

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

Draft Annual Performance Plan for

2020/21



Chief Executive Officer Statement

I have pleasure in presenting the Annual Performance Plan for the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) for the period 1 April 2020 to 31 March 2021. This document is presented in terms of the Skills Development Act 97 of 1998, the National Skills Development Plan 2030 and the Public Finance Management Act (Act 1 of 1999, as amended).

Much work has been poured into this document to reflect the changes sweeping through the skills development arena. This includes the implementation of the National Skills Development Plan 2030 from 1 April 2020. It also notes the introduction of the revised Strategic Plan (SP) and Annual Performance Plan (APP) framework by the Department of Planning, Monitoring and Evaluation (DPME). Furthermore, COVID-19 pandemic has had an enormous impact on the operations of the SETA and its sustainability in the future.

The educational and training landscape is constantly shifting and the continued survival of the CATHSSETA depends on the organisation embracing change and addressing increased demand for its services against limited resources. The COVID-19 has forced us to look at ways to introduce online learning platforms for our beneficiaries due to the risks that are posed by the pandemic, social distancing requirements and the introduction of a lockdown to minimise the spread of the disease by limiting movement of the population.

Our performance focus in the medium-term requires introducing mechanisms to address:

- 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

CATHSSETA is committed to delivering quality services and value for stakeholders while driving continuous improvements in the business. We note the risks posed by the COVID-19 pandemic and this revised APP seeks to address those and mitigate its impact on the sector, CATHSSETA and all our stakeholders.

In conclusion, I wish to thank the valuable contributions our stakeholders, staff members and the Department of Higher Education and Training (DHET) contributed to this document.



Signature: _____

Keitumetse Lebaka (Ms)
Chief Executive Officer: CATHSSETA

Accounting Authority Statement

I have pleasure in presenting the annual performance plan (APP) for the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) for the period 2020/21, which is done in terms of the Skills Development Act (SDA) (Act 57 of 1998), which regulates SETAs, and the Public Finance Management Act (PFMA) (Act 1 of 1999, as amended).

This document is informed by the CATHSSETA 2020/21 – 2024/25 Sector Skills Plan and the CATHSSETA 2020/21 – 2024/25 Strategic Plan. It is also aligned with the national and provincial priorities, as reflected in the National Skills Development Plan (NSDP), the National Development Plan (NDP) and the medium-term strategic framework (MTSF), with particular focus on Outcome 5, which is “a skilled and capable workforce to support an inclusive growth path”.

The Strategic Plan (SP) from which this APP is derived has also been revised and updated to align it with the Department of Planning, Monitoring and Evaluation’s framework for strategic plans and annual performance plans (2019). This APP positions the CATHSSETA to drive delivery to our stakeholders and to the economy by using innovative approaches to performance, in line with the CATHSSETA’s vision, mission and values.

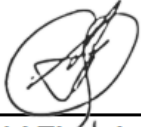
The educational and training landscape is constantly changing and the continued survival of CATHSSETA depends upon the organisation embracing change and continuing to address increased demand for its services against limited resources. The focus of performance in the medium-term will require introducing mechanisms to address:

- 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

An intervention already implemented is the establishment of regional offices to address the historic challenge of stakeholder access to the CATHSSETA’s services. These offices are instrumental in addressing the above deliverables and are key to the CATHSSETA meeting increased demands for its services.

In conclusion, I would like to express the Board’s commitment to supporting the organisation as it continues to deliver excellent services to the sector and stakeholders through

I also thank our stakeholders for their valuable contribution in providing information and data for this APP. The CATHSSETA will in future leverage these engagements to further its positive contribution to society.



David Themba Ndhlovu (Mr)
Chairperson of the Board: CATHSSETA


Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) under the guidance of CATHSSETA accounting authority.
- Takes into account all the relevant policies, legislation and other mandates for which the CATHSSETA is responsible.
- Accurately reflects the impact, outcomes and outputs, which the CATHSSETA will endeavour to achieve over the period 2020/21.

Zanele Silo (Ms)

Executive Manager: Executive Support

Signature:  _____

Nontobeko Shabangu (Ms)

Acting Chief Financial Officer

Signature:  _____

Keitumetse Lebaka (Ms)

Chief Executive Officer

Signature:  _____

Approved by:

David Themba Ndhlovu (Mr)

Chairperson of the Board

Signature:  _____

ABBREVIATIONS AND ACRONYMS

AET	Adult Education and Training
APP	Annual Performance Plan
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CET	Community Education and Training
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
HEI	Higher Education Institution
MOU	Memorandum of Understanding
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PFMA	Public Finance Management Act
PIVOTAL	Professional, Vocational, Technical and Academic Learning
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SDA	Skills Development Act
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SE	Small Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical, Vocational Education and Training
UoT	University of Technology

Table of Contents

Chief Executive Officer Statement	2
Accounting Officer Statement	3
Official Sign-Off.....	5
Part A: Our Mandate	9
1. Relevant legislative and policy mandates	9
1.1. Constitutional mandate.....	9
1.2. National Development Plan (NDP)	9
1.3. National Skills Development Plan.....	10
1.4. National skills accord.....	12
1.5. National HRD Strategy of South Africa	12
1.6. State of the Nation Address.....	13
1.7. White Paper on Post-School Education and Training	14
2. Institutional policies and strategies	14
2.1 Skills Development Act 97 of 1998 (as amended)	14
3. Relevant court rulings.....	16
Part B: Our Strategic Focus	17
4. Situational analysis.....	17
4.1. External environment analysis.....	21
4.2. Internal Environment Analysis	22
Part C: Measuring Our Performance	28
5. Institutional programme performance information	28
5.1. Programme 1: Administration	28
5.2. Programme 2: Skills planning	34
5.3. Programme 3: Learning programmes and projects.....	35
5.4. Programme 4: Quality assurance	40
6. Explanation of planned performance over the medium-term period	43
6.1. Programme 1: Administration	43
6.2. Programme 2: Skills planning	43
6.3. Programme 3: Learning programmes and projects.....	44
6.4. Programme 4: Quality assurance	45
7. Programme resource considerations	45
8. Key risks.....	51
Programme 1: Administration.....	51
Programme 2: Skills planning.....	52
Programme 3: Learning Programmes and Projects.....	52
9. Public entities	54

10. Infrastructure projects	54
11. Public private partnerships.....	54
Part D: Technical Indicator Descriptions (TID)	54
Annexure A: Amendments to the Strategic Plan	54
Annexure B: Conditional Grants.....	54
Annexure C: Consolidated indicators	55

Part A: Our Mandate

1. Relevant legislative and policy mandates

The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) was established in terms of the Skills Development Act, Act No. 97 of 1998 (as amended). The Act was promulgated to give effect to the provision of section 29 of the Constitution of the Republic of South Africa, Act No 108 of 1996. The national assembly also passed several other pieces of legislation to direct the CATHSSETA to perform specific skills development functions and conduct its operations in a particular manner as set out in the SDA. To realise the intended objectives of these statutes, the CATHSSETA commits resources to translate these laws into meaningful action.

1.1. Constitutional mandate

Section 29 of the Constitution 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 working towards this Constitutional imperative, the CATHSSETA must develop a credible Sector Skills Plan (SSP), supported by skills development programmes, to serve the interests of its diverse sector.

1.2. National Development Plan (NDP)

The NDP identifies skills development and education as a catalyst for economic development and growth, correctly positioning skills development and education as a necessity for people empowerment. 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 education, training and innovation are not the only solution to common national problems, but are critical in building national capacity to solve difficulties. Hence, addressing national training and education expectations requires harnessing the capacity of different institutions to be effective in delivering their respective mandates. The NDP proposes actions based on five cross-cutting, interdependent and implementable themes as depicted in table 1 below.

TABLE 1: NDP THEMES

NDP themes	CATHSSETA support of the themes during the planning period
<ul style="list-style-type: none"> • Lay a solid foundation for a long and healthy life and higher educational and scientific achievements • Build a properly qualified, professional, competent and committed teaching, academic, research and public service core • Build a strong and coherent set of institutions for delivery of quality education, science and technology, training and skills development • Expand the production of highly skilled professionals and enhance the innovative capacity of the nation • Create an education and national science system that serves the needs of the society 	<ul style="list-style-type: none"> • Support credible skills development initiatives aimed at achieving the NDP goals NSDP outcomes • Build partnerships between education institutions and employers consistent with the NSDP outcomes • Support TVET college capacity through interventions aimed at providing TVET college lecturers with exposure to industry • Build capacity of TVET lecturers in the provision of new occupational qualifications • Partner with the QCTO in the development of occupational qualifications • Establish credible assessment centres in partnership with the industry

1.3. National Skills Development Plan

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

At the policy level and in compliance with the PSET, the plan focuses the SETAs towards building relationships with workplaces, and education and training institutions. The current planning processes align the CATHSSETA goals and objectives to the outcomes of the NSDP. The table below demonstrates the trajectory from NSDS III to NSDP but also links the SSP priorities to the NSDP outcomes.

