholarship agreements with other countries, offering young people opportunities each year for training in critical skills. The government is also building nine new TVET Colleges, in the 2020/21 financial year, in rural communities in the Eastern Cape and KwaZulu-Natal. Scaling up the Youth Employment Service (YES), and working with TVET Colleges and the private sector, will ensure that learners receive more practical experience in the workplace to complete their training.

2.19. Minister of Higher Education, Science and Innovation's Policy and Budget Speech of 2019

The Minister of Higher Education, Science and Innovation, Honourable Dr Bonginkosi Emmanuel Nzimande, stated in his Budget Vote Speech of 2019, that bringing together the Department of Higher Education and Training, and the Department of Science and Innovation, offers the country a unique opportunity to realign, reposition and project the joint capabilities of both institutions. This will not only ensure greater administrative efficiency or bureaucratic streamlining, but it will also drive the post-school knowledge and skills development imperative more decisively, more effectively, and with greater

transformational impact on society (DHET Budget Vote speech; July 2019).

3. Institutional Policies and Strategies Governing the Five-Year Period

CATHSSETA has identified the following sector-wide priorities that will guide its work over the MTSF period. The priorities are the product of a wider consultation undertaken during the development of the SSP, which forms the basis for development of the SP:

- Fourth Industrial Revolution;
- Training provision;
- Analysis of skills needs;
- Increased partnerships to include worker-initiated interventions;
- Sector transformation;
- SMME interventions and green economy (resource efficiency);
- Monitoring and Evaluation;
- Addressing occupational shortages and skills gaps; and
- Technological advancements to combat the impact of the COVID-19 Pandemic.

4. Relevant Court Rulings

On the 7th of August 2015, the Labour Court in Johannesburg set aside Regulations 3(12) and 4(4) of the SETA Grant Regulations of the 3rd of December 2012. Regulation 3(12) outlined how the remaining surplus of the Discretionary Funds should be paid by the SETA on the first day of October each year to the NSF, whereas Regulation 4(4) explains the 20% of total levies paid by employers. In January 2016, Regulation 4(4) was promulgated in the Government Gazette, by the Minister of Higher Education, Science and Innovation.

In delivering its Judgement on the 1st of November 2017, the Labour Appeal Court (LAC) set aside Regulation 3(12) of the SETA Grant Regulations. The funds which the SETAs had previously disclosed as uncommitted surpluses were due to be transferred to the NSF as a contingent liability, at the end of each financial year, and will now be allocated to the Discretionary Grant.

On the 16th of October 2019, the LAC delivered Judgement on the appeal brought by Business Unity South Africa (BUSAs), which set aside Regulation 4(4) of the Grants Regulations and directed that the Grant Regulations of 2012 remain in force. The implication is that Regulation 3(12) of the Seta Grant Regulations will no longer apply to the SETAs and the NSF.

Moreover, on the 17th of January 2020, the DHET issued a circular to all SETAs, communicating the Department's position on the implementation of the Judgment of the LAC of January 2019. It was stated in the circular that, although the SETAs are compelled to pay the Mandatory Grant to levy-paying employers, there is no prescribed percentage that SETAs should pay in accordance with Regulation 4(4), as the latter was set aside. This leaves the SETA with the discretion to decide on the percentage amount to be paid, as a Mandatory Grant, to any employer.

PART B: OUR STRATEGIC FOCUS

5. VISION

A leader in skills development within our diverse sector.

6. MISSION

To facilitate skills development through strategic partnerships for CATHSSETA to contribute to economic growth.

7. VALUES

The institutional values of CATHSSETA are:

TABLE 4: CATHSSETA's VALUES

VALUE	WHAT IT MEANS
Service Excellence	<ul style="list-style-type: none"> To understand stakeholder needs, and to respond timeously, efficiently and effectively to stakeholder queries and requests; To display an image of professionalism and accountability; and To drive quality and high performance.
Fairness and Transparency	<ul style="list-style-type: none"> To conduct its operational business without fear or favour; All providers feel confident that their bids are given adequate consideration and evaluated professionally; Stakeholders are entitled to believe that nothing is hidden and that there are no undeclared meanings and intentions; and Everything is out in the open for all to see, subject to ethical conduct and legal boundaries.
Respect	<ul style="list-style-type: none"> Every stakeholder experiences humane relationships with CATHSSETA employees; Their self-worth is not eroded or negatively impacted by CATHSSETA employees' conduct or actions; and CATHSSETA staff practises humility in its engagement with stakeholders.
Accessibility	<ul style="list-style-type: none"> To develop and promote skills development programmes in order to ensure equal access to opportunities for all; To develop skills development programmes aimed at improving opportunities for people in rural areas; and To ensure that, upon request, conversations, documentation and publications are translated into the prominent languages of the specific geographical areas.
Integrity	<ul style="list-style-type: none"> To value openness, honesty, consistent evaluation and fairness; To act in good faith in all its day-to-day activities; and To conduct its operations so as to fulfil public expectations of CATHSSETA's

TABLE 4: CATHSSETA's VALUES

VALUE	WHAT IT MEANS
	purpose and goals.
Stakeholder orientation	<ul style="list-style-type: none"> • To build partnerships with relevant government departments, public and private training providers and organisations; and • To offer quality education and skills' development opportunities and experiences to learners, in order to ensure ultimate employability and to reduce inequality in the sector.
Accountability	<ul style="list-style-type: none"> • The acceptance of our responsibility and obligation towards the public for CATHSSETA's services • To follow the legal prescripts for reporting to the department, the executive authority, Parliament and the public. • To provide honest, reliable and truthful reporting in respect of performance, concerning plans and financial performance. • Research-based Monitoring and Evaluation.

