



WATER



ENERGY

STRATEGIC PLAN

2020/21-2024/25



SUSTAINABILITY



ENERGY AND WATER SECTOR EDUCATION AND TRAINING AUTHORITY



ENERGY AND WATER SECTOR EDUCATION AND TRAINING AUTHORITY

LIST OF ACRONYMS

4IR	Fourth Industrial Revolution
AET	Adult Education and Training
APP	Annual Performance Plan
ARPL	Artisan Recognition of Prior Learning
CBO	Community Based Organisation
CETC	Community Education and Training Colleges
CoS	Centre of Specialisation
DoE	Department of Energy
ECSA	Engineering Council of South Africa
ERP	Enterprise Resource Planning
e-QPR	electronic Quarterly Performance Report
EWSETA	Energy and Water Sector Education and Training Authority
HEI	Higher Education Institution
HRDS-SA	Human Resource Development Strategy for South Africa
MIS	Management Information System
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NGP	New Growth Path
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
NSA	National Skills Authority
NSDP	National Skills Development Plan
NEET	Not in Employment, Education or Training
POPI	Protection of Personal Information
PSET	Post School Education and Training System
QPR	Quarterly Performance Report
SETMIS	SETA Management Information Management System
SIC	Standard Industrial Classification
SIPs	Strategic Infrastructure Projects
SLA	Service Level Agreement
SONA	State of the Nation Address
SP	Strategic Plan
SPOL	Sectoral Priority Occupations List
RPL	Recognition of Prior Learning
TVET	Technical and Vocational Education and Training Colleges
UoT	University of Technology
WPPSET	White Paper for Post-School Education and Training
WIL	Work Integrated Learning



CONTENTS

PART A: OUR MANDATE9

1. CONSTITUTIONAL MANDATE.....	10
2. LEGISLATIVE AND POLICY MANDATES.....	10
2.1 Skills Development Act, Act No 97 of 1988.....	10
2.2 Skills Development Levies Act, Act No 9 of 1999.....	11
2.3 White Paper for Post School Education and Training.....	11
3. INSTITUTIONAL POLICIES AND STRATEGIES.....	12
3.1 National Development Plan.....	12
3.2 Medium Term Strategic Framework.....	12
3.3 New Growth Path.....	12
3.4 National Skills Development Plan.....	13
3.5 Human Resource Development Strategy for South Africa 2010-2030.....	14
4. RELEVANT COURT RULINGS.....	14

PART B: OUR STRATEGIC FOCUS.....15

5. VISION.....	16
6. MISSION.....	16
7. VALUES.....	16
8. SITUATIONAL ANALYSIS.....	17
8.1 External Environmental Analysis.....	17
8.1.1 Scope of Coverage.....	17
8.1.2 South African Context: Demographic Profile.....	18
8.1.3 The South African Economy.....	19
8.1.4 Gross Domestic Product.....	20



8.1.5 Triple burden of Inequality, Poverty and Unemployment	21
8.1.6 Demand for Services	23
8.1.7 Stakeholder Analysis	27
8.1.8 PESTEL Analysis	28
8.1.9 Impact of COVID-19 on Energy and Water Sector	30
8.2 Internal Environmental Analysis	32
8.2.1 SWOT Analysis	32
8.2.2 Organisational Structure	33
8.2.3 EWSETA workforce impact as a result of COVID-19 Pandemic challenges	35
8.3 Key Skills Change Drivers	35
8.3.1 Equity considerations	36
8.4 Description of the Strategic Planning Process	40
8.5 EWSETA Strategic Pillars	40

PART C: MEASURING OUR PERFORMANCE.....41

9. INSTITUTIONAL PERFORMANCE INFORMATION	42
9.1 Impact Statement	42
9.2 Measuring Our Outcomes	42
9.2.1 Explanation of planned performance over the five-year planning period	43
9.2.2 The Impact	48
9.3 Key Risks and Mitigations	49
9.4 Public Entities	51

PART D: TECHNICAL INDICATOR DESCRIPTIONS.....52



LIST OF TABLES

Table 1: NSDP Outcomes and Sub-Outcomes	13
Table 2: EWSETA Scope of Coverage	17
Table 3: Mid-year population estimates for South Africa by population group and sex, 2020	19
Table 4: Gross Domestic Product (2010 – 2023)	20
Table 5: Interventions likely to be affected in the sector due to COVID-19	31
Table 6: Trend Analysis of Management by Gender (2016-2020)	36
Table 7: Major Change Drivers	37
Table 8: EWSETA Research Priorities	44

LIST OF FIGURES

Figure 1: EWSETA Mission	16
Figure 2: EWSETA Values	16
Figure 3: Mid-year population estimates for South Africa by province, 2020	19
Figure 4: Social and environmental performance	21
Figure 5: South Africa's unemployment rate comparisons between 2010 to 2020	22
Figure 6: Updated Energy Mix	24
Figure 7: Stakeholder Matrix	27
Figure 8: PESTEL Analysis	29
Figure 9: SWOT Analysis	32
Figure 10: Different levels of planning that encompasses the outcomes approach	40
Figure 11: EWSETA Strategic Pillars	40
Figure 12: EWSETA Logframe	48



Accounting Authority Statement

It is with great pleasure that the Accounting Authority of the Energy and Water Sector Education and Training Authority (EWSETA) submits to the Department of Higher Education and Training (DHET), the Strategic Plan for the period 2020/21 – 2024/25. The EWSETA is one of the 21 Sector Education and Training Authorities established in accordance with Section 9 of the Skills Development Act No. 97 of 1998 (the Act), Skills Development Levies Act No. 9 of 1999 (SDLA) and has all the powers granted to it in terms of the Act. The main areas of focus of the EWSETA is the energy and water sector, as determined by the Minister of Higher Education and Training in terms of Section 9(2) the Act, read in conjunction with Government Gazette No 33756, RG 9417 (No R1055 of 11 November 2010).

The Strategic Plan has been prepared in accordance with the Revised Framework for Strategic Plans and Annual Performance Plans issued by the Department of Planning, Monitoring and Evaluation. We submit the plan in accordance with the requirements of the DHET and the Public Finance Management Act No. 1 of 1999 (the PFMA) and National Treasury Regulations. The Strategic Plan includes a situational analysis, a revision of legislative and other mandates (including MTSF) and an overview of the 2020/21 – 2024/25 budgets as well as performance targets. Success indicators are aligned to the outcomes, which in turn have been aligned to the National Skills Development Plan (NSDP).

The Strategic Plan also takes into consideration provisions in the DHET Service Level Agreement, including support for:

- Imperatives contained within Job Summit Agreements.
- Temporary Employee and Employer Relief Scheme as and when needed by the sector.
- Centres of Specialisation and support for International Scholarships.
- World Skills South Africa.
- Revitalisation of Rural and Townships Local Economy.

The Accounting Authority of the EWSETA endorses the Strategic Plan. We look forward to working with the DHET in delivering on our mandate in the next five years.



Dr. Limakatso Moorosi

Chairperson: EWSETA Accounting Authority



Chief Executive Officer Statement

NSDP envisions an educated, skilled and capable workforce for South Africa. EWSETA's 2020 - 2025 strategy through its vision, mission and values paves a path of contributing to the achievement of government priorities through skills development in the Energy and water sector. as set out in the Medium-Term Strategic Framework (MTSF 2019 - 2024), which are:

Priority 1	Building a capable, ethical and developmental state
Priority 2	Economic transformation and job creation
Priority 3	Education, skills and health
Priority 4	Consolidating the social wage through reliable and quality basic services
Priority 5	Spatial integration, human settlements and local government
Priority 6	Social cohesion and safe communities
Priority 7	A better Africa and world

EWSETA's desired impact is to improve economic participation. This will be achieved by creating a capable work force that will result in a productive labour force to support economic growth, employment creation and social development. Our five strategic pillars are aimed at achieving our impact of improving economic participation through skills development. The five strategic pillars are:

Pillar 1	Establish a high-performance culture
Pillar 2	Develop credible mechanism for identification of skills demand and supply
Pillar 3	Close the scarce and critical skills gap
Pillar 4	Intensify Continuous Professional Development and career guidance
Pillar 5	Positively contribute to an inclusive economic development.

The implementation of the strategic plan in the next five years will be monitored to ensure that the short term outcomes and the intended impact is achieved. Management will ensure adequate resources such as finance, human capital and infrastructure are in place to drive the implementation of the strategy.



Ms Mpho Mookapele
EWSETA Chief Executive Officer



Official Sign-Off

It is hereby certified that this Strategic Plan:

Was developed by the management of the Energy and Water Sector Education and Training Authority (EWSETA) under the guidance of the EWSETA Accounting Authority.

Takes into account all the relevant policies, legislation and other mandates for which the EWSETA is responsible.

Accurately reflects the impact and outcomes, which the EWSETA will endeavour to achieve over the period 2020/21 – 2024/25.