TABLE 2: NSDS III TO NSDP

NSDS goals	NSDP outcomes	CATHSSETA linked priorities
Goal1: Establishing a credible institutional mechanism for skills planning	Outcome 1: Identify and increase production of occupations in demand	<ul style="list-style-type: none"> • Fourth Industrial Revolution • Analysis of skills needs • Monitoring and evaluation
Goal 2: Increasing access to occupationally directed programmes	Outcome 4: Support the increase in access to occupationally directed programmes	<ul style="list-style-type: none"> • Learning programmes/ • Occupationally directed programmes
	Outcome 7: Encourage and support worker-initiated training	<ul style="list-style-type: none"> • Increased partnerships to include worker-initiated interventions
	Outcome 3: Improve the level of skills in the South African workforce	<ul style="list-style-type: none"> • Qualification review (QCTO function)
Goal 3: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities	Outcome 5: Support the growth of the public college system	<ul style="list-style-type: none"> • Training provision • TVET capacity building • Transformation in the sector • Vertical mobility from TVET college qualification to university articulation
Goal 4: Addressing the low level of youth and adult language and numeracy skills to enable additional training	N/A	
Goal 5: Encouraging better use of workplace-based skills development	Outcome 2: Link education and workplace	<ul style="list-style-type: none"> • Workplace-based learning and experiential learning • Mentoring and coaching
Goal 6: Encouraging and supporting co-operatives, small enterprises, worker-initiated, NGO and community training initiatives	Outcome 6: Skills development support for entrepreneurship and co-operative development	<ul style="list-style-type: none"> • SE support and entrepreneurship
Goal 7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state	N/A	
Goal 8: Building career and vocational guidance	Outcome 8: Support career development services	<ul style="list-style-type: none"> • Priority 6: Transformation (TVET and CET capacity building)

NSDS goals	NSDP outcomes	CATHSSETA linked priorities
		<ul style="list-style-type: none"> Priority 4: Workplace-based learning and experiential learning

1.4. National skills accord

The National Skills Accord established a partnership between the DHET, communities, organised business and labour aimed at promoting common skills development and training priorities. The accord has eight commitments, with commitment four, six and seven specifically focusing on skills planning and the operations of CATHSSETA.

- Commitment four – partners commit to ensuring that part of the mandatory grant (10%) is used for funding workplace training for the University of Technology 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 not release the mandatory grants for WSPs and ATRs unless signed off by organised labour in the workplace, and protocols will be developed to ensure 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 the training that meets the skills needs of the economy, including the training of professionals and training programmes that lead to qualifications on the NQF.

1.5. National HRD Strategy of South Africa

The National HRD Strategy of South Africa (2010 to 2030) is a social compact distilling the critical skills challenges for the socio-economic growth and development of the country. The document also sets out collective commitments for all sectors of society. The CATHSSETA, as a leading authority in the arena of skills development in its sector, is committed to realising the outcomes of the HRD Strategy as outlined in table 3 below:

TABLE 3: CATHSSETA CONTRIBUTION TO NHRDS OUTCOMES

Outcome	CATHSSETA contribution
1. Expanded access to quality education and training delivered by effective	<ul style="list-style-type: none"> Provisioning of Lecture capacity building programmes

teachers/lecturers/academics in functional institutions	<ul style="list-style-type: none"> Working in partnership with specific employers for secondment of TVET lectures to industry for experiential learning
2. Increased access 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 number of learners entering workplace for experiential learning
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 lectures
4. Increased numbers of publication 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 increased number of publication and innovation

1.6. State of the Nation Address

The State of the Nation Address delivered by the President on 20 June 2019 offered a glimpse of government priorities post national elections. The President addressed numerous issues of strategic importance. Critical among them was the need to “improve the education system and develop the skills that we need now and into the future”.

The President said we were “duty bound to improve the conditions of life for all South Africans, especially the poor”. Critical in the address was the emphasis on the role of small businesses in the development of the economy. All these issues are relevant for skills development in the context of the NSDP, which has set out specific outcomes for skills support for small businesses, co-operatives and informal sector role-players.

This plan provides specific key performance indicators for funding the provision of occupational directed learning programmes for now and the future based on the 2020/21 – 2024/25 SSP and well as targets to support SEs.

Post the State of the Nation address the President was further required to address the nation on the 23rd of March 2020 regarding South Africa entering into a nationwide lockdown for 21-days with effect from midnight on Thursday 26 March 2020 as a result of the COVID-19 virus being declared a pandemic by the World Health Organisation (WHO). By implication all sectors

of the economy have been hit hard by this pandemic, however specifically the Hospitality and Travel and Tourism sub-sectors of the CATHSSETA that are only fully operational optimally only in level 1 of lockdown.

1.7. White Paper on Post-School Education and Training

The White Paper was established to ensure a co-ordinated post-school education and training system. The White Paper proposes to expand access, improve the quality of provision, and ensure the education and training system is responsive to citizens and employers as well as broader societal and developmental objectives. It further expands the scope of education and training to include people who do not have formal education.

The White Paper streamlines the role of SETAs and builds their capacity in line with their redefined roles. SETAs will continue facilitating the development of skills for those in existing enterprises and skills pipelines in workplaces. This means SETAs will ensure skills requirements of their respective industries are understood and catered for by different providers, as contemplated in this policy document. This practice means SETAs will continue to collect and supply credible data from, and to, employers. The mandatory grants will continue to be utilised as a conduit for data gathering, while sector training and training provider capacity will be catered for through discretionary grants. In terms of the TVET college sector, CATHSSETA remains instrumental in the review of qualifications offered and improving the capacity of TVET college lecturers.

2. Institutional policies and strategies

2.1 Skills Development Act 97 of 1998 (as amended)

The SDA gives effect to the establishment and the functioning of the SETAs. The Act prescribes that CATHSSETA should develop the SSP within the framework of the National Skills Development Plan (NSDP). The SSP should be translated into action by the Strategic Plan and the Annual Performance Plans. These plans support the development of industry supported learning programmes and initiatives to integrate learning to workplace, while improving labour productivity through skills interventions and monitoring the performance of skills development delivery partners.

It further requires the CATHSSETA to liaise with the National Skills Authority (NSA) regarding implementation of the NSDP as well as to submit budgets, reports and financial statements to the Director General of the DHET. The CATHSSETA is required to administer mandatory and

discretionary grants to finance initiatives with employers and public and private institutions of higher learning, targeting skills development training supporting the CATHSSETA's SSP priorities.

2.1.1. Skills Development Levies Act (9 of 1999 as amended)

The Act makes provision for collection of skills development levies and distribution. The Act prescribes apportioning an amount into the account of the National Skills Fund (NSF), payment of another portion to Quality Council for Trades and Occupations (QCTO) and for use of the remainder in terms of its provisions of the Skills Development Act (SDA) 97 of 1998 and SETA grant regulations.

2.1.2. Public Finance Management Act (1 of 1999 as amended)

As a Schedule 3A public entity, the CATHSSETA is obligated to perform to the standards and legislated requirements of the PFMA (Act 1 of 1999, as amended) and other associated legislation such as the Broad-Based Black Economic Empowerment Act 53 of 2003.

2.1.3. Broad-Based Black Economic Empowerment Act 53 of 2003 (as amended)

The Act introduced amendments to Code Series 300, Statement 300: In this case, the general principles for measuring skills development prescribes compliance targets and weighting points to be claimed by measured entities. The measured entities however should demonstrate expenditure incurred for training black people on various listed learning interventions. The Code determines that the SETA-approved "Workplace Skills Plan, an annual training report and PIVOTAL report, which are SETA approved" will constitute criteria for measured entities to receive points towards their BEE scorecards.

2.1.4. Basic Conditions of Employment Act 75 of 1997: Sectoral Determination No 5: Learnerships

The Act makes sectoral determinations establishing binding conditions of employment and rates of allowances for learners. As such, it enjoins CATHSSETA to observe compliance to the agreements entered into pursuant to skills development and support work integrated learning (WIL).

2.1.5. The SETA Grant Regulations, Notice No. 35940 of 2012

The grant regulations are drawn from the Skills Development Act. They regulate the use of monies received by the SETA and their disbursement. In disbursing these monies, the SETA must set out the output and targets in the APP, and demonstrate how they will achieve the objectives of the SSP and the NSDP.