8. Situational Analysis and the Theory of Change

In conducting the institutional strategic review, the organisational Theory of Change incorporated an analysis of: Impact, Outcomes, Outputs, Indicators and Inputs, including a reflection on:

- Response Plan to COVID-19; and
- Integration of ICT and Digital Economy Research.

FIGURE 1: RESULTS FRAMEWORK



Approximately 95% of entities under CATHSSETA are categorised as SMMEs. As a result, the CATHSSETA depends on a relatively small portion of its sector for revenue, as the largest number of employers within it falls below the prescribed threshold for contribution, owing to their size. Additionally, SMMEs, together with the Travel and Tourism sub-sector, have been the most affected by COVID-19. The impact of the Pandemic on Travel and Tourism has also had multiplier effects on the performance of other CATHSSETA sub-sectors. To mitigate the effects of COVID-19 on the sector, a Tourism Relief Fund has been made available by the National Department of Tourism to provide a once-off grant assistance for SMME businesses in the Travel and Tourism value chain. The table below not only provides the profile of the sector, but demonstrates the portion of SMMEs dependent on CATHSSETA for skills development support.

TABLE 5: EMPLOYER PROFILE					
SUB-SECTOR	SIZE OF ENTITY			NUMBER OF ENTITIES REGISTERED WITH CATHSSETA	% IN THE SECTOR
	SMALL (1-49)	MEDIUM (50-149)	LARGE (150+)		
Hospitality	27 901	780	404	29 085	72%
Tourism and travel services	3 423	103	93	3 619	9%
Sport, recreation and fitness	2 695	99	91	2 885	7%
Arts, culture and heritage	2 520	80	87	2 687	7%
Conservation	1 662	41	37	1 740	4%
Gaming and lotteries	376	62	64	502	1%
Total	38 577	1 165	776	40 518	100%
	95%	3%	2%	100%	-

The table above depicts the employer profile of the CATHSSETA sub-sectors. SMMEs constitute a large proportion of entities registered with CATHSSETA. The SDA provides for levy-paying organisations to claim their levies through the Mandatory Grant system. However, SMMEs with an annual payroll of less than R500 000 are exempted from paying the SDL and submitting Mandatory Grant applications. This impacts on the quantum of levies the SETA receives, due to the proliferation of SMMEs serviced by the SETA. In addition, further economic and social measures in response to COVID-19 also included tax relief measures and a four (4) month payment holiday, exempting sector entities from paying the SDL. This resulted in a reduction of the SETA revenue and income base for the 2020/21 to 2021/22 financial year.

8.1. Sector challenges

As part of the National COVID-19 Risk-Adjusted Strategy, all South African educational sites were temporarily closed. This has accelerated digital transformation and highlighted e-learning as a necessary alternative to traditional forms of education. However, the post-apartheid education system is complex and characterised by fragmented and unequal access to opportunities. Whilst COVID-19 has highlighted technology and e-learning as an important component in the educational process, a huge digital divide still subsists between learners and educational institutions in the more rural, compared to urban, provinces of the country. As a result, the CATHSSETA SSP for 2020/21–2024/25 has highlighted e-learning and digital transformation in the sector as key action items on the list of the SETA's key strategic priorities. E-learning has further shown that a country such as South Africa can deliver this form of learning, to a far-reaching audience, at an affordable price, thereby increasing access.

The lack of training providers to address occupations in high demand, particularly of specialisations in high level skills, has also been identified as a key challenge. Short courses also need to be recognized as a legitimate form of learning, in order to capacitate and improve skill levels of the South African workforce. There is also a need to develop entrepreneurial, ICT and managerial skills across the sector, particularly amongst previously disadvantaged groups, in order to facilitate transformation in the sector.

8.2 Strategic priorities and action plans, as identified through the sector skills planning process

The composition of the sector shows that the vast majority of entities (95%) are small (0-49), indicating that there is a need to support and prioritise SMME development in the sector. Females make up 60% of employees in the sector, 46% of whom are African females. The majority of employees are employed in the lower occupational levels, including the Service and Sales occupational category (35%), followed by Elementary Workers (20%) and Clerical Support Workers (15%). The majority of employees in the sector (53%) are classified as youth (less than 35 years old), indicating that the SETA needs to prioritise and support the development of youth in the various sub-sectors.

Technological advancement trends are critical for both the supply and demand of skills, and for CATHSSETA to be able to identify skills' requirements more precisely for qualification review and priority

skills identification, across the sub-sectors. The SETA aims to engage continuously with stakeholders so as to combat the impact of COVID-19 on the sector. As part of the SETAs' research efforts, the SETA undertakes to update sector information on recognition technology, virtual reality and e-learning. The implications for future skills' planning is that the skills that will be in demand will be computing technology, software development, artificial intelligence, robotics, etc. In addition, the soft skills required are changing to include skills such as agility, innovation, creativity, problem-solving, etc. Proper planning requires that sub-sector specific demand and supply of skills be identified and prioritised for funding.