Acting Head Official Responsible for Planning

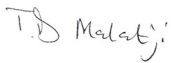
Mrs. Tsholofelo Mokotedi



Date: 29 January 2021

Acting Chief Financial Officer

Mr. Douglas Malatji



Date: 29 January 2021

Chief Executive Officer

Ms. Mpho Mookapele



Date: 29 January 2021

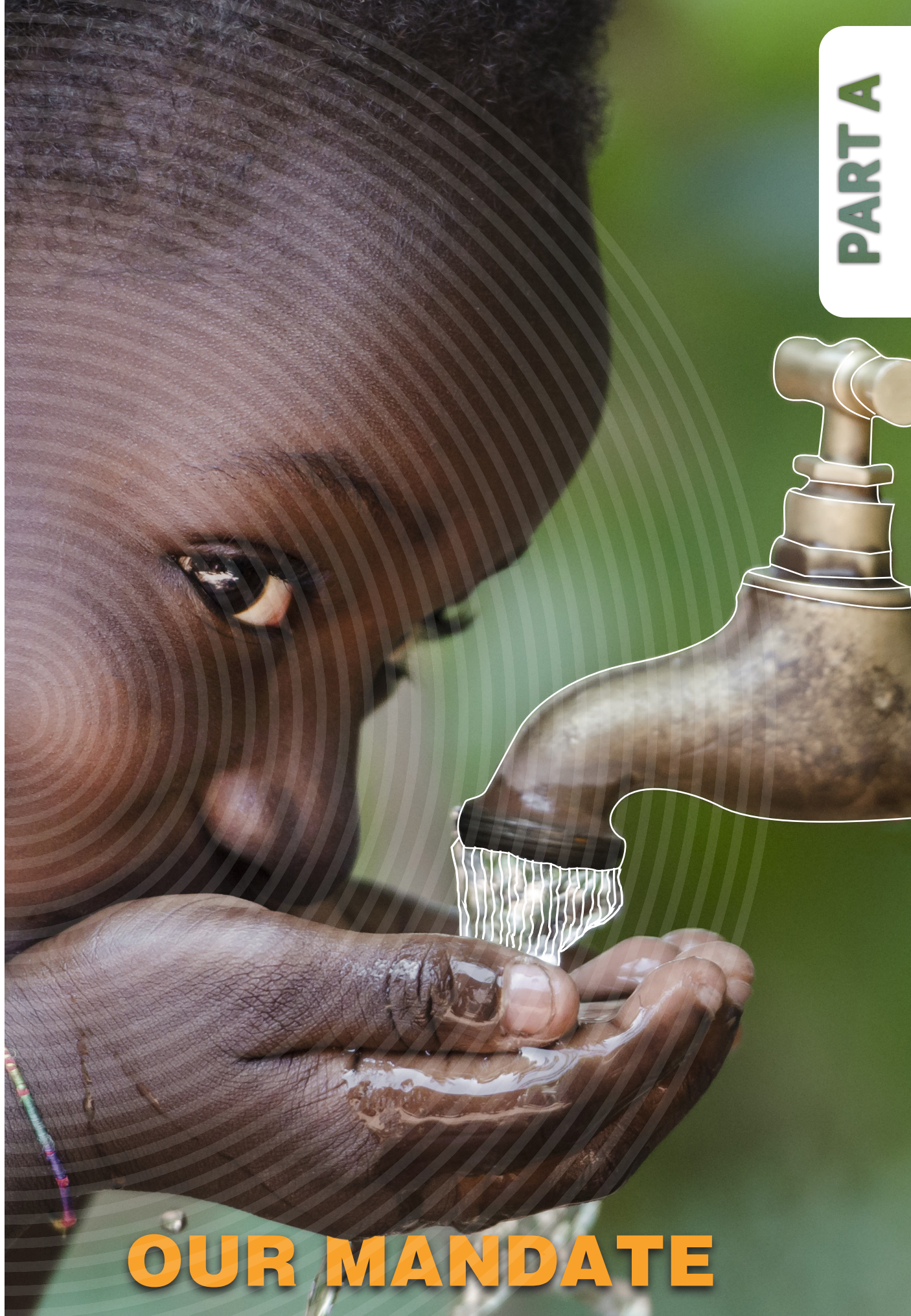
Approved by Accounting Authority

Dr. Limakatso Moorosi | Accounting Authority Chairperson



Date: 29 January 2021





OUR MANDATE



1. CONSTITUTIONAL MANDATE

The basis of the education system is derived from the Constitution of South Africa and its Bill of Rights. These are the values of human dignity, equality, freedom, non-discrimination. Section 29(1) of the Constitution guarantees the right to a basic education (including adult basic education), and to further education which the state must make progressively available and accessible.

The EWSETA must therefore ensure access of education and training to all, within the limits of its levy income.

Section 22 of the Constitution enshrines the right for every citizen to choose their trade, occupation or profession freely. This is particularly important considering the SETA focus on trades and occupational qualifications.

2. LEGISLATIVE AND POLICY MANDATES

The EWSETA is responsible for implementing, managing, or overseeing the following legislative and policy mandates.

2.1 SKILLS DEVELOPMENT ACT, ACT NO 97 OF 1988

The EWSETA derives its mandate from the Act. The EWSETA has the following key mandates in terms of this legislation:

- a) Develop a sector skills plan within the framework of the national skills development strategy;
- b) Implement its sector skills plan by:
 - establishing learning programmes;
 - approving workplace skills plans and annual training reports;
 - allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers, and workers; and
 - monitoring education and skills development provision in the sector.
- c) Promote learning programmes by:
 - identifying workplaces for practical work experience;
 - supporting the development of learning materials;
 - improving the facilitation of learning; and
 - assisting in the conclusion of agreements

for learning programmes, to the extent that it is required.

- d) Register agreements for learning programmes, to the extent that it is required;
- e) Perform any functions delegated to it by the QCTO in terms of section 26I.
- f) When required to do so as contemplated in section 7(1) of the Skills Development Levies Act, collect the skills development levies, and must disburse the levies, allocated to it in terms of sections 8(3)(b) and 9(b), in its sector;
- g) Liaise with the National Skills Authority on:
 - the national skills development policy;
 - the national skills development strategy; and
 - its sector skills plan;
- h) Submit to the Director-General:
 - any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and
 - strategic plans and reports on the implementation of its service level agreement;
- i) Liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information:



- about placement opportunities; and
 - between education and skills development providers and the labour market;
- (iA) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed;

- j) Subject to section 14, appoint staff necessary for the performance of its functions;
- (jA) promote the national standard established in terms of section 30B;
- (jB) liaise with the QCTO regarding occupational qualifications; and
- k) Perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act”.

2.2 SKILLS DEVELOPMENT LEVIES ACT, ACT NO 9 OF 1999

The SDLA provides for the imposition of a skills development levy on employers to fund the SETA mandate. Chapter 8 of the SDLA provides that Director-General of the Department of Higher Education and Training must allocate:

- “20% of the levies, interest and penalties collected in respect of a SETA to the National Skills Fund;
- 80% of the levies, interest and penalties collected in respect of a SETA to that SETA after he or she is satisfied that the SETA has complied with the requirements of the Act.
- SETAs retain 10.5% for their own administration, 0.5% the Quality Council for Trades and Occupation (QCTO) for quality assurance, 20% is dispersed back to compliant and participating employers (Mandatory Grant) and allocate 49% for Discretionary Grants.
- 80% of DG is for PIVOTAL Grant and 20% is reserved for Non-PIVOTAL projects.

- Non-compliant or non-participating employers’ Mandatory Grant is swept into the discretionary pool. SETAs may also apply for additional funding from the National Skills Fund and Unemployment Insurance Funds (UIF) for special projects.

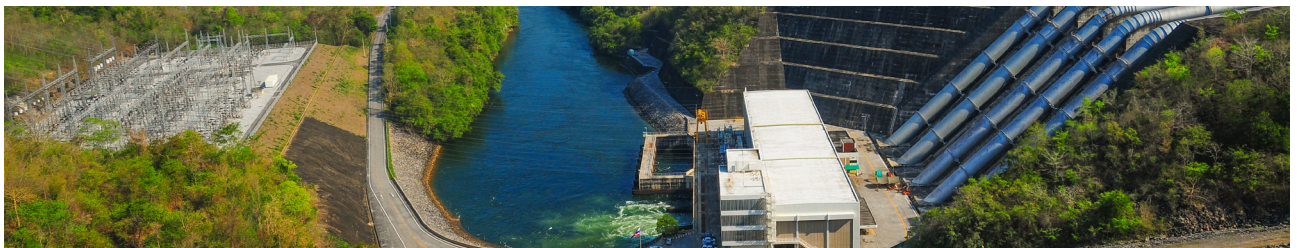
The reader is referred to section 4 of this document for more information.

2.3 WHITE PAPER FOR POST SCHOOL EDUCATION AND TRAINING

The White Paper for Post-School Education and Training (WPPSET) outlines a policy to enhance the post-school education and training system’s ability to satisfy the needs of South African society. It describes policy measures to guide the DHET and the institutions it is accountable for in order to help build a developmental state with a vibrant democracy and a prosperous economy. The WPPSET has as its main policy objectives the following:

- post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;
- a single, coordinated post-school education and training system;
- expanded access, improved quality and increased diversity of provision;
- a stronger and more cooperative relationship between education and training institutions and the workplace;
- a post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.

The WPPSET has identified SETA’s as key institutions in the effort to bridge education and work.



3. INSTITUTIONAL POLICIES AND STRATEGIES

The EWSETA Strategic Plan 2020-25 takes into consideration the following national strategies, plans and policies over the five year planning period:

3.1 NATIONAL DEVELOPMENT PLAN

The National Development Plan 2030 (NDP) envisages that by 2030 South Africa will have an adequate supply of electricity and liquid fuels to ensure that economic activity and welfare are not disrupted, and that at least 95% of the population will have access to grid or off-grid electricity. It proposes that gas and other renewable resources like wind, solar and hydroelectricity will be viable alternatives to coal and will supply at least 20 000 MW of the additional 29 000 MW of electricity needed by 2030. Other recommendations include diversification of power sources and ownership in the electricity sector, supporting cleaner coal technologies, and investing in human and physical capital in the 12 largest electricity distributors. The NDP also identifies water as being a precursor to reducing poverty and inequality and achieving inclusive economic growth and development. It further states that conservation of natural resources (such as water) is critical and requires the appropriate measures and interventions to be implemented.

An increase in skilled and professional people will be required for construction of additional generation capacity and the management of new plants. Increased maintenance will require additional artisans. Existing artisans will need to acquire new skills. The shift towards renewable energy will require the development of technical skills in wind as well as solar energy. The growing green economy will see an increased need for environmentally skilled technical people. Support programmes for the establishment of new businesses in energy can support the diversification of ownership. The conservation and recycling measures of natural resources such as water will require the appropriate skills to implement and manage the much-needed services.

3.2 MEDIUM TERM STRATEGIC FRAMEWORK

The Medium-Term Strategic Framework (MTSF) is a high-level strategic document to guide the 5 year implementation and monitoring of the NDP 2030. MTSF 2019 - 2024 is a combination of the 5-year NDP Implementation Plan outlined in the State of the Nation Address (SONA) and an Integrated Monitoring Framework. The emphasis of the MTSF 2019 -2024 is on accelerated, spatially referenced, social partnerships-based implementation.