2.1.6. PAJA (Act 3 of 2000) and POPI Act (Act 4 of 2013)

These two pieces of legislation are critical in the management of information, especially personal information, as in the case of the POPI Act. CATHSSETA has an obligation in the management of its information to promote accessibility and at the same time, protect personal information within its operation.

2.1.7. Revisions to legislative and other mandates

Government Gazette No. 42589, 22 July 2019 extended the operating licence for CATHSSETA by 10 years to 2030. Similarly, the NSDS III will be replaced by the national skills development plan 2030, effective 1 April 2020. Its implementation will have a significant impact on how the CATHSSETA approaches delivering skills development.

3. Relevant court rulings

On 7 August 2015, the Labour Court set aside Regulations 3(12) and 4(4) of the SETA Grant Regulations of 3 December 2012 Regulation 3(12): on the remaining surplus of discretionary funds that must be paid by the SETA by the first of October each year, into the National Skills Fund (NSF); and Regulation 4(4): on 20% of the total levies paid by the employer.

- The Minister of Higher Education and Training promulgated Regulation 4(4) as per Government Gazette 39592 dated 13 January 2016.
- The Labour Appeal Court has delivered a judgement on the matter, on 1 November 2017.4The Labour Appeal Court has set aside Regulation 3(12) of the SETA Grant regulations.
- In terms of the judgement, Regulation 3(12) of the Seta Grant regulations will no longer apply to SETAs and the National Skills Fund (NSF).
- 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.

Part B: Our Strategic Focus

4. Situational analysis

The current CATHSSETA plans shadows the results of the recent 2019 national elections that ushered in the 6th parliament. The State of the Nation Address post the elections effectively signalled the new administration's priorities to influence public sector performance areas. Additional to these changes in the political environment, is the introduction of the new National Skills Development Plan (NSDP 2030). The NSDP 2030 has introduced a new emphasis that requires SETAs to reorient themselves towards realising the new outcomes that form part of the NSDP 2030.

The SETA Landscape was announced by the Minister HET, Science and Technology in Government Gazette No. 42589, 22 July 2019, re-licensing CATHSSETA until 2030. Whilst the CATHSSETA has been re-licensed, the Accounting Authority term of office will expire on the 31st March 2020. Other concerns to the long term CATHSSETA planning is the capacitation of the QCTO to act on and perform its mandate.

Challenges in the performance environment and mechanisms to address the challenges

CATHSSETA delivers its services to a diverse economic sector comprising six (6) sub-sectors. Each of these sub-sectors remain unique and play a significant role in the economy and the quest for social cohesion. The SETA is depended on relatively small portion of its sector for revenue. The largest number of the employers within CATHSSETA falls below the prescribed threshold for contribution, owing to their size. The table below, not only provide the profile of the sector but demonstrates the portion of the SEs dependent on CATHSSETA for skills development support.

International partnerships problems are not only associated with the costs of the projects but also with work ethics and preparedness of our youth. Some of the learners on international programmes have been reported not coping with the acclimatization to the demand of workload and learning at the same time, this has been reflected in project's quarterly assessment reports. The international experience and exposure to global cultural diversity and practices is critical for our sub-sectors in order to expose the youth into world-class work ethic and customer service perspectives. In order to address possible learner dropouts, CATHSSETA will tighten learner selection criteria and ensure that intensive induction is provided prior to sending learners to international programmes and there is on-going learner support provided by the project management team.

Other challenges include increase of foreign internationals working in the sector particularly at elementary levels jobs in the hospitality sub-sector and thus depriving local youth of workplace opportunities, a more local youth targeted approach is required in this regard. The lack of training providers to address occupations in high demand particularly specialisations in high level skills has also been established as a key challenge.

This plan has made provision to identify Centres of Specialisation and will begin to address this challenge as articulated in the NSDP 2030 and the Minister (HET)'s budget vote on 12 July 2019 in parliament. The grading of service providers will also be explored as an opportunity to direct training providers to key strategic skills priorities identified in the Sector Skills Plan.

TABLE 4: EMPLOYER PROFILE

SUB-SECTOR	SIZE OF ENTITY			NUMBER OF ENTITIES REGISTERED WITH CATHSSETA	% IN THE SECTOR
	SMALL (1-49)	MEDIUM (50-149)	LARGE (+150)		
Arts, Culture and Heritage	2 462	85	83	2 630	7%
Conversation	1 647	41	38	1 726	4%
Gaming and Lotteries	382	50	64	496	1%
Hospitality	27 575	768	391	28 734	72%
Sport, Recreation and Fitness	2 625	96	86	2 807	7%
Tourism and Travel	3 237	102	92	3 431	9%
Total	37 928	1 142	754	39 824	100%

Table 2 above depicts the employer profile of the CATHSSETA sub-sectors. Small Enterprises* (SEs) comprise a large proportion of entities registered with CATHSSETA. The Skills Development Act 97 of 1998 mandates that levy paying organisations claim their levies through the Mandatory Grant system. However, SEs with an annual payroll of less than R500 000 are exempted from paying the Skills Development Levy (SDL) and submitting Mandatory Grant applications. This impacts on the quantum of the levies CATHSSETA receives due to the proliferation of the SEs serviced by the SETA.

The sub-sectors serviced by CATHSSETA are labour intensive and constitute a major source of employment for those at the lower end of the labour market spectrum. Critical in these sub-sectors is the degree to which women, youth and migrant labour gain relatively easy access to employment and entrepreneurship. As a result, they play a significant role in addressing national unemployment.

Data on employers and employees is limited due to the dynamism of the sub-sectors. To address this weakness, CATHSSETA plans to approach Statistics SA to exploit the potential from the Satellite Tourism Account (TSA) to improve its data integrity.

CATHSSETA's skills development and planning work continues to be influenced by departmental strategies such as: the Arts and Culture Strategy, the National Sport and Recreation Plan (NSRP), the National Tourism Sector Strategy (NTSS), Tourism Human Resource Development Strategy (THRDS), and the Environment, Forestry and Fisheries Strategy. These plans stress the importance of leadership and management training in arts, culture and heritage and the need for formal training in heritage conservation and management. Skills development for conservation bodies and recognition of green skills in the conservation sub-sector remain critical tools in the current plan.

Strategic Priorities

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 SE development in the sector. Racial and gender disparities remain in the demographic composition of the overall sector, illustrating the need for further transformation to address employment equity disparities, especially for Black females in the sector. The majority of employees in the sector (56%) are classified as youth (less than 35); indicating that the SETA needs to prioritise and support the development of youth in the various sub-sectors. The percentage of employees with disabilities falls short of the 2% target set by government.

The technology advancement trend is critical for both skills supply and demand and for CATHSSETA to precisely identify skills requirements for qualification review, and priority skills identification across the sub-sectors. The implications for future skills planning is that the skills that will be in demand will be in 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 skills demand and supply are identified and prioritised for funding.

There is a need for the development of entrepreneurial, ICT skills and managerial skills across the sector, particularly amongst previously disadvantaged groups to enable transformation in the sector. All sub-sectors need to invest more on succession planning in order to facilitate retention rate of young employees. This can be done through mentorship programmes to upskill youth in the sector and collaboration between HEIs, TVET colleges and Industry to facilitate a pipeline for the supply and demand of skills in the sector. Based on the factors outlined above and online stakeholder consultations, emerging occupations have been identified per sub-sector, and the list will need to be reviewed with the findings from the research on the Fourth Industrial Revolution.

Given the trends that indicate slow economic growth, organisations within the sector need to re-skill employees on strategic and emerging skills that are likely to be in demand replacing conventional skills. CATHSSETA plans to engage organised labour in order to rollout programmes to address sector employees skills needs. The SETA in partnership with the sector stakeholders need to embark on career guidance initiatives including career exhibitions to ensure that the youth is guided to the new and emerging careers in the sector.

Summary of Actions

The SETA planned actions for strategic skills priorities have been developed from integrating factors affecting skills demand and supply in the sector. It also covers any major policy frameworks affecting skills demand and supply. The table below has been constructed considering major change drivers and national policies that may impact skills demand and supply in the sector. An analysis of these is conducted and the implications in terms of skills planning are discussed related to interventions offered by the SETA.

Planned actions for current SETA strategic skills priorities are summarised in Table 5 below:

TABLE 5: CATHSSETA'S STRATEGIC SKILLS PRIORITY AND ACTIONS

Skills Priority	Planned Actions
1. Fourth Industrial Revolution	Skills identification through 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 & Learning methods/ Workplaces, WRP
6. SE Interventions and Green Economy (Resource Efficiency)	Develop Skills development Strategy for SE, Entrepreneurship, New enterprises & Informal Traders
7. Monitoring and Evaluation	Review and elevate Monitoring and Evaluation

Skills Priority	Planned Actions
8. Addressing Occupational Shortages and Skills gaps	Apprenticeship Learnerships WIL and Internships Bursaries Skills Programmes
9. Technology Advancement to combat impact the Global Pandemic: Coronavirus - COVID-19	The SETA aims to continuously engage with stakeholders to generate credible research outputs that can facilitate updated sector information on the following initiatives: <ul style="list-style-type: none"> • Recognition Technology • Virtual Reality • E-Learning

Measures to support National Strategies and Plans

The impetus to support National Strategies and Plans is embedded in the CATHSSETA strategy and the six sub-sector strategies. These are implemented in through partnerships with National Departments responsible for the economic sectors. The newly aligned and merged National Departments will require CATHSSETA to review partnership arrangements.