TABLE 6: CATHSSETA'S STRATEGIC SKILLS PRIORITY AND ACTIONS	
SKILLS PRIORITY	PLANNED ACTIONS
1. Fourth Industrial Revolution	Skills identification through the Research Agenda
2. Training provision	Engagement with QCTO, joint implementation plan
3. Analysis of skills needs	Research projects articulated in the Research Agenda
4. Increased partnerships to include worker initiated interventions	Organised labour engagement
5. Sector transformation	New teaching and learning methods/workplaces, WRP
6. SMME interventions and green economy (resource efficiency)	Develop a skills development strategy for SMME, entrepreneurship, new enterprises and informal traders
7. Monitoring and Evaluation	Review and elevate monitoring and evaluation
8. Addressing Occupational Shortages and skills gaps	<ul style="list-style-type: none"> • Apprenticeship • Learnerships • WIL and Internships • Bursaries • Skills programmes
9. Technological advancement to combat the impact of the COVID- 19 Pandemic	<p>As part of its research efforts, the CATHSSETA aims to continuously engage with stakeholders to update sector information on the following initiatives:</p> <ul style="list-style-type: none"> - Recognition Technology - Virtual Reality - E-Learning

8.3 Measures to support national strategies and plans

The drive to support Sector Strategies and Plans is embedded in the CATHSSETA SSP and SP, and in the six (6) sub-sector strategies. These are implemented through partnerships with various National Departments that fall within the economic sector. They include reconfigured departments, such as the Department of Sport, Arts and Culture (DSAC), Department of Tourism (DT), Department of Environment, Forestry and Fisheries (DEFF), Department of Agriculture, Land Reform and Rural Development (DLRRD), and the Department of Trade, Industry and Competition (DTIC). The above-mentioned Departments are custodians of the following sector strategies that impact on the work of CATHSSETA:

- National Cultural Industries Skills Academy, (NaCISA);
- Mzansi Golden Economy (MGE) Strategy;
- The National Sports and Recreation Plan (NSRP 2030);
- National Tourism Sector Strategy (NTSS); and
- Tourism Sector Human Resource Development Strategy (TSHRS).

Other specific measures initiated include:

- Accreditation support; and
- CATHSSETA will partner with institutions engaged in RPL in terms of planning and implementation.

9. External Environment Analysis

External environmental factors influencing the organisation were analysed using the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis tool. Political instability and economic uncertainty post-national elections, were identified as dominant factors, due mainly to high unemployment levels, service delivery protests as a result of slow economic growth, and a lack of access to information communication technologies. Table 7 below provides a summary of some of the factors identified during the strategic planning session.

TABLE 7: PESTEL ANALYSIS

POLITICAL FACTORS	<ul style="list-style-type: none">• SETA re-established for 10 years• Strengthening of TVET Principals• National Elections• Changes in political leadership at government level
ECONOMIC FACTORS	<ul style="list-style-type: none">• Slow economic growth, at less than 1%• Fewer levy-paying employers if the economy is not growing sufficiently.• Unemployment• Emerging career paths
SOCIAL FACTORS	<ul style="list-style-type: none">• High unemployment rate (youth unemployment constitutes a high risk to national stability) versus entrepreneurship proposed programmes as per the NSDP• Poverty• Gender-based violence• Student unrest• Impact of COVID-19 and the impact of social schooling
TECHNOLOGICAL FACTORS	<ul style="list-style-type: none">• Innovation and technology that will influence the industry and market.• E-learning proposed• The 4th Industrial Revolution will impact the manner in which the sector develops
ENVIRONMENTAL FACTORS	<ul style="list-style-type: none">• Exploring environmentally friendly alternatives• Green Economy• Climate Change effects
LEGAL FACTORS	<ul style="list-style-type: none">• Regulation of the administration budget limits the achievement of SETA targets• Coming into effect of the POPIA• Ability to adapt to new legal factors• Labour Appeal Court Judgment on the case brought by BUSA, regarding the 60% Mandatory Grant payment to be paid to levy-paying employers• New processes of SAQA and QCTO

10. Internal Environment Analysis

During the strategic planning session, the SETA used the Strength, Weaknesses, Opportunities and Threats (SWOT) analysis tool. The table below depicts the outcome of this SWOT analysis:

TABLE 8: SWOT ANALYSIS	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Strong branding • Work-readiness programme • Track-and-Trace studies • Increase in the number of training providers • Increased CATHSSETA visibility in rural areas • Portability of skills • Strong oversight structures • Transparent processes in DHET and SETA 	<ul style="list-style-type: none"> • Funding (limited funding) from a perspective of the levies • Capacity-building for employees • High student drop out levels • Poor brand visibility at local level • Stakeholder management
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • To improve revenue generation • Skills Mismatch (Supply & Demand) – an opportunity to influence the curriculum • To improve the area of qualifications • An increased rural footprint • E-learning • Entrepreneurship and partnership • COVID-19 Temporary Employee Relief Schemes (TERs) • Organisational Realignment • Improved stakeholder engagement • 4IR 	<ul style="list-style-type: none"> • Funding and Legislation • New processes of ETQA • Skills Mismatch (supply and demand) • TVET College and University student protests and unrest • Point of entry hampering the selection of suitable learners • Reduced revenue and levies • QCTO processes • Labour relations