The EWSETA supports the DHET in implementing Priority 3 (Education, Skills and Health) of the MTSF. In particular, the EWSETA will support the skills identified in the Priority Skills Plan to be developed by the DHET. In implementing its Strategic Plan, the EWSETA will always consider the interests of Women, Youth, and People with Disabilities, which are the cross-cutting priorities of the MTSF.

The role of EWSETA in support of the MTSF is:

- Sectoral Labour Market Demand Articulation
- Skills-related Partnership Development
- Training of employed workers
- Small, Medium and Micro-sized Enterprise Development
- Support of Equity Imperatives
- Support of National Imperatives
- Monitoring and Evaluation

3.3 NEW GROWTH PATH

Aimed at enhancing growth, employment creation and equity, the New Growth Path (NGP) sets a target of 5 million jobs created by 2020 through a series of partnerships between the state and the private sector. The policy objective on the green economy aims to expand construction and production of technologies for solar, wind and biofuels. Clean manufacturing and environmental services are projected to create 300 000 jobs over the next decade. Furthermore, the NGP also states that



in a water-constrained country, the investment in water infrastructure is an essential step in the strategy of expanding agriculture and agro-processing.

The provision of green economy-type skills that are more technical and environmentally conscious is necessary. A key enabling factor in economic growth is stable power supply. In the drive to expand sustainable energy provision, skills development has a crucial role to play.

Water plays a key role in cross-sectoral linkages. In the development of the water infrastructure desperately required by the country, additional, appropriate skills in this regard will be equally essential.

3.4 NATIONAL SKILLS DEVELOPMENT PLAN

The National Skills Development Plan 2030 (NSDP) aims to guarantee that South Africa has adequate, suitable, and high-quality skills contributing to economic growth, job creation, and social development. The NSDP derives from the broader plan of government, namely the National Development Plan (NDP). The role of the EWSETA in support of the NSDP and NDP is to:

On the demand side:

- Conduct labour market research and develop Sector Skills Plans (SSP);
- Develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); and submit quarterly reports.

On the supply side:

- Address sector skills needs and priorities;
- Address scarce and critical skills through implementation of learning programmes (i.e. Artisans and Learnerships);
- Facilitate easy access and different entry points (Articulation and RPL); and
- To collaborate with the relevant Quality Council, especially the Quality Council for Trades and Occupations to ensure quality and provision of learning programmes.

Central to the role of SETAs is to effectively contribute towards the realisation of the outcomes as laid out in the NSDP. The below table shows the NSDP outcomes and sub-outcomes, which this EWSETA Strategic Plan has been aligned to.

Table 1: NSDP Outcomes and Sub-Outcomes

OUTCOMES	SUB-OUTCOMES
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level. 1.2 Targets for priority occupations 1.3 Targets for priority qualifications 1.4 Identification of interventions required to improve enrolment and completion of priority occupations
2. Linking education and the workplace	2.1 Opening of workplace-based learning opportunities increased.
3. Improving the level of skills in the South African workforce	3.1 To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy
4. Increase access to occupationally directed programmes	4.1 Occupational qualification developed by the Quality Councils 4.2 Increase access for Intermediate and high-level skills



OUTCOMES	SUB-OUTCOMES
5. Support the growth of the public college system	5.1 Support the TVET Colleges 5.2 Support the CET Colleges
6. Skills development support for entrepreneurship and cooperative development	5.1 To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives
7. Encourage and support worker-initiated training	Support for trade unions training institutes
8. Support career development services	To increase the pool of learners with knowledge and application of STEM subjects To work with professional bodies in promoting career pathing

Source: DHET, National Skills Development Plan 2030

3.5 HUMAN RESOURCE DEVELOPMENT STRATEGY FOR SOUTH AFRICA 2010-2030

The Human Resources Developmental Strategy for South Africa (HRDS-SA) is intended to be a coherent, national human resource development framework within which all HRD-oriented policies operate.

4. RELEVANT COURT RULINGS

Business Unity South Africa (BUSA) instituted review proceedings on two occasions in the Labour Court to set aside the regulations but the most recent application pertaining to the re-promulgation of the Regulation 4(4) was dismissed in 2018. BUSA subsequently launched an appeal against the judgment of the Labour Court.

The appeal was heard in the Johannesburg Labour Appeal Court on 20 August 2019. Judgment has been handed down and the appeal was successful. The Labour Court's judgment has been set aside and is replaced with the following:

Regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998 is set aside.

Regulation 4(4) provides that 20% of the levies paid by the employer in terms of the SDLA during each financial year will be paid to the employer who submits a WSP and ATR.

It is expected that the DHET will provide a directive to the SETAs on the implementation of this ruling.





OUR STRATEGIC FOCUS





Vision

The Vision of the EWSETA is "To create a sustainable tomorrow today, through skills."



Mission

We will achieve our Vision through:

Research to determine the skills demand;

Facilitating and coordinating skills development programmes to respond to sectoral challenges;

Driving excellence through quality assurance;

Fostering an ecosystem in energy and water that creates inclusive economic development.



Shared Values

The EWSETA reviewed its value system to ensure it continues to drive change. The shared values seek to cultivate confidence and inform decision-making and interaction, with both internal and external stakeholders. These guide the action and behaviour of EWSETA employees as the organisation strives towards becoming a conducive high-performance organisational culture. The four values depicted in Figure 2 are Respect, Integrity, Team and Excellence.

RESPECT

A sense of value and trust towards each other and stakeholders.

INTEGRITY

We act with honesty and integrity, not compromising the truth.

TEAMING

Positively contributing and collaborating towards the greater vision.

EXCELLENCE

Striving for the best in all our actions.

Figure 2: EWSETA Values



8. SITUATIONAL ANALYSIS

8.1 EXTERNAL ENVIRONMENTAL ANALYSIS

8.1.1 Scope of Coverage

The EWSETA is a public entity established in terms of the Skills Development Act 97 of 1998 (as amended) and has a mandate to facilitate skills development within the energy and water sector of the economy. The scope of industrial coverage of the EWSETA is defined in terms of the following Standard Industrial Classification (SIC) Codes shown below.

Table 2: EWSETA Scope of Coverage

SIC Code	Industry	Sub-Sector	SDL Registered Employers	% of Total
41111	Generation of energy	Energy	475	24,2%
41112	Distribution of purchased electric energy only	Energy	127	6,5%
41114	Generation of renewable energy	Energy	240	12,2%
41115	Transmission of energy	Energy	36	1,8%
41116	Project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks and systems	Energy	522	26,6%
41118	Marketing of electricity	Energy	137	7,0%
41200	Manufacture of gas; distribution of gaseous fuels through mains	Energy	240	12,2%
41300	Steam and hot water supply	Energy	28	1,4%
50222	Construction of pylons	Energy	52	2,7%
50320	Construction of other structures	Energy	3	0,2%
87141	Industrial research for electrical energy	Water	101	5,2%
TOTAL		ENERGY	1,961	100,0%
42000	Collection, purification and distribution of water	Water	166	40,6%
42001	Public water enterprises: Collection, purification and distribution of water, including potable water supply, domestic waste and sewage systems, refuse and sanitation services	Water	13	3,2%
42002	Private water companies: collection, purification and distribution of water, including potable water supply, domestic waste and sewage services, refuse and sanitation services	Water	23	5,6%
42003	Irrigation boards: collection, purification and distribution of water, including potable water supply, domestic waste and sewage services, refuse and sanitation services	Water	14	3,4%
94003/ 99908	Water and sanitation services (potable water supply, domestic wastewater and sewage systems)	Sanitation and Wastewater	193	47,2%
TOTAL		WATER	409	100%

Source: SARS SDL Data (2019)

The energy and water sector is made up of 15 subsectors. According to the SARS SDL database, in 2019/20 there were 2,495 organisations registered within the energy and water sector, of which 2,064 (82,73%) organisations were registered in energy and 431 (17,27%) registered in the water sector. Project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks and systems represent the largest single subsector, with 22,24% (555) organisations registered, closely followed by generation of energy representing 18,96% (473) of total registered organisations in 2019/20. During 2018/19 there were 2,367 organisations registered with the EWSETA.

Thus, there has been an overall increase of 128 organisations recorded, representing a 5,41% increase year-on-year.

This could be attributable to several reasons. For instance, new entrants accessing the sector and increasing competition due to the proliferation of alternative/substitute products and services, as can be seen in the renewable energy segment (12,92% increase); consumer-driven demand; expansion/shifts in existing company core business; or marginally, the residual effects of inter-SETA transfers. Interestingly, the subsector experiencing the largest growth with respect to the number of entities registered between 2018/19 and 2019/20 is SIC Code 41114 – Generation of renewable energy (12,92% increase). Collectively, the energy subsectors experienced larger average growth (5,72%) during the same period when compared with the water subsectors (3,96%). The general average growth experienced in both the energy and water sectors may potentially indicate more opportunities being identified by related businesses.

However, it is important to note that the impact of the COVID-19 pandemic is yet to be fully realised; the effects of which could potentially dampen growth efforts across the energy and water sector. For example, the pandemic has caused industries across South Africa to cease operations, which will have a negative impact on the sector in one way or another due to reduced/lack of productivity, income, and ultimately, sustainability.

8.1.2 South African Context: Demographic Profile

The Statistics South Africa (StatsSA) "Mid-year population estimates of 2020" report estimates South Africa's population at 59,62 million in 2020. Table 3 shows the population by group and sex, with approximately 51,1% (approximately 30,5 million) of the population female and the Black African group making up 80.8% of the total population. The population is expected to grow by about 6% to 63m by 2024, and by 15.9% over the next 11 years (67.9 million by 2030).

Although generic, taking the macroenvironment into cognisance allows the EWSETA to effectively apply evidence-based decision-making processes in favour of the energy and water sector. A holistic understanding of the market frames the responses that the EWSETA makes, particularly on how the organisation plans to address the triple burden of unemployment, poverty and inequality - undergirded by a focus on women, youth and person's living with disabilities who are significantly impacted and severely vulnerable. Detailed presentation of various interventions that will enhance the opportunities of these groupings - and coordinated collaborations between government and industry are made in the various strategic and operational documents of the EWSETA.