The National Department of Sports, Arts and Culture, Department of Tourism, Department of Environment, Forestry and Fisheries, Department of Agriculture, Land Reform and Rural Development, and the Department of Trade and Industry are custodians of the following sector strategies related to 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)
- Tourism Human Development Strategy

Other specific measures initiated include:

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

4.1. 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 mainly due to high unemployment levels, service delivery protest due to slow economic growth and lack of access to information communication technologies. Table 6 below provides a summary of some of the factors identified during the strategic planning session.

TABLE 6: PESTEL ANALYSIS

Political Factors	Economic Factors
<ul style="list-style-type: none"> • SETA re-established for 10 years • COVID-19 declared a pandemic by WHO, all governments urged to implement restrictive measures to attempt to control the spread of the virus. 	<ul style="list-style-type: none"> • Slow economic growth at less than 1% • Less levy paying employers if economy not growing sufficiently. • The restrictions due to the lockdown regulations requiring citizens to stay at home and promote social distancing has had a negative effect on the economy as only essential workers were allowed to go to work. This automatically shut down the South African economy, resulting in huge revenue losses and a reduction of the tax base and levy income.
Environmental	Legal Factors
<ul style="list-style-type: none"> • Printing dependent versus explore technology use, paperless submissions, towards electronic version. • Green Economy • Climate Change effects • Workplaces required to practice social distancing and requested to prepare workplaces in line with the COVID-19 guidelines on returning to work and the provision of Personal Protection Equipment (PPE). 	<ul style="list-style-type: none"> • Dependent on the political decisions on SETA landscape. Some Regulations may have to be reviewed as a result. • The NSFAS target of the SETAs similar to NSFAS and needs to be reviewed. • Regulation of the administration budget limits the achievement of SETA targets.
Social Factors	Technological Factors
<ul style="list-style-type: none"> • High unemployment rate (youth unemployment constitutes a high risk to national stability) versus the entrepreneurship proposed programmes as per the NSDP. • The practice of social distancing and safety protocols limiting services available to stakeholders 	<ul style="list-style-type: none"> • Innovation and technology that will influence the industry and market. • E-learning proposed. • The 4th Industrial Revolution will affect the manner things are done within the sector and beyond (the digitization, automation and computation of services will affect the sector drastically, it could be a positive and negative as 4th IR is perceived as a threat to jobs).

4.2. Internal Environment Analysis

The internal organisational factors were analysed using the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis tool. Organisational Strengths were identified as its visibility in all nine provinces, strong branding and its work readiness programme. Opportunities were identified as increased demand for skills and qualification review processes. Weaknesses were identified as limited funding, high learner dropout rate and capacity building for employees. Additional factors are categorised in table 7 below.

TABLE 7: SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Transparency in processes • Accessibility through regional offices • Strong branding • Work readiness programme • Track and Trace studies • Regional Offices participate in provincial skills development forums and SETA Clusters • Increase in number of training providers • Increased CATHSSETA visibility in rural areas • Portability of skills 	<ul style="list-style-type: none"> • Funding (limited funding) from a levies perspective • Funding policy (three year) • Capacity building for employees • Legislation • Language barrier (material in English only) • High level of student drop out • Inconsistency on what we do • Decision makers do not anticipate ripple effect of decisions made • Divided processes, lack of updated SOPs • Limited resources hampering operations
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Improve revenue generation • Legislation • Skills Mismatch (Supply & Demand) – an opportunity to influence the curriculum • Improve on qualifications • Keen interest in dealing with skills development • Conducive environment created by the Premier Offices 	<ul style="list-style-type: none"> • Funding and Legislation: (Sector Education and Training Authorities (“SETAs”) skills levy income will decrease by about R 6 497.904 million during the 2020/21 financial year. Skills Development Circular No.08/2020) due to the COVID-19 pandemic • ETQA – uncertainty • Skills Mismatch (supply and demand) - • TVET College Protests • Gate keepers, point of entry hampering the selection of suitable learners

Management Capacity

The continuous improvement processes in the capacity building of existing management is critical for the long-term performance and value offerings of CATHSSETA. The implementation of the NSDP 2030 is likely to see the Quality Assurance role of SETAs change structure and focus and the strengthening of the role of Monitoring and Evaluation function which will also require management capacity in the future. The organisation is also going through a review of its organisational structure to align itself with the new requirements of the NSDP and also possibly look into strengthening the Monitoring and evaluation function in the future. This will require a review of the budget of all the M&E functions in the future. Therefore, there are winds of change blowing and management and the board need to be ready to play their respective roles to steady the organisation.

The DHET has also initiated a process through the DPME and government wide to review the current Strategic planning and Annual Performance Plan framework to be in line with the NDP and NSDP 2030. As the NDP and the NSDP have a sharp focus on the strengthening of the M&E function within all government departments and entities, it's only a matter of time that

CATHSSETA will also follow suit to align to this requirement. Therefore, the DHET has introduced a revised framework of the compilation of the Strategic Plan and Annual Performance Plans for national departments and entities effective from the current planning cycle for 2020/21. CATHSSETA has complied with these requirements in the current version of our planning documents, the SP and APP respectively.

Governance

In April 2018, the Minister of Higher Education and Training appointed an Accounting Authority, comprising members with extensive knowledge and experience in the designated sub-sectors. This plan benefitted from the oversight and governance function performed by the Accounting Authority. CATHSSETA established Board committees to further strengthen governance and accountability. The committees include Executive, Finance and Remuneration, Audit and Risk, and Governance and Strategy. They play an oversight role to ensure the SETA maintains exceptional performance standards. Each has developed and adopted Committee Charters that respectively outline their functions and responsibilities.

As stated in the preceding section, whilst the SETA lifespan had been extended, the Accounting Authority term of office expires on the 31st March 2020. The implementation of this APP will therefore be overseen by a new Accounting Authority.

Technology

CATHSSETA has advanced technological infrastructure including video conference facility, online grants application, VIP for all HR support processes which covers payroll and self-service leave application. Data management systems are also in place for the storage and retrieval of performance information.

TABLE 8: OVERVIEW OF 2020/21 BUDGET AND MTEF EXPENDITURE ESTIMATES

MEDIUM TERM REVENUE/ EXPENDITURE ESTIMATES WITH AMOUNTS IN R'0								
Expenditure Estimates	Audited Figures				Estimated Performance	Medium Term Expenditure Estimate		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/2022	2022/2023
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Revenue								
Investment & other Income	11,393	18,732	27,558	35,111	-	19,509	-	-
Transfers received from DHET and other departments	305,033	330,973	352,024	357,790	369,430	250,163	407,684	427,253
<i>Mandatory Grants</i>	73,413	81,806	83,201	89,385	92,358	62,541	101,922	106,814
<i>Discretionary Grants</i>	193,233	204,920	223,221	221,446	228,584	154,788	252,254	264,362
<i>Administration</i>	38,387	44,247	45,602	46,959	48,488	32,834	53,509	56,077
Total Revenue	316,426	349,705	379,582	392,901	369,430	269,672	407,684	427,253
Expenses								
Current expenses	68,590	66,718	69,042	66,656	48,488	67,022	53,509	56,077
<i>Compensation of employees</i>	19,872	22,692	24,439	24,332	26,223	29,464.00	28938	30327
<i>Goods and services comprising:</i>								
<i>Depreciation and amortization</i>	1,048	1,012	1,915	1,862	2,112	7,664.00	2,331	2,443
<i>Operating lease rentals</i>	4,334	4,659	5,592	5,886	5,486	5,904.00	6,054	6,345
<i>QCTO Contribution</i>	1,040	1,520	1,686	2,347	1,901	2,548.00	2,098	2,199
<i>Maintenance, repairs and running costs</i>	976	470	49	-	343	46.67	379	397
<i>Advertising, marketing, promotions and communication</i>	1,278	811	927	1,150	950	733.33	1,048	1,099