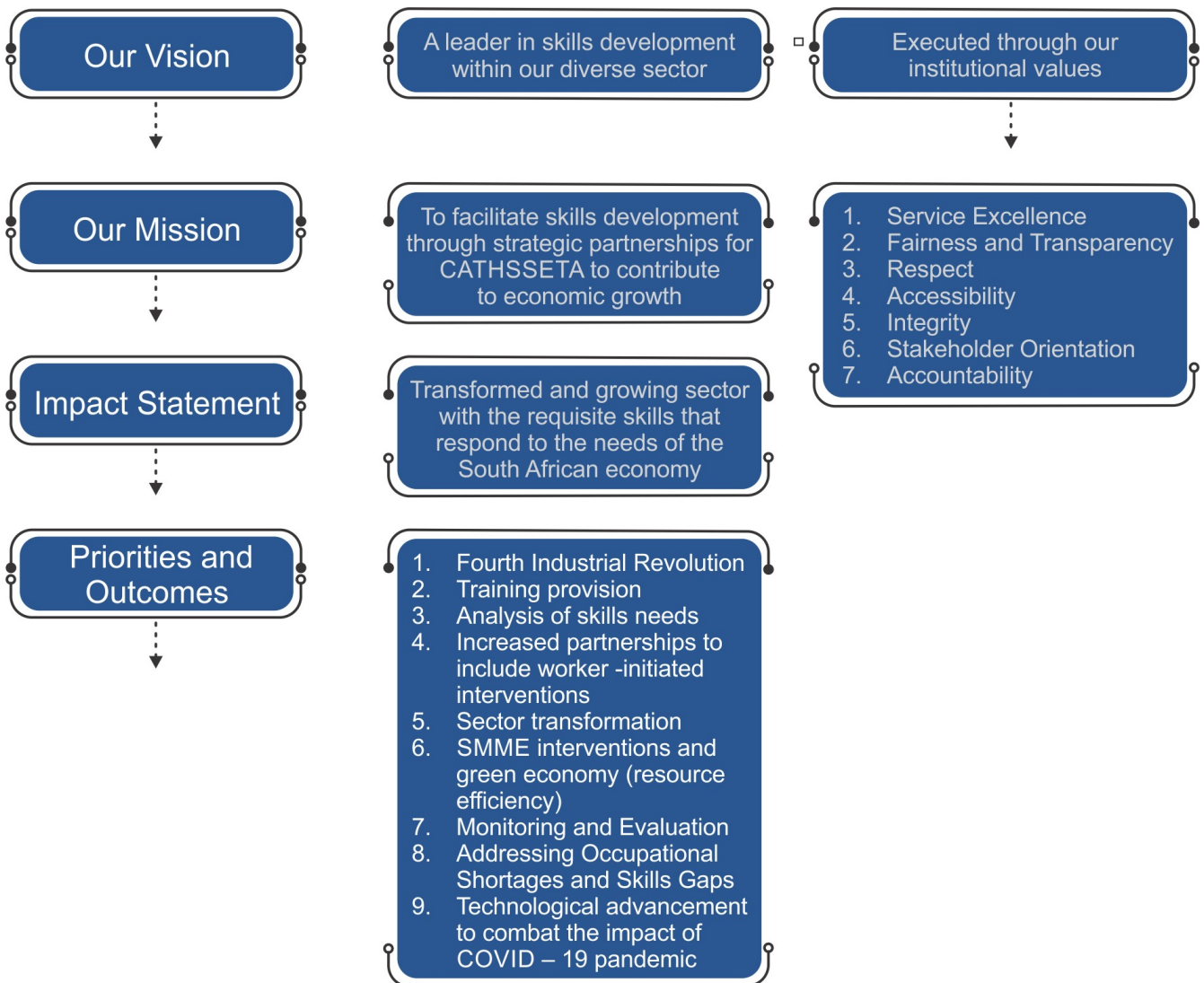
10.1. Organisational environment

10.1.1. Governance arrangement

The Minister of Higher Education, Science and Innovation appointed the new members of the AA of CATHSSETA, on a five-year contract, effective from the 1st of April, 2020, to the 31st of March, 2025. The AA was inducted and, subsequently, established various committees that will assist the AA in the performance of oversight responsibilities over the management of the SETA. These include the Executive Committee, the Finance Committee, the Remuneration Committee, the Audit and Risk Committee as well as the Governance and Strategy Committee. Each Committee operates in accordance with the Charters that outline the functions and responsibilities of its members. This initiative has improved the AA's efficiency in its oversight role over the SETA. Figure 2 below highlights the interplay between these success factors.

10.1.2. The SETA's Operating Model

FIGURE 2: CATHSSETA'S OPERATING MODEL



The above figure illustrates the SETA's Operating Model. CATHSSETA is established in terms of the SDA which outlines its governance structures, roles and responsibilities. However, other pieces of legislation and policy frameworks place responsibility and/or obligation on the SETA. This forms part of its compliance universe. The SETA is required, as a creature of statute, to prepare the SSP, SP and APP in accordance with set guidelines that are issued by the DHET and DPME. The SETA's SP outcomes take into account sector priorities that have been identified during the SSP process.

10.1.3. The SETA's existing mechanisms to deliver on its mandate

The SETA has, over the years, delivered its services through mechanisms which bring together various stakeholders and key role players, to collaborate and share best practices. The partnerships and collaborations are vital to ensure that there is a commitment to deliver on prioritised learning programmes for the sector. Figure 3 below highlights the interplay between these success factors.