Table 3: Mid-year population estimates for South Africa by population group and sex, 2020

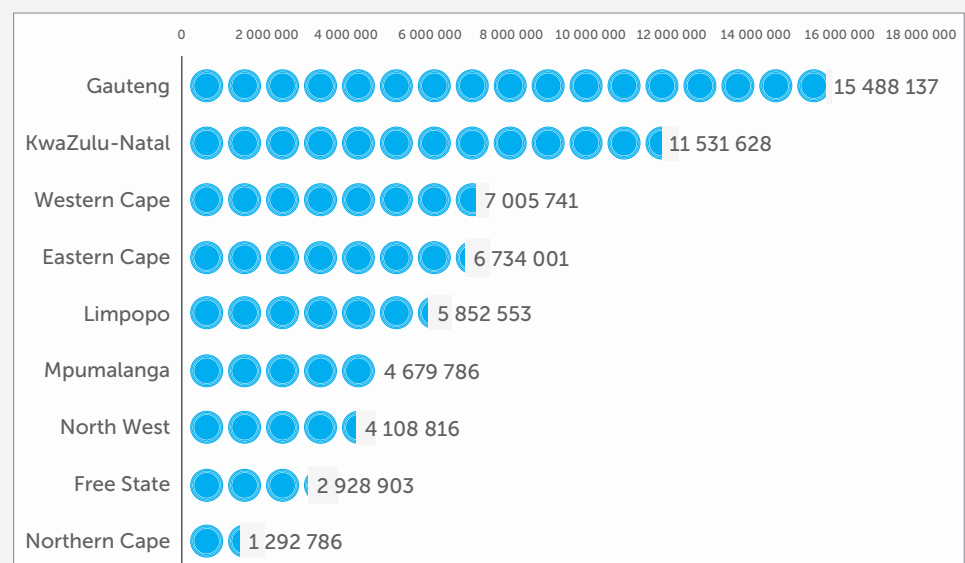
Population Group	MALE		FEMALE		TOTAL	
	Number	% distribution of males	Number	% distribution of females	Number	% distribution of total
Black African	23,519,474	80,7	24,634,253	80,8	48,153,727	80,8
Coloured	2,555,204	8,8	2,692,536	8,8	5,247,740	8,8
Indian/Asian	787,662	2,7	753,451	2,5	1,541,113	2,6
White	2,266,535	7,8	2,413,235	7,9	4,679,770	7,8
Total	29,128,875	100,0	30,493,475	100,0	59,622,350	100,0

(Source: Mid-year population estimates of 2020, Statistics South Africa (StatsSA))

Gauteng continues to be the most populous as per Figure 3 - with approximately **15,5 MILLION** people (26,0%) living in this province.

The **second largest** population (**approximately 11,5 MILLION PEOPLE**) reside in **KwaZulu-Natal** whilst the **Northern Cape** maintained its status as the province with the **lowest** population in the country with a population estimated at **1,29 MILLION PEOPLE**.

Figure 3: Mid-year population estimates for South Africa by province, 2020



(Source: Mid-year population estimates of 2020, Statistics South Africa (StatsSA))

Migration is an important demographic process, as it shapes the age structure and distribution of the provincial population. For the period 2016–2021, Gauteng and Western Cape are estimated to experience the largest inflow of migrants of approximately, 1 553 162 and 468 568 respectively as per the same StatsSA report.

8.1.3 The South African Economy

The COVID-19 pandemic has not only devastated global economies but has shattered the South African economy to new record lows. The World Bank forecasts a significant economic downturn for 2020 as various economic activities remained constrained, with slow recovery expected. Poor growth has limited the country's ability to deal with a growing budget deficit and a rising debt burden. With deteriorating macroeconomic indicators, the fiscal situation has worsened in South Africa;

partly attributed to low business confidence, a recent downgrade to its investment rating, structural constraints such as electricity supply shortages and a volatile currency exchange, which had depreciated as much as 18% in the past few months.

The closure of national borders, tourism grinding to a halt and declining global demand in response to COVID-19; has dampened any hopes of a quick turnaround of the South Africa economy. The persistent health crisis continues



to threaten and depress economic growth. The World Bank expected Gross Domestic Product (GDP) growth to contract by 7.2% in 2020 and rebound to 2.6% in 2021. In the Medium-Term Budget Policy (MTBP) delivered in October 2020, the 2020 economic growth contraction was revised to 7.8%; and growth expected to recover in 2021 at 3.3%, 1.7% in 2022 and 1.5% in 2023.

The local landscape is characterised by job losses due to a contraction in most economic sectors. According to National Treasury, the sectors most affected by the coronavirus were the construction, manufacturing, retail and hospitality sectors, respectively. Nearly all industries experienced a massive drop in output in the second quarter of 2020.

The economic slump induced by the pandemic led to 2,2 million people losing their jobs, significantly adding to an already high unemployment and poverty rate. Specific structural reforms to support the economy and create jobs were proposed in the MTBP, focusing on fiscal measures to bring debt under control, shift expenditure from consumption towards investment and support efforts to lower the cost of capital.

Considering these challenges, it becomes necessary to prioritise the role of skills development in the utility sector; particularly

in driving economic growth in the country for the foreseeable future. Appropriate provision of current and future skills needed to ensure a capable workforce to enable the economy necessitates a collaborative effort and partnership between government, academic institutions and industry. The focus in the long-term is to build a robust and sustainable economy through relevant skills development, education and training interventions.

8.1.4 Gross Domestic Product

The South African economy has experienced weak performance, annual growth has tapered off in the last few years (Table 4). Data from StatsSA shows that GDP growth entered a technical recession in Q4 2019, with GDP falling by just over 16% between the first and second quarters of 2020. South Africa's economy suffered a significant contraction as the country entered and operated under strict lockdown restrictions in response to COVID-19 from end-March to June. Inflation was at 3,0% on average up to September 2020 (Reserve Bank's target band is 3% to 6%).

The decline in the global economy as well as resultant slowdown due by the pandemic, the forecast post-2020 points to a longer and slower GDP recovery. The ratio of GDP to investment declined to 17,9, the lowest since 2005.

Table 4: Gross Domestic Product (2010 – 2023)

Percentage change	2010-2018 ¹	2019	2020	2021	2022	2023
Real GDP growth	1.9	0.2	-7.2	2.6	1.5	1.5
GDP inflation	5.7	4.0	4.0	3.9	4.4	4.6
GDP at current prices (R billion)	3 811.9	5 077.6	4 900.2	5 227.9	5 536.1	5 873.4
CPI inflation	5.3	4.1	3.0	3.9	4.3	4.5

¹ Average growth rates

Sources: National Treasury, Reserve Bank and Statistics South Africa

There are pending economic reforms envisaged to attempt to revive the economy, a recent report on State-Owned Enterprises (SOEs) and other public indicates that has been a decline in investment by SOEs on key infrastructure projects, the report points to

them underspending as much as 65% of their capital budgets. The correct focus on key infrastructure will as the study postulates result in a correction of the current NDP trajectory, which is negative or neutral. This will result in key reforms across SOE boards as well as



potential Private Public Partnership (PPP) which will impact on the economy and potentially create a demand for skills.

Although the South African economic outlook in the next 12 months remains depressed and volatile, heavily impacted by the global trends, Cabinet and Treasury are adopting an active approach that will remain vigilant to expenditure as well as spending to be sustainable and within the fiscal framework.

8.1.5 Triple burden of Inequality, Poverty and Unemployment

8.1.5.1 Inequality

South Africa remains the most unequal country in the world, with the highest Gini Coefficient - an index that measures inequality - varying between 0.63 in Figure 5 (WEF - The Global Competitiveness Report, 2019) to about 0.69 (The World Bank, 2018). The country has had little success in wealth distribution among the previously marginalized and tackling the stubborn levels of inequality that have plagued the country. The EWSETA emanates from the need to address this inequality, a targeted effort to reduce inequality through a skilled workforce, promoting entrepreneurship, job creation and inclusive growth.

8.1.5.2 Poverty

The challenge of inequality speaks to the grim reality of poverty experienced by a growing estimate of 55,5% of the adult population who live below the upper-bound poverty line (UBPL), as measured by the StatsSA 2014/15 Living Conditions Survey (LCS). The poorest

provinces in the country have consistently been Limpopo (67,5%), Eastern Cape (67,3%), KwaZulu-Natal (60,7%) and North West (59,6%), with significantly more than half of the population living in abject poverty. Gauteng and the Western Cape remain the two provinces with the lowest poverty headcount at 13,6% and 12,8%, respectively. In 2015, nearly half of Black South Africans were poor.

The StatsSA "Inequality Trends in South Africa" report the largest contributor to overall income inequality came from the labour market where an estimated 74% female workers earn approximately 30% less, on average, than male workers and the bottom 60% of households depend on social grants and less on income from the labour market - evidence of the growing unemployment problem.

In addition, adult females experienced higher and more severe levels of poverty (regardless of the poverty line used); and poor female-headed households had little access to water, sanitation and refuse removal services. The youth saw a -15% change in money metric poverty between 2006 and 2015 according to the LCS.

Access to grants remain a significant source of income for South African households, particularly in rural areas.