MEDIUM TERM REVENUE/ EXPENDITURE ESTIMATES WITH AMOUNTS IN R'0

Expenditure Estimates	Audited Figures				Estimated Performance	Medium Term Expenditure Estimate		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/2022	2022/2023
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<i>Entertainment expenses</i>	273	-	-	-	63	100.00	70	73
<i>Consultancy and service provider fees</i>	15,525	8,101	16,667	15,173	950	10,340.00	1,305	1,368
<i>External auditor's remuneration</i>	3,759	2,827	2,884	4,099	3,062	3,181.00	3,379	3,541
<i>Legal Fees</i>	13,002	9,166	3,181	2,942	1,981	1,000.00	2,186	2,291
<i>Interest paid</i>	18	-	-		233		-	-
<i>Covid-19 Funds</i>						2,100.00		
<i>Travel and subsistence</i>	541	935	1,378	1,018	639	300.00	705	739
<i>Staff wellness, training and development</i>	228	1,320	1,539	1,883	1,400	1,460.00	1,545	1,619
<i>Remuneration to committee members</i>	583	9,423	2,506	2,048	2,112	1,651.00	2,331	2,443
<i>Other administration expenses</i>	6,113	3,782	6,279	3,916	1,033	530.00	1,140	1,195
Transfers and subsidies	205,976	194,000	272,671	315,567	320,942	239,232	354,176	371,176
Mandatory Grants	45,919	29,466	48,931	53,845	92,358	45,000	101,922	106,814
Discretionary Grants	160,057	164,534	223,740	261,722	228,584	194,232	252,254	264,362
Donor Funding Income	-	-	-	-				
Total Expenses	274,566	260,718	341,713	382,223	369,430	306,254	407,684	427,253
Surplus/(deficit)	41,860	88,987	37,869	10,678	-	- 36,582	0	0

Relating expenditure trends to strategic outcome statements

- The 27% reduction in projected revenue income between 2019/20 and 2020/21 is based on the National state of disaster that was declared by the president on the 24th of March 2020. The president has announced a 4 months payment holiday for levy paying employers and over and above that, our six sub-sectors are highly affected with the pandemic
- CATHSSETA currently has four programmes, i.e. Administration, Skills Planning, Learning Programmes, and Quality Assurance. The prescribed Programme structure allows for the Programme allocation to be revised for the period 2020/21.

TABLE 9: CATHSSETA PROGRAMMES FOR 2020/21

Programme No	Programme name	Programme budget	Budget: 2020/2021 R'000
1	Administration	Administration (current) expense	67 022
2	Planning	Transfers and subsidies (supported through mandatory and discretionary grants)	48 500
3	Learning programmes		188 840
4	Quality assurance		1 892
Total			306 254

- For the budget above, interest earned on cash reserves is estimated between R16 million and R19 million. This will be used to reduce the anticipated budget deficit for the current financial year
- The CATHSSETA has challenges in maintaining administration expenditure within the set threshold. The executive authority has been appraised and the necessary approvals been granted. Section 14(3)(b) as read with sections 14(3A)(a) and 14(3B) of the Skills Development Levies Act of 1999 states a SETA may not use more than 10.5% of the total employer levies received in any year to pay for its administration costs in that financial year. The CATHSSETA has been unable to remain within the 10.5% administration cost limitation due to having a lower base of levy collection in comparison to other economic sectors. Now it is embarking on a revenue growth initiative, which, in turn, will result in expenditure being within the set thresholds in future years.

Part C: Measuring Our Performance

5. Institutional programme performance information

5.1. Programme 1: Administration

Purpose: to provide governance oversight, strategic management, sound financial and supply chain management capacity, corporate and administrative support. It comprises sub-programmes: Corporate Services, Finance, Governance, Legal and compliance and Communications

Sub-programme 1.1: Corporate services

Purpose: To establish effective corporate services functions for the CATHSSETA

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ANNUAL TARGETS						
					ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTEF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
1.1.1	An effective administration maintained	1.1.1.1	Skilled workforce	% of employees that received training as per approved training plan	N/A	45%*	100%	80%	50%	80%	80%
		1.1.1.2	Efficient ICT System	% IT system availability	100%	N/A	100%	90%	90%	90%	90%

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	Q1	Q2	Q3	Q4
1.1.1.1	% of employees that received training as per approved training plan	Quarterly	Cumulative	50%	-	-	-	50%
1.1.1.2	% IT system availability	Quarterly	Non-cumulative	90%	90%	90%	90%	90%

Sub-programme 1.2: Finance

Purpose: To ensure delivery of sound efficient financial management and administrative support

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ANNUAL TARGETS						
					ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTEF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
1.2.1	An effective administration maintained	1.2.1.1	National transformation targets supported through SCM	% implementation of the SCM Transformation Charter	N/A	N/A	N/A	N/A	50%	50%	50%
		1.2.1.2	Compliance control measures monitored	% compliance to control measures for expenditure monitoring	N/A	N/A	N/A	N/A	100%	100%	100%

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	Q1	Q2	Q3	Q4
1.2.1.1	% implementation of the SCM Transformation Charter	Quarterly	Non-cumulative	50%	50%	50%	50%	50%
1.2.1.2	% compliance to control measures for expenditure monitoring	Quarterly	Non-cumulative	100%	100%	100%	100%	100%

Sub-programme 1.3: Governance

Purpose: To promote good governance at CATHSSETA

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ANNUAL TARGETS						
					ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE	MTEF		
					2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
1.3.1	Enhanced corporate governance	1.3.1.1	Effective corporate governance	% adherence to governance charter	N/A	N/A	N/A	100%	100%	100%	100%
		1.3.1.2		# of risk register monitoring reports	N/A	N/A	4	4	4	4	4
		1.3.1.3		# of implementation reports on audit action items	N/A	N/A	N/A	N/A	2	3	3

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	Q1	Q2	Q3	Q4
1.3.1.1	% adherence to governance charter	Quarterly	Non-cumulative	100%	100%	100%	100%	100%
1.3.1.2	# of risk register monitoring reports	Quarterly	Cumulative	4	1	2	3	4
1.3.1.3	# of implementation reports on audit action items	Quarterly	Cumulative	2	-	-	1	2

Sub-programme 1.4: Legal and compliance

Purpose: To ensure contracts concluded by CATHSSETA are legally sound, mitigate contractual legal risk and comply with the applicable legal contractual terms and conditions, eventually leading to the achievement of the CATHSSETA's predetermined strategic objectives.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
1.4.1	An effective administration maintained	1.4.1.1	Legally compliant contracts	% contracts compliant	N/A	N/A	100%	100%	100%	100%	100%

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
1.4.1.1	% contracts compliant	Quarterly	Non-cumulative	100%	100%	100%	100%	100%

Sub-programme 1.5: Communications

Purpose: To manage CATHSSETA's stakeholder relations internally and externally and to strengthen CATHSSETA as a brand while managing the reputation of the organisation

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ANNUAL TARGETS						
					ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE CE 2019/20	MTEF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
1.5.1	An effective administration maintained	1.5.1.1	Implement the corporate communications strategy for CATHSSETA	# of CATHSSETA stakeholder engagements implemented	16	6	6	6	3	6	6
	Improved career development services	1.5.1.2	Career development services accessible to all especially in rural areas and targeted beneficiaries	# of sector career guidance booklets produced	6	6	6	6	6	6	6
		1.5.1.3		# of sector career guidance interventions	25	15	27	20	6	25	26

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
1.5.1.1	# of CATHSSETA stakeholder engagements implemented	Quarterly	Cumulative	3	-	-	1	3
1.5.1.2	# of sector career guidance booklets produced	Annually	Non-cumulative	6	-	-	6	-
1.5.1.3	# of sector career guidance interventions	Quarterly	Cumulative	6	-	-	-	6

5.2. Programme 2: Skills planning

The purpose of this programme is to ensure that research is conducted to inform planning in order to provide information services that informs decision-making, leading to the achievement of the CATHSSETA predetermined strategic objectives.

Sub-programme 2.1: Research and Sector Skills Plan

Purpose: To have decision-making that is informed by research and develops a well-researched Sector Skills Plan in line with the SSP framework.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
2.1.1	Identified and increased production of occupations in demand	2.1.1.1	Research agenda	% of research agenda outputs achieved	80%	100%	100%	100%	100%	100%	100%
		2.1.1.2	AA approved SSP	Researched SSP approved by the AA	1	1	1	1	1	1	1

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
2.1.1.1	% of research agenda outputs achieved	Quarterly	Cumulative	100%	-	-	-	100%
2.1.1.2	Researched SSP approved by the AA	Annually	Non-Cumulative	1	-	1	-	-

5.3. Programme 3: Learning programmes and projects

The purpose of the programme is establish partnerships and facilitates the delivery of skills development, and provides support services for the sector. This programme comprises: Occupationally directed programmes, special projects, and career guidance.