FIGURE 3: HIGH LEVEL SUCCESS FACTORS



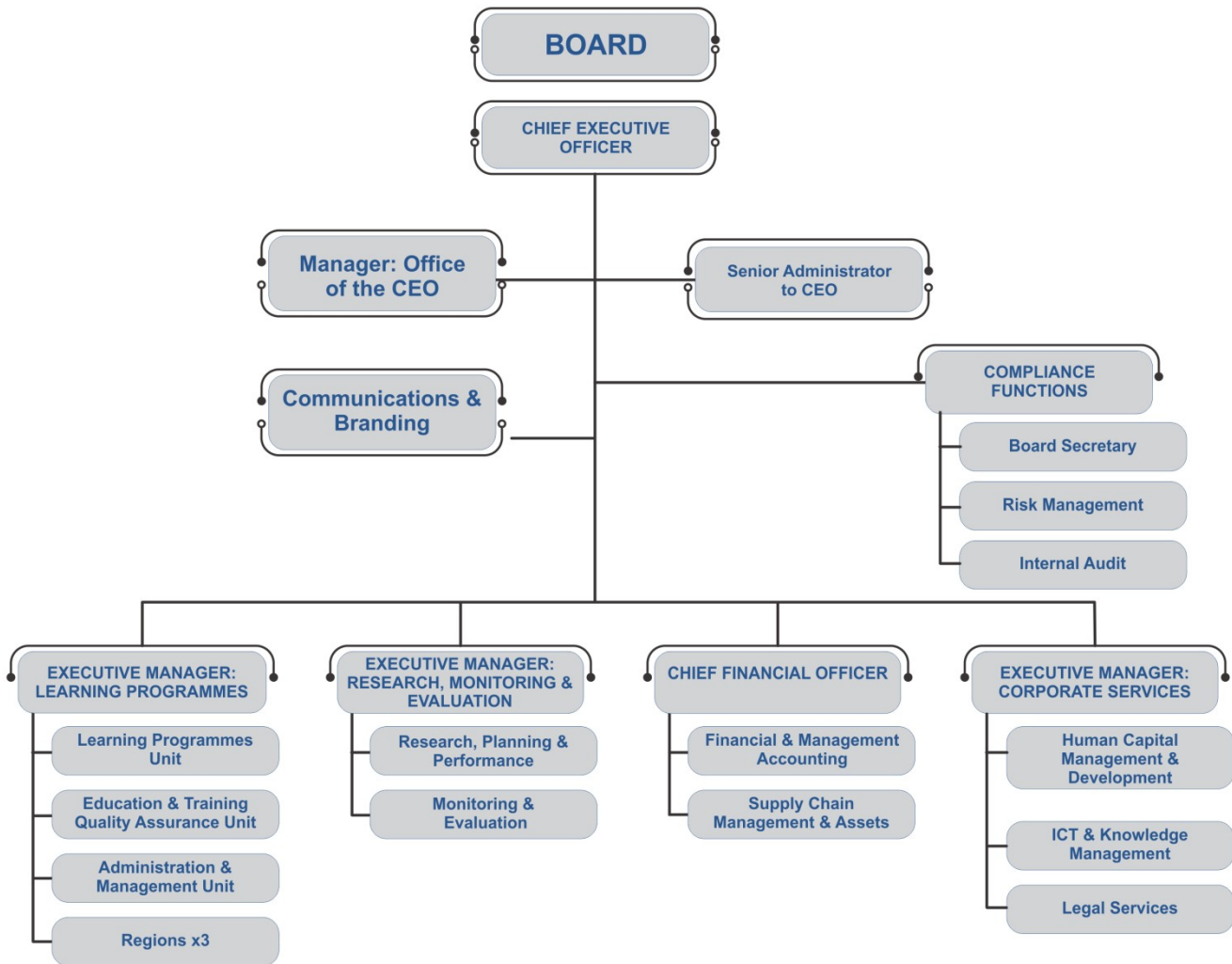
CATHSSETA’s learning interventions are the core of its delivery value proposition. In the recent past, the organisation commissioned an analysis of these programmes to ensure relevance and prioritisation for realignment. The SETA’s performance against the set targets relies on support from public and private Higher Educational Institutions (HEI). The building of strategic partnerships premised on improving performance with TVET Colleges and universities, is critical for our success. Accordingly, CATHSSETA has established strategic partnerships with eight (8) TVET Colleges and eight (8) universities. These partnerships were add-ons to an already existing partnership established in previous years.

The SETA also completed a feasibility study into work-readiness, and established a Work-Readiness Programme, during the previous financial year. This programme is now due for piloting and implementation. Rolling out this programme should enhance learner integration and improve workplace experiences for learners.