Figure 4: Social and environmental performance

Social and environmental performance	
Environmental footprint gha/capita	3.4
Renewable energy consumption share %	17.2
Unemployment rate %	27.0
Global Gender Gap Index 0-1 (gender parity)	0.8
Income Gini 0 (perfect equality) -100 (perfect equality)	63.0

(Source: The Global Competitiveness Report, 2019, WEF)



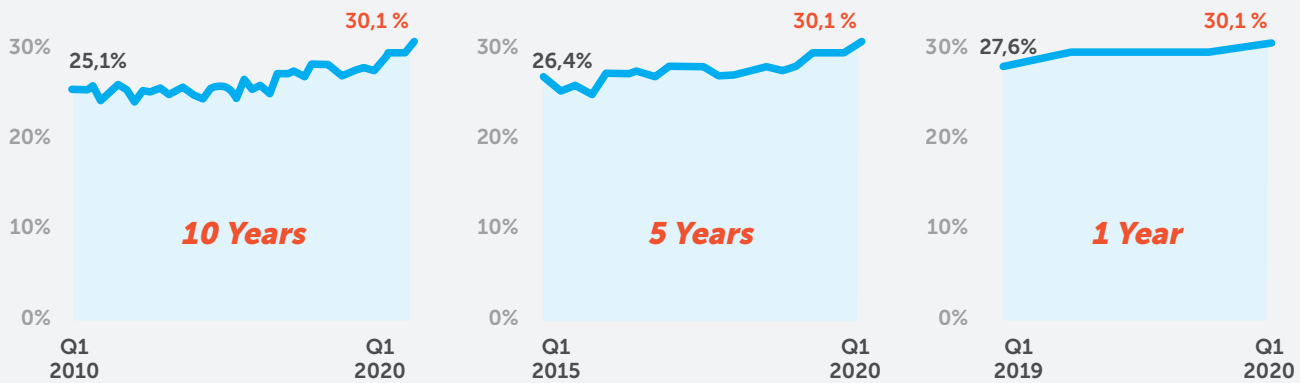
8.1.5.3 Unemployment

Unemployment was recognised as the biggest poverty driver in the LCS. Currently at 30,1%, the unemployment rate has steadily increased in reflection of pending economic factors.

According to Figure 5, the unemployment rate has increased by 5 percentage points between 2010 and the first quarter of 2020 and by 3,7 percentage points from five years ago.

Figure 5: South Africa's unemployment rate comparisons between 2010 to 2020

Unemployment rate from Q1: 2010 to Q1: 2020



Of the estimated 23,5 million South Africans part of the working age labour force (15-64 years old), a staggering 30,1% (7.1 million) were unemployed (searching and available) in Q1:2020 as shown in Figure 7. Using the expanded definition, the unemployment rate was far greater at 39,7%, with unemployment amongst the Black African population group far higher than the national average and other population groups. Underlying factors of poverty, the dire situation is exacerbated by the effect of COVID-19 pandemic on an already struggling economy. The EWSETA draws its levy-income from those employed in respective sectors, threats of job losses present a significant risk to revenue lines.

Analysts have blamed the structural problems that underlie the economy: mainly that industries, due to increasing globalisation and digitisation, are growing in a direction that skills of the general population cannot follow. According to the expanded definition, unemployment in South Africa increased by 2,3% to 42,0% in the second quarter of 2020 compared to the first quarter of 2020 (StatsSA, 2020); though it has been argued that the rate of unemployment in light of COVID-19

and the national lockdown is closer to 50%. The electricity sector remained unchanged for the period; however, we anticipate some contraction due to the decline in household and business incomes during the latter part of 2020 and 2021. The following sectors were sharply affected, trade (-6%), construction (-7,1%) and transport (-4,8%).

The formal employment forecast (including agriculture and households) projects a 7.3% increase by 2023 in the number of people employed in the formal sector from the 15.1 million employed in 2018 (Quantec, 2019). There is, therefore, a strong need for increased synergies between demand and supply with respect to the labour market within the energy and water sector in order to appropriately respond to skill needs emanating from expected employment growth rates.

Approximately 3,5 million (34,1%) out of 10,3 million young people aged 15-24 years were not in employment, education or training (NEET). The overall NEET rate increased by 0,8 of a percentage point in Q1:2020 compared to Q1:2019.



Black African women are the most vulnerable with an unemployment rate of **OVER 36,5%**. There were **15,4 MILLION** people aged 15-64 years not economically active, this included **18,9%** discouraged work-seekers and about **39,4%** students.

8.1.6 Demand for Services

8.1.6.1 Energy

The South African energy supply is dominated by conventional thermal power, which is dominated by coal (72%). The revised IRP (Integrated Resource Plan 2019) projects a more diversified and sustainable energy mix by 2030. The future energy mix in 2030 will be made of nearly 40% of renewables (Hydro, 5,9%, Solar PV 10,6 and 22,8 wind).

The Just Energy Transition and related issues has started to shape the discourse on energy, particularly as many plans in the coal resources in mining basins (Mpumalanga) starts to run out. Further the issue of coal as a less preferred source for electricity in light of the Paris Agreement on emissions. The case for a Just Energy Transition is made considering the fast-changing global trends towards renewables and a low carbon future. The trends on energy usage in South Africa indicate that industry is the largest consumer of electricity (37%), followed by residential (25%) and mining at 26%.

The increase in population is projected to reach approximately 63 million by 2024, an increase in the demand for energy by the population remains imminent (Quantec, 2018, DoE). Current delays and cost-overruns on key plants by Eskom will impact the reliability and availability of energy to both industry and homes; which has the potential to destabilise the economy if left unattended.

The growth of the energy sector requires priority attention and focus primarily on ensuring that energy security, achieving universal access, transforming the energy sector and ensuring the optimal use of energy resources (Deloitte, 2017). Another issue that is

becoming crucial is the under-representation of women particularly those with a background in Science, Technology, Engineering and Mathematics (STEM), currently at 28%, in contrast when compared to non-STEM fields where women are better represented (35%). This calls for various specialist and expert skills among the workforce, which further solidifies the EWSETA's role and contribution concerning the skills supply imperative.

The DoE (2018) reported South Africa's total domestic energy generation capacity to be 51,309 megawatts (MW) from all sources, with conventional thermal power still dominant (72.2%), while renewable sources constitute 17% of the energy mix. This shows that there is great potential for the growth of the renewable energy sector in line with the global drive towards cleaner energy sources. The IRP 2019 projects a transition towards a lower carbon future, with an installed capacity 77,800 with a mix of 43% (conventional thermal) and nearly 40% renewable. Thus, this necessitates that the renewable energies sub-sector is equipped with a steady supply of a workforce that is appropriately skilled through tailored skills development interventions as offered by the EWSETA.

8.1.6.2 Water Access

Water access and use remain a key constrain in the development of South Africa and Sub-Saharan Africa in general. South Africa is in the top 30 driest countries. According to the World Bank (2012) South Africa is approaching the status of being a physical water scare country. This is made more difficult by the fact that 50% of our water sources originate from only 8% of land in South Africa.

There are several threats that loom regarding water; some of the challenges the National Water and Sanitation Masterplan (2030) are trying to anticipate and plan for are the following:

- Waste of water resource and the need for equitable payment by all.
- Address over-use and illegal use of water.



Figure 6: Updated Energy Mix

	Coal	Coal (Decommissioning)	Nuclear	Hydro	Storage	PV	Wind	CSP	Gas & Diesel	Other (Distributed Generation, CoGen, Biomass, Landfill)
Current Base	37,149		1,860	2,100	2,912	1,474	1,980	300	3,830	499
2019	2,155	-2,373					244	300		Allocation to the extent of the short term capacity and energy gap
2020	1,433	-557				114	300			
2021	1,433	-1,403				300	818			
2022	711	-844			513	400	1,000	1,600		
2023	750	-555				1,000	1,600			500
2024			1,860				1,600		1,000	500
2025						1,000	1,600			500
2026		-1,219					1,600			500
2027	750	-847					1,600		2,000	500
2028		-475				1,000	1,600			500
2029		-1,694			1,575	1,000	1,600			500
2030		-1,050		2,500		1,000	1,600			500
Total Installed Capacity by 2030 (MW)	33,364		1,860	4,600	5,000	8,288	17,741	600	6 380	
% Total Installed Capacity (% of MW)	43		2,36	5,84	6,35	10,52	22,53	0,76	8,1	
% Annual Energy Contribution (% of MWh)	58,8		4,5	8,4	1,2*	6,3	17,8	0,6	1,3	

Source: Energy Alert (October 2019)

- Installed Capacity
- Committed/Already Contracted Capacity
- Capacity Decommissioned
- New Additional Capacity
- Extension of Koeberg Plant Design Life
- Includes Distributed Generation Capacity for own use

- 2030 Coal Installed Capacity is less capacity decommissioned between years 2020 and 2030.
- Koeberg power station rated/installed capacity will revert to 1,926MW (original design capacity) following design life extension work.
- Other/Distributed generation includes all generation facilities in circumstances in which the facility is operated solely to supply electricity to an end-use customer within the same property with the facility.
- Short term capacity gap is estimated at 2,000MW.



- Protecting and preserving precious river water systems from a range of threats.
- Direct investment in securing and maintain critical infrastructure for water and sanitation.

According to a survey conducted by StatsSA (2018), approximately 63.9% of households rated the quality of water-related services they received as being good. Also, it is essential to note that access to a reliable, clean source of water varies across socio-economic zones. The Department of Human Settlements, Water and Sanitation forecasts that by 2030 the water deficit, if no action is taken, could result in between 27 million - 38 million cubic litres, a 17% gap year on year.

Despite the overall improvement of households having a reliable source of access to piped water across the country, there remain a number of households who still have to fetch water from rivers, streams, stagnant water pools, dams, wells and springs (StatsSA, 2018).

Hence, there is need for a skills development approach that will ensure supply of relevant skills to the water industry at various levels of the water sector such that all South Africans have access to safe drinking water. Furthermore, this strongly implies a need for the establishment of more effective water management practices across the country.

8.1.6.3 Sanitation

The Water and Sanitation Masterplan (Masterplan) is advocating that a sanitation revolution is required in order to ensure that more than access to sanitation is available to all in South Africa. A policy challenge remains the National Water Act (NWA) which focuses on water, not sanitation. Thus, the Department of Human Settlements, Water, and Sanitation main policy implementation instrument, the National Water Resources Strategy (NWRS II) excludes sanitation. This has been remedied to some degree by the Masterplan but gaps in integrated planning remain. Currently, only 80% of South Africans enjoy access to sanitation services, in some areas as low as 50% have access. Equitable access to sanitation

is a challenge for many disadvantaged communities.