Sub-programme 3.1: Occupationally directed programmes

Purpose: Flowing from the SSP, sub-programme 3.1 addresses the occupational shortages and skills gaps identified in the sector by enrolling learners in professional, vocational, technical and academic learning programmes. The table below outlines the 2020/23 CATHSSETA outcomes and outputs to address strategic priority occupations list identified in the current Sector Skills Plan.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
3.1.1	Education linked to workplace	3.1.1.1	Learning programme opportunities for the unemployed	# of unemployed learners entering learning programmes	1717	2300	3035	3281	1115	1171	1230
		3.1.1.2		# of unemployed learners completing learning programmes	775	1150	2335	2459	579	608	638
	Improved levels of skills in the South African workforce	3.1.1.3	Employees trained and supported through skills development interventions	# of employed learners entering learning programmes	752	1359	813	797	476	500	525
		3.1.1.4		# of employed learners completing learning programmes	626	610	1003	598	286	300	315
	Access to occupationally directed programmes improved	3.1.1.5	Artisans produced	# of learners on Artisan development programmes	N/A	N/A	469	N/A	261	0	162
		3.1.1.6	Artisan Recognition of Prior Learning/ Artisan RPL	# of employed Learners on RPL	N/A	N/A	N/A	16	60	63	64

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
3.1.2	Growth of the public college system supported	3.1.2.1	Partnership projects implemented with TVET Colleges, universities and sector employers	# Partnership projects implemented with TVET Colleges, universities and sector employers	2	6	31	8	34	36	38

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1 st	2 nd	3 rd	4 th
3.1.1.1	# of unemployed learners entering learning programmes	Quarterly	Cumulative	1115	-	-	557	558
3.1.1.2	# of unemployed learners completing learning programmes	Quarterly	Cumulative	579	62	-	253	264
3.1.1.3	# of employed learners entering learning programmes	Quarterly	Cumulative	476	-	-	238	238
3.1.1.4	# of employed learners completing learning programmes	Quarterly	Cumulative	286	-	-	143	143
3.1.1.5	# of learners on Artisan development programmes	Quarterly	Cumulative	261	-	-	130	131
3.1.1.6	# of employed Learners on RPL	Quarterly	Cumulative	60	-	-	25	35
3.1.2.1	# Partnership projects implemented with TVET Colleges, universities and sector employers	Quarterly	Cumulative	34	-	-	16	18

Sub-programme 3.2: Special projects

Purpose: To ensure that projects targeting transformation in the sector are implemented.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
3.2.1	Entrepreneurship and cooperative development supported through skills development	3.2.1.1	Local small enterprises and cooperatives supported	# of Small Enterprises (SEs) supported through training interventions	0	0	175	185	90	196	206
		3.2.1.2		# of Co-operatives supported through training interventions	N/A	5	4	4	4	4	4
		3.2.1.3	People trained on entrepreneurial skills	# of people to be trained on entrepreneurial skills	0	0	0	0	10	10	10
		3.2.1.4	People trained on entrepreneurship to start their businesses (e.g. new venture creations)	# of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	0	0	0	0	10	10	10
		3.2.1.5	CBOs, NGOs and NPOs supported through skills training	# of NGOs/NPOs/CBOs supported through skills training	0	0	8	8	4	8	8
	Improved levels of skills in the South African workforce	3.2.1.6	Worker initiated training (federations/trade unions) interventions supported through capacity building	# of worker initiated training (federations/trade unions) interventions supported through capacity building	0	0	3	4	4	4	4

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	Reporting period	Target Reporting Type	Annual Target 2020/21	Quarterly targets			
					1 st	2nd	3rd	4th
3.2.1.1	# of Small Enterprises (SEs) supported through training interventions	Annually	Non-cumulative	90	-	-	-	90
3.2.1.2	# of Co-operatives supported through training interventions	Quarterly	Cumulative	4	-	-	2	4
3.2.1.3	# of people to be trained on entrepreneurial skills	Annually	Non-cumulative	10	-	-	10	-
3.2.1.4	# of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	Annually	Non-cumulative	10	-	-	-	10
3.2.1.5	# of NGOs/NPOs/CBOs supported through skills training	Quarterly	Cumulative	4	-	-	2	4
3.2.1.6	# of worker initiated training (federations/trade unions) interventions supported through capacity building	Quarterly	Cumulative	4	-	-	2	4

Sub-programme 3.3: Mandatory grants

Purpose: To collect reliable employer data used in updating sector plans.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
3.3.1	Identified and increased production of occupations in demand	3.3.1.1	Mandatory Grants approved	# of Mandatory Grants approved	966	965	1098	1020	1050	1080	1134

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
3.3.1.1	# of Mandatory Grants approved	Annually	Non-cumulative	1050	-	1050	-	-

5.4. Programme 4: Quality assurance

Purpose: The purpose of this programme is to ensure successful quality assurance delivery of skills development learning interventions and results through monitoring and evaluation to improve and transform the sector.

Sub-programme 4.1: Quality assurance

Purpose: To provide quality assurance support services

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
4.1.1	Improved sector capacity to deliver on skills development interventions	4.1.1.1	Certification support services provided	% of learner completion achievement reports or certificates issued	100%	100%	N/A	100%	100%	100%	100%
		4.1.1.2		# of reports on registered ETD practitioners and learning programmes evaluated	N/A	N/A	155	8	8	8	8

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
4.1.1.1	% of learner completion achievement reports or certificates issued	Quarterly	Non-cumulative	100%	100%	100%	100%	100%
4.1.1.2	# of reports on registered ETD practitioners and learning programmes evaluated	Quarterly	Cumulative	8	2	4	6	8

Sub-programme 4.2: Qualification development

Purpose: To provide current and futuristic qualification development support to the sector

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
4.2.1	Improved sector capacity to deliver on skills development interventions	4.2.1.1	Qualifications developed in line with the occupations in high demand identified	# of occupational part or full qualifications reviewed or developed	2	4	0	8	10	12	13

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
4.2.1.1	# of occupational part or full qualifications reviewed or developed	Annually	Non-cumulative	10	-	-	-	10

Sub-programme 4.3: Monitoring and evaluation

Purpose: To put in place monitoring, evaluation, reporting and learning plans and to measure progress towards the achievement of planned targets, and to use monitoring findings to improve performance, future planning and budgeting.

Outcomes, outputs, output indicators and targets for 2020/21 to 2022/23

#	OUTCOMES	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2019/20	MTSF		
					2016/17	2017/18	2018/19		2020/21	2021/22	2022/23
4.3.1	An effective administration maintained	4.3.1.1	Interventions implemented to measure Monitoring, Evaluation Reporting and Learning programmes implemented	# of monitoring reports produced	5	5	5	5*	8	8	8
		4.3.1.2		# of evaluation reports to measure the level of reaction, learning, and results of learners	N/A	N/A	N/A	N/A	2	4	4
		4.3.1.3		# of impact assessments conducted	N/A	N/A	N/A	1	1	1	1

*Previously # of performance information reports produced

Indicators, annual and quarterly targets for 2020/21

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2020/21	QUARTERLY TARGETS			
					1st	2nd	3rd	4th
4.3.1.1	# of Monitoring Reports produced	Quarterly	Cumulative	8	2	4	6	8
4.3.1.2	# of evaluation reports to measure the level of reaction, learning, and results of learners	Quarterly	Cumulative	2	0	1	2	0
4.3.1.3	# of impact assessments conducted	Annually	Non-cumulative	1	-	-	-	1

6. Explanation of planned performance over the medium-term period

6.1. Programme 1: Administration

Impact statement

Ethical governance and resourced CATHSSETA operations: Ethical governance remains a critical component in ensuring the SETA delivers on its mandate as stipulated in the National Skills Plan 2030.

The purpose of programme 1 is to ensure governance oversight, strategic management, and sound financial and supply chain management capacity, corporate and administrative support is provided. It comprises sub-programmes: corporate services, finance, governance, legal and compliance and communication. The outcomes and outputs linked to this programme are clearly listed in the table below.

TABLE 10: OUTPUTS AND OUTCOMES FOR PROGRAMME 1: ADMINISTRATION

Sub-programmes	Outputs	Outcomes
Corporate Services	Skilled workforce	An effective administration maintained
	Efficient ICT System	
Finance	National transformation targets through SCM	
	Compliance control measures monitored	
Governance	Effective corporate governance	Enhanced corporate governance
Legal and compliance	Legally compliant contracts	An effective administration maintained
Communications	Implement the corporate communications strategy for CATHSSETA	Improved career development services
	Career development services accessible to all especially in rural areas and targeted beneficiaries	

6.2. Programme 2: Skills planning

Impact statement

Improved and effective stakeholder management and increased number of partnerships with employers, training providers, other SETAs and relevant institutions, improved access and increased capacity to meet industry skills needs, supported by reliable research, by the end of the five-year period

The purpose of this programme is to ensure research is conducted to inform skills planning in the sector so as to provide performance information services. This will aid management decision-making, leading to the achievement of the CATHSSETA's predetermined strategic

objectives. The skills planning programme has three sub-programmes, namely research, Sector Skills Plan and planning with outcomes, outputs and measurable output indicators. These are developed to ensure that quality, reliable and relevant data is used to develop useful plans.