10.1.4. Organisational structure

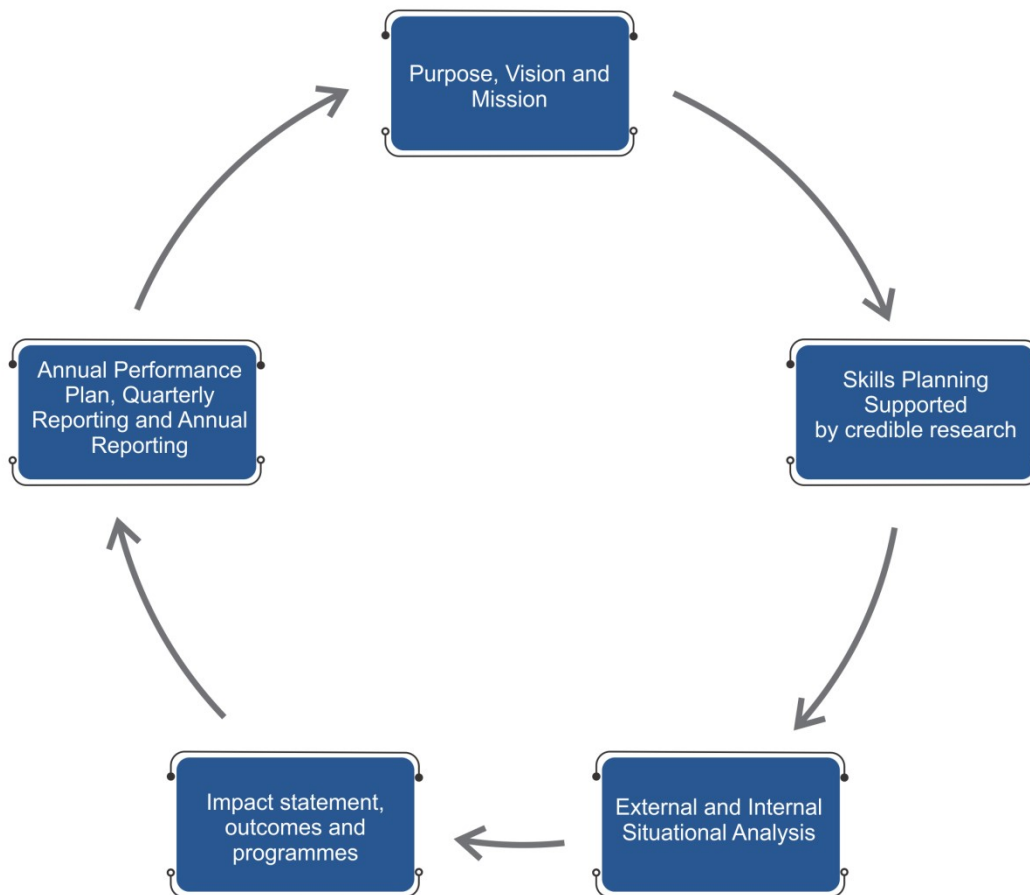
In March 2019, the Minister of Higher Education and Training promulgated the NSDP, 2030, in the Government Gazette, which repealed the NSDS III. The NSDP identified eight (8) outcomes within which skills development will be undertaken in the country. In response to the NSDP, the SETA undertook an organisational re-alignment process that culminated in the implementation of the reconfigured organisational structure depicted below.

FIGURE 4: CATHSSETA’S ORGANISATIONAL STRUCTURE



10.2. Description of the strategic planning process

FIGURE 5: CATHSSETA STRATEGIC PLANNING PROCESS



The figure above depicts CATHSSETA’s Strategic Planning Cycle which outlines the step by step processes that are followed. At the start of the MTSF period or electoral cycle, the SETA reviewed its vision, mission and values to determine whether they are still fit for the purpose. This was followed by the skills planning exercise which encompassed conducting research to identify critical skills required by the sector; scanning of the environment using various tools for strategic planning, amongst which: the PESTEL and SWOT analysis; identification of outcomes, outputs and performance targets within which the performance of the SETA will be measured; implementation of the plan; and conducting quarterly and annual reviews to measure actual progress against pre-determined performance targets.

In developing this SP, a strategic planning session was convened by the AA and the following steps were undertaken:

- Review of the existing vision, mission and values;
- Review of the current SP document that was developed during the 2020/21 financial year;
- Review of the SSP;
- Conducted an environmental scan using the PESTEL and SWOT analysis tools;
- Development of outcomes and outputs which are aligned to the NSDP outcomes; and
- Review of the performance of the previous financial years against the existing capacity of the SETA.

For the above-mentioned process to be effective, various stakeholders, both internal and external, were fully engaged in order to solicit their buy-in.

PART C: MEASURING OUR PERFORMANCE

11. Institutional Performance Information

12. Impact Statement

Impact Statement	A transformed and growing sector, with the requisite skills that responds to the needs of the South African economy
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13. Measuring Outcomes

TABLE 9: MEASURING OUTCOMES				
No.	Outcomes	Outcome Indicator	Baseline information	Five –year Target
1	An ethically sound, effective and efficient institution that delivers on its mandate	Risk maturity level	New indicator	Level 4
		Clean audit opinion	Unqualified audit opinion with findings	100%
2	Increased production of occupations in demand	Number of sectoral enrolment for the high, intermediate and elementary skills level.	*16112	8338
		Number of prioritised occupations identified	73	116
		Number of established Centres of Specialisation	New indicator	6
3	Improved levels of skills in the South African workforce	Increased number of workers participating in various learning programmes	7340	3803
4	Increased access to occupationally-directed programmes within the sector	Increased number of intermediate and high level skills	37359	15604
5	Education linked to workplace	Number of employers providing work-based learning opportunities	42	100
		Number of learners enrolled in work-based learning programmes in quality qualifications to ensure integration in the workplace	7656	3570

TABLE 9: MEASURING OUTCOMES				
No.	Outcomes	Outcome Indicator	Baseline information	Five –year Target
6	Increased support to the growth of the public college system	Number of partnerships entered with public post-school education institutions to provide them with support interventions	88	187
7	Transformational entrepreneurship and career development is enabled and supported in the sector	Number of work readiness programmes for the sector in line with sector and government priorities	New indicator	2500
		Increase in skills development support services for entrepreneurship expansion	New indicator	100%
		Increased percentage in career development support to increase awareness especially in rural areas	New indicator	100%

*SETA revenue has decreased significantly and this has had an impact on the funding of interventions, hence the reduction of targets.