Through concerted effort of government, support agencies and related stakeholders, an additional 20.5% of households in the country have access to improved sanitation services since 2012. From 2002 up to and including 2017, the percentage of households in South Africa that went without sanitation, or who relied primarily on the bucket toilet system, significantly decreased from 12.6% to 3.1%. Provinces with the lowest access to improved sanitation were Mpumalanga and Limpopo at 67.6% and 58.9% respectively (StatsSA, 2018). These statistics indicate increased investment inflow into sanitation services, thereby potentially expanding both employment and related skills development opportunities in this field.

Some of the challenges that lie ahead for the water and sanitation sector are the following:

- Aging and critical water and sanitisation infrastructure
- Insufficient skills in local municipalities
- Insufficient research and development spend towards innovation (water and sanitation).

8.1.6.4 Operation Phakisa

One of the aims of the Operation Phakisa Offshore Oil and Gas Skills initiatives was to establish a Research Chair in Petroleum Geoscience Engineering, however due to the challenges with securing the right candidate even after a global search, the process was unsuccessful. It was therefore agreed with that a Community of Practice in Oil and Gas should rather be established with a view to developing skills and developing capacity within the Oil and Gas sector. It is hoped that the Research Chair goal in the long term could still be achieved through the work of this structure.

8.1.6.5 Sustainable Infrastructure Development Symposium South Africa (SIDSSA)

The Sustainable Infrastructure Development Symposium (SIDSSA) is a platform that



brings together critical role-players in the infrastructure investment space, who are galvanised around a key goal of accelerating an infrastructure-led economic recovery plan. Infrastructure investment is a critical driver of future growth of the South African economy. The provision of superior quality infrastructure allows an economy to be more efficient, improves productivity, and raises long-term growth and living standards. South Africa requires the right kind of infrastructure investment that will not only contribute to higher long-term growth, but should address spatial disparities, transform the economy and create much needed jobs. The symposium is also a platform to explore partnerships between the public and private sectors and investment opportunities in infrastructure. Furthermore, the symposium is intended to shape the conversations about regulatory and policy reforms, innovative funding models for infrastructure and investing in infrastructure for a shared prosperity for all. SIDSSA will also help the South African government to identify the regulatory impediments before final, costly decisions are made. The significant investment to accelerate growth will be made in the following areas: Energy; Water and sanitation; Transport Digital infrastructure; Human settlements; and Agriculture and agro-processing. A well-coordinated and institutionalised infrastructure delivery mechanisms that involves the public and private sectors will ensure that we emerge with projects that can leverage private sector funding and therefore loose the burden on

the national fiscus, at a time when every cent in the government coffers counts. It is in the best interest of the energy and water sector that EWSETA aligns with Strategic Infrastructure Projects (SIPs) from this project.

8.1.6.6 Hydrogen Fuel Cells Economy

The Platinum Valley Corridor Project is South Africa's version of the Hydrogen Valley – a reference to the Netherlands' Hydrogen Valley Project which has been approved by the Fuel Cells and Hydrogen Joint Undertaking of the European Commission. The corridor would identify concrete project opportunities to kickstart South Africa's hydrogen activities; lead to the valorisation of platinum reserves in the region; and contribute to South Africa's decarbonisation efforts. DSI in partnership with private sector, Hydrogen South Africa and SANEDI, ensuring that hydrogen fuel cell systems provided electricity to temporary field hospitals and medical facilities in support of COVID patients. DSI also leading the process to develop a hydrogen society roadmap that sets out a vision for an inclusive hydrogen society in South Africa to enable the development of a compact between government, industry, labour and communities. A skills development pilot projects commenced to capacitate graduates from TVETs on Hydrogen Fuel Cells Technology. EWSETA part of the partnership to facilitate skills development and quality provision guidance. The registration of skills programmes for the Fuel Cells Technology will have to be fast tracked.



8.1.7 Stakeholder Analysis

In order for EWSETA to succeed at delivering in line with its mandate, the interests of its stakeholders are of great importance. The success of communication and marketing, and other engagement efforts hinge on the

appropriate identification of target groups or individuals. Stakeholders are those individuals or groups who have a vested interest in the performance of the EWSETA and use, or affected by, its activities.

The stakeholder matrix below outlines suggested ways to engage identified stakeholders according to four engagement levels (inform, consult, collaborate, and empower).

Figure 7: Stakeholder Matrix



8.1.8 PESTEL Analysis

There is various policies and strategies on a national and global level that acts as a compass for the work done by the EWSETA; it provides guidance on what matters for long-term growth, informs strategic choices, and helps shape the organisations holistic agenda.

8.1.8.1 Global Competitiveness

The 2019 edition of *The Global Competitiveness Report* series, initiated by the World Economic Forum (WEF), an independent international organisation that offers insights into the economic prospects of 141 economies - measured and ranked South Africa's competitiveness and level of productivity at 60th position, just below the global median. WEF defines competitiveness as the "attributes and qualities of an economy that allow for a more efficient use of factors of production".

Considered a developmental state, South Africa is a preferred investment destination in Africa and gateway for markets and other business opportunities throughout the continent. It is said to have the most developed, diversified, technologically advanced and industrially integrated economy on the African continent. Water and Energy, amongst other factors, are integral to continuing this prosperity, these resources remain a critical bedrock of economic growth, social development, environmental sustainability and political stability.

Water shortage has proven to have an extremely negative effect on productivity of a country, for example in agriculture output, chemical and mining activities. The '*Electricity access*' measure in South Africa according to the WEF report went down, meaning a lesser percentage of the population had access - there was also a decrease in the '*Electricity supply quality*' (electric power transmission and distribution losses) as a percentage of domestic supply. There was improvement in the reliability of water supply in the country as noted in the report.

One of the measures under the skills pillar that looks at the '*Extent of staff training*' ranked

the country at a high position of 40, which is impressive as it means South African companies invest in training and employee development. The '*Quality of vocational training*' though fared poorly compared to other countries at position 119 (of 140 countries). "Digital skills among active population" remains a key area of concern, where the population does not possess sufficient digital skills (e.g. computer skills, basic coding, digital reading).

8.1.8.2 UN Sustainable Development Goals

The EWSETA also considered the Sustainable Development Goals (SDGs) adopted by the United Nations Member States in 2015. The SDGs are a universal call to action to end poverty, protect the planet and ensure all people enjoy peace and prosperity by 2030. Through responsive and integrated solutions, EWSETA recognises that today's complex challenges cannot be tackled in isolation and require the partnership of governments, private sector, civil society and other stakeholders. Specifically, there needs to be balance between socioeconomic progress and sustaining the planet's resources and ecosystems; in order to achieve competitiveness and continued economic and technological growth: Goal 6 and Goal 7 address this: *Ensure availability and sustainable management of water and sanitation for all, Ensure access to affordable, reliable, sustainable and modern energy for all; respectively.*

8.1.8.3 National Development Plan 2030

The National Development Plan (2030) highlights energy and water resources as one of South Africa's priority industries to achieve sustainable and inclusive growth. Targeted investment is required to propel economic activity and ultimately, achieve a strong network of economic infrastructure designed to support the country's objectives. Lack of relevant maintenance programmes and poor investment decisions have been identified as key inhibitors to government achieving better outcomes.

8.1.8.4 PESTEL Analysis

Figure 7 further reflects the political, economic, societal, technological, environmental and



legislative factors in South Africa that were identified as having a bearing on the effective delivery of skills development solutions in the energy and water sector.

The EWSETA strategy commits to the support of policies that reposition objectives and approaches to skills development. The SETA will continually keep abreast of emerging trends and adjust its programmes and systems to respond to such changes.

Economic changes usually culminate in growth or decline. In the case of growth, increased progress of locally based companies creates a platform for potential job creation. In turn, job creation assimilates job opportunities which directly address unemployment (for those persons who are capable and available to work and are actively seeking employment). However, in a perpetually challenging economy, South

Africa is faced with numerous obstacles such as retrenchments as a direct consequence of organisational downsizing or other such factors. An economy characterised by slow growth means a limited number of available jobs for those seeking employment. The impact will also be felt through a reduction on the levy income which is dependent on the sector organisations' salary bill.

However, economic growth is paramount, and the nation will have to work together to find amicable solutions for attainment of growth imperatives. Therefore, the skills development landscape must be prepared to explore increasingly innovative ways of preparing the labour force of the future to help support the economy rather than depend on it for jobs. For instance, entrepreneurship, as just one example, can go a long way in making a significant contribution to the South African economy.

Figure 8: PESTEL Analysis

EXTERNAL ENVIRONMENT							
POLITICAL		ECONOMICAL		SOCIAL			
<ul style="list-style-type: none">• Uncertain government policies• Service delivery community protests• Escalating fraud and corruption• National Water Resource Strategy• State-Owned Enterprises infrastructure		<ul style="list-style-type: none">• COVID-19 global financial meltdown• Technical recession• Market fluctuations (exchange rate, etc.)• Affordability and disposable income• GDP decline• Transformation		<ul style="list-style-type: none">• Worsening triple burden: inequality, unemployment, poverty• COVID-19 global market meltdown• Escalating cost of living and indebtedness• Longer working-life: re-skilling/up-skilling• Women and People living with Disability• Different types of unemployment• Gender-Based Violence• Disparity in access			
POTENTIAL IMPACT							
COMPETITIVENESS		REVENUE		INCREASING SOCIAL BURDEN		YOUTH-UNEMPLOYMENT	
<ul style="list-style-type: none">• Attract investment• Lack of relevant programmes and poor investment decisions• Stalling economy• Uncertainty affects growth		<ul style="list-style-type: none">• Decreased revenue - dependence on levy• Economic levers• Decreasing national income		<ul style="list-style-type: none">• Extending the security net• Reduced productivity• Create “Nanny-state” dependence		<ul style="list-style-type: none">• Lag in youth skills development• Lack of access = lack of economic opportunity	

EXTERNAL ENVIRONMENT

TECHNOLOGICAL	ENVIRONMENTAL	LEGAL
<ul style="list-style-type: none"> • Digital transformation • Cyber security risk • Fourth Industrial Revolution (4IR) • Infrastructure • Value-chain digitising 	<ul style="list-style-type: none"> • Climate change • Dependence on fossil fuels • Renewables • Emissions of greenhouse gasses • Environmental degradation • Sustainable management of resources • Rehabilitation 	<ul style="list-style-type: none"> • POPI Act • Potential law reforms • Energy regulation changes - Integrated Resource Plan (IRP) • Pending land reform and restructure • National Water Resource Strategy • Disaster Management Act • Potential - restructuring of Eskom

POTENTIAL IMPACT

RESEARCH AND DEVELOPMENT	CYBER CRIME	REGULATORY & COMPLIANCE	STAKEHOLDER
<ul style="list-style-type: none"> • Increasing R&D cost • Sustainable consumption and production pattern • Continued innovation • Rapid advancement 	<ul style="list-style-type: none"> • Cyber security threats • Proliferation of technology • Identity theft • Monitoring tools lack 	<ul style="list-style-type: none"> • Natural monopolies • Growing privatisation • Advocacy and education • Siphoning of resources 	<ul style="list-style-type: none"> • Proactive collaboration • Identify new and relevant partners • New partnership model • Dissonance • Strengthen relationships

8.1.9 Impact of COVID-19 on Energy and Water Sector

On 11 March 2020, the World Health Organisation (WHO) declared the COVID-19 outbreak a global pandemic. Caused by a new strain of the coronavirus that had not been previously identified in humans, there had been growing number of pneumonia-like cases worldwide leading to devastating effects and escalating deaths. In response, the Honourable President Cyril Ramaphosa declared a national state of disaster in South Africa, enforcing a nation-wide lockdown with effect from 26 March 2020. A necessary measure to curb infection rates, the intervention halted employment and travel amongst other things.