Table 11 below outlines the contribution of outputs towards achieving the outcomes and impact in the Strategic Plan aligned to the mandate of the CATHSSETA over the medium term, as well as the achievements in prioritising women, youth and people with disabilities.

Table 11: OUTPUTS AND OUTCOMES FOR PROGRAMME 2: SKILLS PLANNING

Sub-programmes	Outputs	Outcomes
Research & Sector Skills Plan	Research agenda	Identified and increased production of occupations in demand
	AA approved SSP	

6.3. Programme 3: Learning programmes and projects

Impact statement

Prioritised support for career development services related to the sector to improve access to occupational directed programmes offered in the college system by 2030.

The Purpose of the programme is establish partnerships and facilitates the delivery of skills development, and provides support services for the sector. This programme comprises: Occupationally directed programmes, Special Projects, and Mandatory Grants.

Table 12: OUTPUTS AND OUTCOMES FOR PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

Sub-programme	Outputs	Outcomes
Sub-programme 3.1: Occupationally Directed Programmes	Learning programme opportunities for the unemployed	Education linked to workplace
	Employees trained and supported through skills development interventions	Improved levels of skills in the South African workforce
	Artisans produced	Access to occupationally directed programmes
	Artisan Recognition of Prior Learning/ Artisan RPL	
	Partnership projects implemented with TVET Colleges, universities and sector employers	Growth of the public college system supported
	Local small enterprises and cooperatives supported	Entrepreneurship and cooperative development supported through skills development
	People trained on entrepreneurial skills	

Sub-programme	Outputs	Outcomes
Sub-programme 3.2: Special Projects	People trained on entrepreneurship to start their businesses (e.g. new venture creations)	Improved levels of skills in the South African workforce
	Skills support initiatives for CBOs, NGOs and NPOs	
	Worker initiated training (federations/trade unions) interventions supported through capacity building	
Sub-programme 3.3: Mandatory Grants	Mandatory Grants approved	Identified and increased production of occupations in demand

6.4. Programme 4: Quality assurance

Purpose: The purpose of this programme is to maintain good quality assurance standards, and put in place monitoring, evaluation, reporting and learning plans. To measure progress towards the achievement of planned targets, and to use monitoring findings to improve performance, and future planning and budgeting.

TABLE 13: OUTPUTS AND OUTCOMES FOR PROGRAMME 4: QUALITY ASSURANCE

Sub-programme	Outputs	Outcomes
Sub-programme 4.1: Quality Assurance	Certification support services provided	Improved sector capacity to deliver on skills development interventions
Sub-programme 4.2: Qualification Development	Qualifications developed in line with the occupations in high demand identified	
Sub-programme 4.3: Monitoring & Evaluation	Interventions implemented to measure Monitoring, Evaluation Reporting and Learning programmes implemented	An effective administration maintained

7. Programme resource considerations

The CATHSSETA uses the Discretionary Grant Funding Model as prescribed by the SETA grant regulations, allocating at least 80% of its available discretionary grants within a financial year to PIVOTAL programmes. A maximum of 20% of discretionary grants are allocated to the funding of non-PIVOTAL programmes. The updates its funding framework (contained within the discretionary grant policy) to meet its transformational and developmental imperatives. The special projects policy supplements the discretionary grant policy and addresses the deliverables not catered for in the discretionary grant funding windows.

Occupationally directed programmes such as professional, vocational qualifications (through bursary funding), learnerships, skills programmes, work integrated learning and internships are used to address occupational shortages identified in the SSP. The CATHSSETA allocates at least 80% of discretionary grants to such programmes according to this apportionment:

- 60% of funding is made available to all stakeholders falling within CATHSSETA's sectors through the allocated discretionary grant window. The grant window is open before implementation of the skills development intervention in order to address the objectives of the APP.
- 20% of funding is allocated to projects addressing strategic interventions such as addressing rural area's needs, TVET capacity building, youth development programmes, adult education and training (AET), recognition of prior learning (RPL), research, post-graduate degrees (Master's and PhD), people with disabilities and small enterprises. A separate grant application window is opened to address the specific strategic need.

A breakdown of the costs for each programme is provided in these tables:

Programme 1: Administration

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	4	4	-
Paterson D	10	9	1
Paterson C	23	16	7
Paterson B	6	6	-
Paterson A	1	1	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	66 718	22 692	34%	40	567
2017/18	69 042	24 438	35%	48	509
2018/19	66 656	26 493	40%	46	576
2019/20	48 488	26 092	54%	44	593
2020/21	50 960	27 657	54%	45	615
2021/22	53 509	29 317	55%	46	637

Human resources expenditure trends and staff complement

Programme	Actual R'000	Current	Budget R'000/projected
-----------	--------------	---------	------------------------

No	Description	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1	Human Resources	24 354	26 262*	39 210	47 017	49 818	26 091	27 657	29 316
2	Number of staff	80	96	93	105	115	110	112	115

Programme no	Sub-programme no	Sub-programme name	Admin budget	Mandatory grants (20%)	Discretionary grant (49.5%)	Admin (7.5%) for CATHSSETA project management cost
			R'000	R'000	R'000	R'000
Programme1: Administration	1.1	Corporate services	31 741	-	-	-
	1.2	Finance	9 209	-	-	-
	1.3	Governance	10 010	-	-	-
	1.4	Legal and compliance	-	-	-	-
	1.5	Communications				
			50 960	-	-	-
			50 960			

Programme 2: Planning

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy Rate
Paterson E	1	1	-
Paterson D	2	2	-
Paterson C	2	2	-
Paterson B	2	2	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	36 097	3 961	11%	7	566
2017/18	51 000	1 153	2%	3	384
2018/19	58 827	3 750	6%	7	536
2019/20	97 731	5 084	5%	7	726
2020/21	101 207	5 389	5%	7	770
2021/22	106 267	5 712	5%	7	816

Programme No	Sub Programme No	Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) For CATHSSETA Project Management Cost
			R'000	R'000	R'000	R'000
Programme 2: Skills planning	2.1	Research agenda, SSP	-	-	4 138	-
	2.2	Mandatory grants		97 068	-	-
						10 127

Programme 3: Learning programmes and projects

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	1	1	-
Paterson D	10	9	1
Paterson C	33	31	2
Paterson B	11	11	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	152 173	14 589	10%	43	339
2017/18	221 835	20 757	9%	52	399
2018/19	207 880	20 836	10%	57	366
2019/20	215 274	24 062	11%	55	437
2020/21	229 625	25 505	11%	56	455
2021/22	241 106	27 036	11%	57	474

Programme no	Sub - programme No	Sub-programme Name	Admin budget	Mandatory grants (20%)	Discretionary grant (49.5%)	Admin (7.5%) for CATHSSETA project management cost
			R'000	R'000	R'000	R'000
Programme 3: Learning programmes and Projects	1.1	# of learners entering (enrolled) Learnership programmes	-	-	32 040	-
	1.2	# of learners entering bursary programmes	-	-	50 850	-
	1.3	# of Learners entering SKILLS programmes	-	-	4 212	-
	1.4	# of learners entering internships	-	-	28 656	-

Programme no	Sub - programme No	Sub-programme Name	Admin budget	Mandatory grants (20%)	Discretionary grant (49.5%)	Admin (7.5%) for CATHSSETA project management cost
	1.5	# of TVET learners placed in a WIL programme	-	-	33 210	-
	1.6	# of artisans entering training programmes	-	-	26 400	-
	1.7	# of learners supported through industry funded interventions	-	-	-	-
	1.1	# of learners entering AET (skills programme)			792	
		Applications processed for service providers			478	
		Legacy qualifications reviewed			4 500	
	2	Other projects	-	-	9 704	
	3	Monitor assurance to quality standards and % of learner completion certificates issued			1 500	21 313
	4	Mandatory grants		97 068		
					192 343	21 313
			-	-		
						310,724

Programme 4: Quality assurance

2019/20 Resource considerations

Level	Positions	Occupancy	Vacancy rate
Paterson E	1	1	-
Paterson D	10	9	1
Paterson C	33	31	2
Paterson B	11	11	-

Expenditure trends

Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	2 828	14 589	516%	43	339
2017/18	3 775	20 757	550%	52	399
2018/19	7 432	-	-	-	-
2019/20	7 938	24 062 003	303%	55	437
2020/21	6 478	25 505 724	394%	56	455
2021/22	6 802	27 036 066	397%	57	474

Programme no	Sub-programme No	Sub-programme name	Admin budget	Mandatory grants (20%)	Discretionary grant (49.5%)	Admin (7.5%) for CATHSSETA project management cost
			R'000	R'000	R'000	R'000
Programme 4: Quality assurance	1.1	# Performance monitoring reports submitted	-	-	3 000	-
	1.2	# Performance evaluation reports submitted	-	-	2 600	-
						1 441
				-	-	5 600
						7 041

8. Key risks

Due to COVID-19 pandemic, the SETA has been mandated to relook at the planning documents including the budget to reprioritise spending in line with the directive to offer levy paying companies a four month payment holiday from paying the SDL. This has huge implications for the sector and will generally impact the ability of the SETA to meet its planned targets for 2020/21. In order to mitigate the financial risk, CATHSSETA has resolved to review the budget and review the APP targets to be in line with the anticipated reduction in the levy income for the SETA and spending.