13.1. Explanation of planned performance over the five-year year planning period

13.1.1. Contribution of outcomes towards achievement of NDP and NSDP five–year implementation plan

The outcomes in the SP are aligned to the NSDP and seek to address 2020/21–2024/25 SSP priorities. Both the NSDP and the 2020/21–2024/25 SSP have taken into account the National Development Plan, 2030. Whilst outcomes will be monitored and evaluated on an annual basis, through the achievement of targets, via the APP, impact will only be assessed in the fifth year of implementation.

13.1.2. Rationale for the choice of outcome indicators relevant to outcomes

The outcome indicators were selected as key measures of desired change. The impact statement mentioned above, “A transformed and growing sector, with the requisite skills that respond to the needs of the South African economy”, is geared towards contributing to addressing poverty, unemployment and inequality.

13.1.3. Explanation of enablers to achieve five-year targets

The SETA has identified several enablers and/or sector priorities, as stated in paragraph 8.2 above, which will be implemented over the MTSF period, in order to ensure the achievement of the impact statement and outcomes.

13.1.4. Explanation of the contribution of outcomes towards the achievement of impact

Each of the identified outcomes is aligned to those contained in the NSDP. The successful implementation of the outcomes will result in the realisation of the impact.

14. Key Risks

TABLE 10: THE KEY STRATEGIC RISKS FOR CATHSSETA		
Outcomes	Key Risk	Risk Mitigation
An ethically sound, effective and efficient institution that delivers on its mandate	Lack of business continuity	Updating and implementing business continuity planning
	Ineffective governance structures within the entity.	Continuous development, induction and training for board members and sub-committee members of the various governance structures
	Uncertainty regarding the financial implications of the BUSA Labour Court appeal judgement	In the event that the Judgement is upheld, CATHSSETA has set aside a portion of funds towards the settlement. The funds which the SETAs had previously disclosed as uncommitted surpluses, were due to be transferred to the NSF as a contingent liability at the end of each financial year, and will now be allocated to the Discretionary Grant.
	Inability to achieve 7.5% and 10.5% administration ratios	Additional resource mobilisation and revenue strategies need to be identified
Increased production of occupations in demand	Inadequate sector information, resulting in the inability to respond to the sector's needs.	Collaboration and Partnerships strengthened with institutions of higher learning and Industry bodies. A thorough analysis of the supply and demand of skills in the sector, is required

TABLE 10: THE KEY STRATEGIC RISKS FOR CATHSSETA		
Outcomes	Key Risk	Risk Mitigation
Improved levels of skills in the South African workforce	Inability to implement learning programmes timeously by the employer, resulting in non-achievement of the SETA set targets.	Conducting stakeholder engagement sessions and contracting management training, by CATHSSETA
Increased access to occupationally-directed programmes within the sector	Inability to create access to workplace due to rejection of learners by employers	Training of learners on work-readiness programme
	Lack of capacity of QCTO to implement its policy mandate	Service Level Agreement between QCTO and CATHSSETA on joint obligations
	Inflexibility of institutional mandates and lack of capacity	Building partnerships and providing capacity-building support to encourage responsiveness
Education linked to workplace	Inability to place learners due to insufficient workplace opportunities	Exploring and building SMME's workplace environment
Increased support to the growth of the public college system	Employers' lack of appetite to participate in work-based learning programmes	Linking SETA grants to employers providing work-based learning opportunities
Transformational entrepreneurship and career development is enabled and supported in the sector	Resistance to accredited training by learners due to perception that it produces unemployable graduates	Investing in agile skills development interventions
	Inability to promote CATHSSETA's skills development interventions to stakeholders in relation to career guidance initiatives, resulting in non-achievement of objectives and targets.	Funding and implementing career exhibition initiatives. The SETA to look into expanding career development services beyond exhibitions.

15. Public Entities - N/A

PART D: TECHNICAL INDICATOR DESCRIPTORS

Outcome 1: An ethically sound, effective and efficient institution that delivers on its mandate

1.1. Indicator title	Risk Maturity level
Definition	The level of risk maturity is determined based on the manner in which a public institution's risk management environment and system exist and/or are institutionalised, as outlined in the National Treasury's Risk Management
Source of data	Availability of Risk Management Charter; Policy and Strategy; Functionary to manage the function; Committee with Independent Chairperson to oversee implementation; Strategic and Operational Risk Registers with mitigation plans; Implementation reports to determine progress against plans
Method of calculation / assessment	Quantitative Risk assessment to determine the level achieved by SETA, using the National Treasury Risk Management Framework
Assumptions	Risk compliance requirements are adhered to Risks identified consistently and monitored Risk register aligned to outcomes and outputs
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	Level 4 Risk Maturity
Indicator responsibility	Chief Executive Officer (CEO)

Outcome 1: An ethically sound, effective and efficient institution that delivers on its mandate

1.2. Indicator title	Clean audit opinion
Definition	Audit opinion expressed by the Auditor-General South Africa (AGSA), after conducting an audit at the end of each financial year.
Source of data	Reports issued by the AGSA and contained in the SETA Annual Reports, submitted to Parliament in terms of the PFMA
Method of calculation / assessment	Quantitative Verify actual reports issued by the Auditor-General
Assumptions	Audit reports issued by the AGSA will either have limited findings in the first two (2) years, or no findings after the third year
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	100% Clean Audit Opinion
Indicator responsibility	CEO and Chief Financial Officer (CFO)

Outcome 2: Increased production of occupations in demand

2.1. Indicator title	Number of sectoral enrolment for the high, intermediate and elementary skills level
Definition	Identification of occupations in high demand and increased learner intake.
Source of data	Programme 3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative count of year-on-year enrolments for SETA-funded skills programme, learnerships, artisans, bursaries, AET for employed and unemployed people
Assumptions	Annual intake of learners across NQF levels
Disaggregation of beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	8338
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 2: Increased production of occupations in demand