The COVID-19 pandemic has had (and continues to have) a devastating impact as infections grew into the millions, economies shut-down and several hundred thousand people died. The full effect of the pandemic is yet to be measured.

Lockdowns, for example, have halted employment and left many South Africans with the impossible choice of working to provide food or staying home to stay safe.

Forecasts are currently estimating that the pandemic may push up to 1 million people into unemployment.

The COVID-19 pandemic and the socio-economic consequences and opportunities it presents, requires the EWSETA to re-look the skills required to respond to the challenges and empower the sector to exploit the opportunities that may have arisen.

The extent of supply of required skills to the labour market may be hindered whilst certain skills may become increasingly important (e.g. Occupational Health & Safety) as a direct result of COVID-19. Increasing work-related stress factors for employees having to take on more job responsibilities amidst retrenchments. The skills development levy (SDL) 4-month tax holiday will provide struggling firms with a tax relief of four months as a measure to alleviate the negative financial impact of the COVID-19 pandemic. However, this may significantly impact SETA operations.

The table below is a reflection on the interventions that are likely to be affected in the sector due to COVID-19.



Table 5: Interventions likely to be affected in the sector due to COVID-19

Interventions	Likely Implications on Skills Development Interventions
Workplace-based Learning Interventions: Learnerships, Apprenticeships and Internships	<ul style="list-style-type: none"> • Workplace-based learning interventions would have been suspended during the national lockdown. • Access to workplaces for training post-national lockdown may be limited due to COVID-19 working regulations and restrictions. • Operations of companies have been significantly disrupted which in turn will have a negative impact on programme implementation. • Completion of learning programmes may be delayed (in instances where businesses cease to operate, existing programmes will not be completed, thereby leaving learners stranded). • Learner stipends/allowances may be adversely affected (even though measures are being put into place to mitigate against associated risks). • Mentorship of learners may be reduced as a result of, e.g. staff reduction, etc. • Learner assessments may be adversely affected. • Trade tests may be subject to postponement/cancellation.
Bursaries	<ul style="list-style-type: none"> • Shutdown of higher education and training institutions limits accessibility. • Learner completions may be delayed. • Contact learning has been restricted and therefore learning sessions have been adversely affected. • On-line and distance learning solutions will have to come to the fore; thus, training providers will need to adapt to electronic forms of education and training via, e.g. live internet/online class sessions; video links; etc. • Learner assessments may be adversely affected.
Skills programmes	<ul style="list-style-type: none"> • Access to courses may have to shift to purely electronic/online means. • Delays in completions. • Learner assessments (where applicable) may be adversely affected. • Funding may be limited.

The EWSETA will forge multiple partnerships to mitigate the effects of COVID-19. Such partnerships will include public research institutions, small and medium enterprises, PSET institutes of learning, government departments and industry bodies. The EWSETA has therefore set itself the following priority actions the light of COVID-19:

- research, planning and implementation of skills interventions.
- maximisation of SETA and sector outputs (e.g. focus on maximising workplace-based learning, particularly in areas where opportunities have been compromised by the effects of COVID-19, whilst maintaining a focus on occupationally directed programmes).
- qualification development, which must incorporate entrepreneurship skills; e-learning support to TVETs/HEI access to

our e-Learning platforms to reach learners, especially where physical contact with learners is not possible.

- career development services that form a critical component of programme implementation (through, e.g. SETA initiatives, mentorship programmes, etc.).
- development of digital career guidance information that can be made available to young people on the EWSETA website and publicised utilising social media and other media channels.
- development of communications app for Smart mobile devices that will serve as an additional portal for young people to access career guidance information.
- electronic response activities to meet the information needs of young people.
- prioritise RPL programmes amidst growing



uncertainty of the availability of opportunities with respect to job creation, where current employees may be faced with increased responsibilities in the workplace to overcome the effects of reduced staff capacity

due to company down-sizing/closures, retrenchments, restructuring, etc.

- further enhance support for SMMEs (particularly micro and small entities) during these challenging times.

8.2 INTERNAL ENVIRONMENTAL ANALYSIS

8.2.1 SWOT Analysis

The EWSETA undertook a SWOT analysis and identified the following Strengths, Weaknesses, Opportunities and Threats reflected in Figure 8 with only pertinent factors captured that relate to the way operations of the EWSETA are conducted and require focus:

Figure 9: SWOT Analysis



According to EWSETA records, it is important to note that there are currently 969 (40.89%) levy paying and 1401 (59.11%) non-levy paying companies in total registered with the EWSETA. Thus, non-levy paying companies significantly outweigh levy-paying companies in this respect, which potentially poses a financial challenge for the SETA with respect to the overall size of the levy base.

The EWSETA will endeavour to increase its levy base through:

- Inter-SETA Transfers (ISTs), where the EWSETA can conduct a full-scale analysis, in collaboration with SARS, of those companies which have been incorrectly assigned to SETAs other than EWSETA and ensure this is corrected.
- Identifying private sector companies that are exempt from paying levies due to turnover, but are voluntarily willing to contribute to the levy, thereby increasing the EWSETA's levy base.
- Conducting research into newly established businesses, assessing whether or not they



will potentially qualify for paying levies, and encourage these companies to register with SARS (for paying levies).

- The new SETA has not addressed the SIC codes as was anticipated. The EWSETA will continue to engage the DHET to move the energy and water SIC codes to the EWSETA.

8.2.2 Organisational Structure

The emergence of the new SETA landscape, governed by the recently gazetted National Skills Development Plan, requires SETAs to establish a functional operational structure and staff appropriation to the size of the sector, levy income and administration budget limits. EWSETA however, has taken the process further, understanding the criticality of developing an Operating Model and Organisational Design that is not only aligned to the strategic direction of the entity but is fit for purpose and will ensure the outcomes of the NSDP 2030 are efficiently and effectively delivered for the energy and water sector.

As such, the entity undertook an Operating Model and Organisational Design development that looked at EWSETA's organisational system holistically including processes and people, in order to deliver value and the implementation of the outcomes will be during this strategic period.

The key objectives of the process being:

- Through an assessment of the current and future state of the organisation an effective Operating Model is developed which includes a review of processes, services, jobs and structure
- An organisational structure is developed that supports the model
- A skills gap analysis across the organisation would determine areas where additional training would be required with recommend actions plans and the proposed training interventions to foster a culture of high performance.

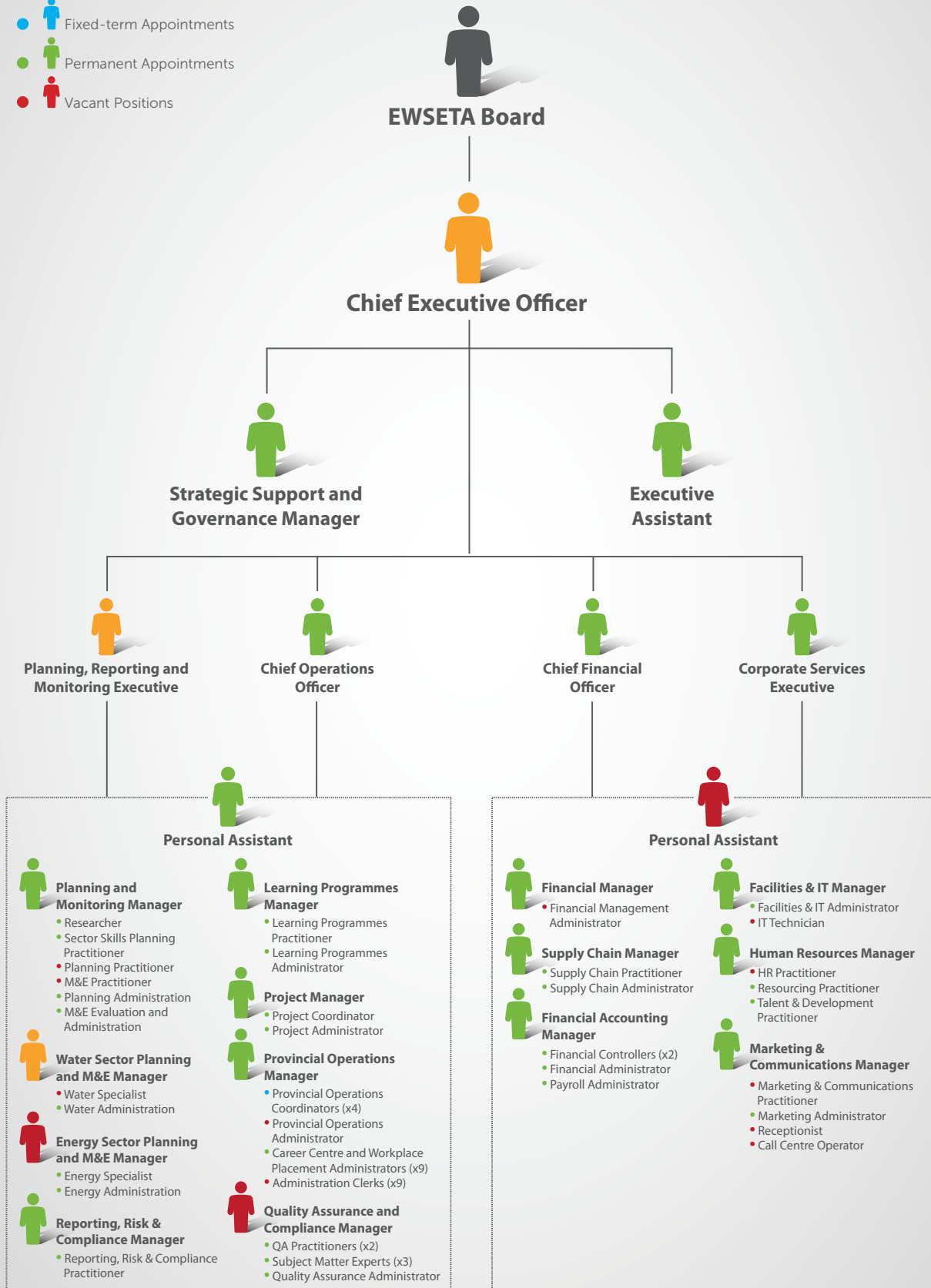
An Operating Model and Organisational structure which is effectively aligned to the strategic intent of the organisation, underpinned by good corporate governance, will in all probability lead to improved performance. Such improved performance will support the effective delivery of an enhanced and reliable supply of appropriate skills to the energy and water sector.