Programme 1: Administration

Outcome	Output	Key Risk	Risk Mitigation
An effective administration maintained	Skilled workforce	Inadequate skills/lack of appropriate skills within the entity resulting to inability to achieve set strategic objectives.	Implementation of approved Employee Value Proposition (EVP) has commenced and it is on-going.
	Efficient ICT system	Lack of business continuity Loss of data resulting to inaccurate reporting and reputation.	Execution and monitoring of the migration plan to be reported to the ICT steering committee Migration review Audit
	Support national transformation targets through SCM	Ineffective Supply Chain Management leads to increased audit findings and non-achievement of set targets.	Review and implementation of the SCM policy
	Legally compliant contracts	Inadequate contract management within the entity resulting to litigations. Irregular expenditure and operations of the SETA.	Implement formal training of staff and managers on contract management
Enhanced corporate governance	Effective corporate governance	Ineffective governance structures within the entity.	Continuous development, induction and training for Board members and sub-committee members of the various governance structures
Improved career development services	Career development services accessible to all especially in rural areas and targeted beneficiaries	Inability to promote CATHSSETA's skills development interventions to stakeholders in relation to career guidance's resulting to non-achievement of the objectives and targets.	Implement career exhibitions Fund career exhibitions initiatives.

Programme 2: Skills planning

Outcome	Output	Key Risks	Risk Mitigation
Identified and increased production of occupations in demand	Research agenda	Inadequate sector information resulting inability to respond to the sector's needs. Unexpected changes in environment leading to instability.	Corroboration/Partnerships with institutions of higher learning Collaboration with the Industry bodies An effective monitoring tool to assist the monitoring of deliverables by the service provider will be developed.
	AA approved SSP	Outsourcing of the service provider to create a credible Sector skills plan.	

Programme 3: Learning Programmes and Projects

Outcome	Outputs	Key Risk	Risk Mitigation
Education linked to workplace	<ul style="list-style-type: none"> Learning programme opportunities for the unemployed Employees trained and supported through skills development interventions Artisans produced Artisan Recognition of Prior Learning/ Artisan RPL Mandatory Grant application from levy-paying employers 	<ul style="list-style-type: none"> The COVID-19 pandemic has threatened the education and training year which maybe lost as HEIs, TVETs and most workplaces are not functioning optimally to continue with education and training programmes Rejection of the learners by employers resulting in inability to create access in the workplace Inability to implement learning programs timeously by providers Learners declined by employers resulting in inability to create access in the workplace Learner drop out Absence of mechanism to fund worker initiated capacity building programmes Inability to provide support required to the levy paying employers claiming grants resulting in reputational risk to the entity. Inability to disburse funds to levy paying employers as per the SDLA 	<ul style="list-style-type: none"> An online learning platform to be developed to migrate learners to an online learning in an effort to rescue the education and training year Training of learners on work readiness programme Stakeholder communication strategy Improve contract management training by CATHSSETA Training of learners on work readiness programme Development of mechanisms to fund worker initiated capacity building programmes
Improved levels of skills in the South African workforce			
Access to occupationally directed programmes improved			
Identified and increased production of occupations in demand			

Programme 4: Quality Assurance

Outcome	Outputs	Key Risk	Risk Mitigation
<p>Improved sector capacity to deliver on skills development interventions</p>	<ul style="list-style-type: none"> • TVET Lectures exposed to the industry through Skills Programmes • Certification support services provided • Qualifications developed in line with the occupations in high demand identified 	<ul style="list-style-type: none"> • Transition to QCTO policy mandate 	<ul style="list-style-type: none"> • Service level agreement between QCTO and CATHSSETA on joint obligations

9. Public entities

10. Infrastructure projects

11. Public private partnerships

Part D: Technical Indicator Descriptions (TID)

Annexures to the Annual Performance Plan

The following annexures must be included in the Annual Performance Plans of institutions where applicable:

Annexure A: Amendments to the Strategic Plan

Provide details of the revisions to the approved Strategic Plan with reasons for the revisions. These should be consistent with the format for the Strategic Plan in the area where the amendment has been made.

Annexure B: Conditional Grants

Annexure C: Consolidated indicators

#	OUTPUT INDICATOR	Reporting period	Target Reporting Type	Annual Target 2020/21	Quarterly targets			
					1 st	2nd	3rd	4th
3.1.1.1	# unemployed Learners entering for LEARNERSHIP programmes	Quarterly	Cumulative	150	-	-	75	75
	# unemployed Learners entering SKILLS programmes	Quarterly	Cumulative	200	-	-	100	100
	# unemployed Learners entering Graduate INTERNSHIP	Quarterly	Cumulative	165	-	-	82	83
	# unemployed Learners entering INTERNSHIP N-diploma (including NCV)	Quarterly	Cumulative	250	-	-	125	125
	# unemployed Leaners entering INTERNSHIP Category A	Quarterly	Cumulative	200	-	-	100	100
	# unemployed Learners entering BURSARY programmes	Quarterly	Cumulative	150	-	-	75	75
3.1.1.2	# unemployed Learners completing LEARNERSHIP programmes	Quarterly	Cumulative	90	-	-	45	45
	# unemployed Learners completing SKILLS programmes	Quarterly	Cumulative	120	10	-	50	60
	# unemployed Learners completing Graduate INTERNSHIP	Quarterly	Cumulative	99	35	-	32	32
	# unemployed learners completing INTERNSHIP for TVET (N-DIPLOMA and NCV)	Quarterly	Cumulative	150	17	-	66	67
	# unemployed Learners Completing INTERNSHIP category A	Quarterly	Cumulative	120	-	-	60	60
	# unemployed Learners Completing BURSARY programmes	Quarterly	Cumulative	0	-	-	-	-
3.1.1.3	# employed Learners entering LEARNERSHIP programmes	Quarterly	Cumulative	200	-	-	100	100
	# employed Learners entering SKILLS programmes	Quarterly	Cumulative	126	-	-	63	63
	# employed Learners entering BURSARY programmes	Quarterly	Cumulative	100	-	-	50	50

#	OUTPUT INDICATOR	Reporting period	Target Reporting Type	Annual Target 2020/21	Quarterly targets			
					1 st	2nd	3rd	4th
	# employed learners entering AET programmes	Quarterly	Cumulative	50	-	-	25	25
3.1.1.4	# employed Learners completing LEARNERSHIP programmes	Quarterly	Cumulative	120	-	-	60	60
	# employed Learners completing SKILLS programmes	Quarterly	Cumulative	76	-	-	38	38
	# employed Learners completing BURSARY programmes	Quarterly	Cumulative	60	-	-	30	30
	# employed learners completing AET programmes	Quarterly	Cumulative	30	-	-	15	15
3.1.1.5	# of Learners on ARTISANS development programme towards meeting the target of the NDP	Quarterly	Cumulative	261	-	-	130	131
	# of Leaners completing ARTISANS development programme towards meeting the target of the NDP	Quarterly	Cumulative	0	-	-	-	-
3.1.1.6	# of employed Learners entering Recognition of Prior Learning (RPL)	Quarterly	Cumulative	50	-	-	25	25
	# of employed Learners completing Recognition of Prior Learning (RPL)	Quarterly	Cumulative	10	-	-	-	10
3.1.2.1	# of TVET partnerships established	Quarterly	Cumulative	9	-	-	4	5
	# of university partnerships established	Quarterly	Cumulative	8	-	-	4	4
	# of SETA employer partnerships established	Quarterly	Cumulative	17	-	-	8	9
3.6.1.1	# of Small levy-paying employers submitting Mandatory Grant applications	Annually	Non-Cumulative	490	-	490	-	-
	# of Medium levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	330	-	330	-	-
	# of Large levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	230	-	230	-	-