2.2. Indicator title	Number of prioritised occupations identified
Definition	Occupational qualifications linked to occupations' demand, identified in the SSP and processed for registration
Source of data	Programme 2&4SSP and ETQA qualification developed/reviewed
Method of calculation / assessment	Quantitative count of occupational priority occupations identified in the SSP and scoped for registration with QCTO
Assumptions	Annual SSP update and occupational qualifications scoped
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	116
Indicator responsibility	Executive Managers: Learning Programmes and Administration; and Research, Monitoring and Evaluation

Outcome 2: Increased production of occupations in demand

2.3. Indicator title	Number of established Centres of Specialisation
Definition	Specialised sector training centres
Source of data	Programme 3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative count of established Centres of Specialisation(at least one per sub-sector over the 5 years); Qualitative assessment
Assumptions	Sectoral Centres of Specialisation will be identified and funded
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	6
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 3: Improved levels of skills in the South African workforce

3.1. Indicator title	Increased number of workers participating in various learning programmes
Definition	Employed learners registered in learning programmes
Source of data	Programme 3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative count of year-on-year enrolments for SETA-funded skills programme, learnerships, artisans, bursaries for the employed; Qualitative assessment, training against skills gaps identified in the SSP
Assumptions	Mechanism put in place to ensure worker participation in learning programmes
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	3803
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 4: Increased access to occupationally-directed programmes within the sector

4.1. Indicator title	Increased number of intermediate and high-level skills
Definition	Learners enter occupationally-directed learning programmes
Source of data	Programme 3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative count of learners registered in an occupationally-directed programme; Qualitative assessment, training against priority occupations identified in the SSP
Assumptions	Discretionary Grants will be allocated according to priority skills in the SSP
Disaggregation of beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	15604
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 5: Education linked to workplace

5.1. Indicator title	Number of employers providing work-based learning opportunities
Definition	Employers opening up workplaces for learning
Source of data	Programme 3 Annual Report; Performance Information
Method of calculation / assessment	Quantitative, count of new employers hosting learners, number of mentorship programmes
Assumptions	New Employer partnerships and mentorship programmes will be funded
Disaggregation of beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	100
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 5: Education linked to workplace

5.2. Indicator title	Number of learners enrolled in work-based learning opportunities
Definition	Learners hosted in workplaces for learning programmes
Source of data	Programme 3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative count of year-on-year enrolments for SETA-funded TVET and university students WIL and Internships
Assumptions	New Employer partnerships and mentorship programmes will be funded
Disaggregation of beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	3570
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 6: Increased support to the growth of the public College system

6.1. Indicator title	Number of partnerships entered with public post-school education institutions to provide them with support interventions
Definition	Support intervention agreements
Source of data	Programme 2&3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative, count of partnership agreements with TVET Colleges and HEIs; Qualitative assessment to measure the responsiveness of the PSET
Assumptions	Meaningful partnerships will be negotiated and funded
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	187
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 7: Transformational entrepreneurship and career development is enabled and supported in the sector

7.1. Indicator title	Number of work-readiness programmes for the sector, in line with sector and government priorities
Definition	Life Skills Programme to support learners during the transition, included in the learning programmes
Source of data	Programme 3 Annual Report; Quarterly Performance Information Reports
Method of calculation / assessment	Quantitative, count of number of learners in the programme
Assumptions	Work-readiness programme will be implemented
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	2500
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 7: Transformational entrepreneurship and career development is enabled and supported in the sector

7.2. Indicator title	Increase in skills development support services for entrepreneurship expansion
Definition	Skills development interventions designed to support new venture and small businesses
Source of data	Programme 3 Annual Report Performance Information
Method of calculation / assessment	Quantitative, number of support programmes and businesses supported with entrepreneurial skills
Assumptions	Support interventions will be implemented
Disaggregation of beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	100%
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 7: Transformational entrepreneurship and career development is enabled and supported in the sector

7.3. Indicator title	Increased percentage in career development support to increase awareness especially in rural areas
Definition	Career development interventions to support both employed and unemployed learners are significant for raising awareness on the role of the SETA, as well as on the services it provides
Source of data	Programme 3 Annual Report Performance Information
Method of calculation / assessment	Quantitative, count of career guidance programmes, Quantitative, access measured
Assumptions	Career development interventions will be implemented
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	100%
Indicator responsibility	Executive Manager: Learning Programmes

Outcome 7: Transformational entrepreneurship and career development is enabled and supported

7.4. Indicator title	Availability of research-based evidence showing an improvement in the transformation of the sector
Definition	Research report with findings that depict the progress that has been made in the transformation of the sector
Source of data	Programme 2 Annual Report SSP Impact Assessment report of the CATHSSETA SP, for the mid-term and at the end of the 5-Year strategy
Method of calculation / assessment	Quantitative and qualitative assessment of improvement in transformation of the sector, based on research reports and the impact evaluation final report of the Strategy
Assumptions	SETA has implemented skills development interventions that have transformed the sector
Disaggregation of beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Reporting cycle	Mid-term, for monitoring, and at the end of the 5-Year cycle
Desired performance	The result of the research study conducted will be used to measure progress made on transformation of the sector
Indicator responsibility	Executive Manager: Research, Monitoring and Evaluation

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