EWSETA ORGANISATIONAL STRUCTURE

AS AT OCTOBER 2020

-  Acting Appointments
-  Fixed-term Appointments
-  Permanent Appointments
-  Vacant Positions



8.2.3 EWSETA workforce impact as a result of COVID-19 Pandemic challenges

Research conducted globally suggests that in terms of the effect on women's livelihoods around the world, women's jobs are 1.8 times more likely to be cut in the recession post COVID-19 than men's (Melinda Gates article, July 2020). In addition, whilst women's paid work seems to be decreasing, their "unpaid work" is increasing for example, caring for the children at home whilst schools are either closed or on a rotational schedule, caring for family members affected adversely by the pandemic etc. Given that EWSETA's workforce is made up of approximately 67% females, this poses a serious risk to our operations and interventions need to be considered to counter this potential impact.

In addition, it is likely that high risk staff (those with underlying health issues and comorbidities) will continue to be encouraged to work from home for the foreseeable future, this may affect certain branches adversely particularly if certain high-risk staff are functioning in roles that require them to be in the office. This is particularly an issue within our Operation's Branch which is the core of the business. Aligned to the Operating Model and Organisational Design exercise as articulated above, the global trend seems to be more workers opting for the hybrid work model that combines a "work from office" and "remote work" arrangement. This is something EWSETA will look into when reviewing our Operating Model and job roles required to ensure the effective and efficient delivery of our strategy.

Concerning to our internal environment, was the announcement of a 4-month levy break to all levy-paying employers, as the direct impact is the decrease of our

administration budget by 33% and as our salary bill is the highest contributing factor to the administration expenditure, cost containment measures have been undertaken which includes EWSETA embarking on Operational Model and Organisational Design review and development.

A further impact would be a reconsideration of our short term and long term remuneration, rewards and incentivization strategies, which whilst needing to be cost sensitive should still make the acknowledgement and rewarding of staff performance and retention of talent a priority.

Finally, employee wellness is paramount and as we strive to deliver on the strategic objectives, we need to acknowledge that COVID-19 has impacted staff's emotional and physical wellbeing. EWSETA will continue to ensure that staff receive support through our ICAS employee wellness programme, so that staff remain healthy in mind and body, which if negatively affected could have a detrimental effect on organisational performance.

8.3 KEY SKILLS CHANGE DRIVERS

Change drivers influencing the shape and operations of the energy and water sector with respect to skills are determined by several macro-level as well as micro-level factors. Some of these relate to forces characterised by the Fourth Industrial Revolution (4IR), climate change, sustainability programmes such as "green" initiatives and water resource conservation, infrastructural development imperatives, and others. However, there exist those most critical factors which play a principal role in the identification and assessment of variables influencing the relationship between skills demand and supply.



8.3.1 Equity considerations

8.3.1.1 Gender

Table 6: Trend Analysis of Management by Gender (2016-2020)

Sub-sector	2016		2017		2018		2019		2020	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Energy	82%	18%	74%	26%	69%	31%	62%	38%	62%	38%
Water	74%	26%	67%	33%	71%	29%	62%	38%	68%	32%

Source: EWSETA WSP/ATR Database (2016-2020)

As can be seen in the table above, WSP data revealed that males continued to represent most management level occupations (i.e. OFO Major Group 1) across WSP-submitting firms into 2020. However, this trend has been steadily declining from about 82% and 74% in energy and water sectors respectively in 2016, to around 62% and 68% respectively in 2020. It is important that the EWSETA continues to facilitate female skills development imperatives at all levels, especially across those learning pathways that lead to qualifications geared towards top/senior management level positions in attempt to support the redress of past injustices.

8.3.1.2 Race

Historically, higher education and employment opportunities in South Africa were tied to race. This resulted in lower rates of participation by most of the country, as noted by the Council on Higher Education (CHE). Post-apartheid South Africa has, however, seen changes in the higher education and employment landscape. Although there are major improvements in senior management occupations (65%) and all other ranks by those previously disadvantaged including Africans, Indians, and Coloureds, the White population still has a strong hold amongst top management (55%) positions. Despite this reality, Africans are well represented in many other levels of respective organisations, with a 76% representation across occupations (EWSETA WSP/ATR Analysis Report, 2019).

Therefore, the EWSETA should continue to make provision for previously disadvantaged groups through training opportunities linked to priority occupations.

8.3.1.3 Youth

Based on the baseline impact study conducted by the EWSETA, over 70% of learners who completed work-integrated learning programmes during the 2016/17 period were in their youth. This indicates that the SETA is committed to ensuring the skilling of young learners in preparation for the world of work. As it stands, EWSETA continues to prioritise youth development with respect to sector education and training.

8.3.1.4 People with Disabilities

Disability in South Africa has been regarded as one of the seven focus areas identified by the South African Human Rights Commission (SAHRC) within its mandate to promote, protect, and monitor the realisation of Human Rights in South Africa.

In South Africa people with disabilities currently account for 5.1% of the population aged 5 years and older in South Africa. People with disabilities continue to lack access to adequate health and basic education and are at risk of economic isolation with no prospect of securing employment. The sector is also particularly vulnerable to the compounded effects of discrimination and abuse.

In addition to the above study, it has been revealed that roughly 5.5% of learners who completed work-integrated learning programmes had some form of disability, most of which were not reported at the time of enrolment into respective learning programmes. Thus, it is important to note that there exist challenges related to disclosure of disability status, where learners may not



necessarily indicate if whether they indeed have some form of disability. This makes it difficult to accurately identify learners with disabilities, and therefore may not necessarily be all reported. Be as it may, the SETA encourages equal learning opportunities for all, and will continue to promote the enrolment of learners with disabilities into various learning programmes. With mandates to drive transformative imperatives, EWSETA has a responsibility to facilitate skills development for people with disabilities. EWSETA will improve

on its transformation strategy and ensure that a clear plan for people with disability is in place to adequately address the plight of people with disability through skills development. The SETA will incorporate a component within its stakeholder engagement strategy which facilitates increased awareness of learning opportunities specifically aimed at people with disabilities.

The major change drivers have been summarised in the table below:

Table 7: Major Change Drivers

Major Change Driver	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
Technological Advancement [and The Fourth Industrial Revolution (4IR)]	There is a need to establish "future-fit" organisations; with an ever-increasing need to train and more effectively assess learners so as to ensure the most appropriate "cultural fit" within the organisation.	<ul style="list-style-type: none"> The "future-fit" approach enables evaluation of the organisation in order to establish the ability of the entity to remain competitive in a continuously evolving industry (i.e. hence the 4IR) due to technological progression. This links directly to productivity of the business, requiring the most appropriate skills to be aligned to the recommended outcomes of such evaluation, thereby maintaining productivity and competitive advantage. The financial implications of technological advancement, such as the acquisition of new power generators resulting from technological changes, places increased pressure on the organisation. Furthermore, the re-training and training of current workers in order to adapt to such changes naturally becomes an essential component of successful business operations. Continuous and life-long learning becomes increasingly difficult to achieve due to the negative financial impact of acquiring new technology (which can be attributed to new regulations/laws, and/or the need to remain competitive). As a project-dependent business, the related costs of implementing projects has increased significantly due to technological changes, and therefore the sourcing of additional funds to aid the current training budget is critical for addressing re-training and development needs. 	<ul style="list-style-type: none"> Training of current workers to adapt to new machinery and equipment (e.g. plant operators controlling new power generators, etc.). Additional financial aid required for the training of new incumbents, as well as the re-training of existing workers. Determining future skills is increasingly becoming difficult, and therefore, a new mechanism for determining future skills is required. E-learning platforms are enhanced by 4IR technology requiring digital skills for implementation and end-user interaction

Major Change Driver	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
		<ul style="list-style-type: none"> • New technologies have aided fieldworkers and trainees in conducting work in remote locations. E.g. enhanced GPS systems have significantly improved the level and quality of digital communication devices utilised by fieldworkers working in remote and hazardous locations, which has improved safety standards as well. However, this technology comes at a significant cost, not to mention the associated costs of training and re-training current worker and new trainees. • Obsolescence of certain skills due to technological advancement has led to the reduction of human capital in certain occupations. This has also meant the reduction in training activities across the related functions of the business. • As it becomes increasingly difficult to accurately determine future skill needs as a result of the pace at which technology is rapidly advancing and 4IR, it equally becomes increasingly difficult to plan for skills required in future. This complicates skills development efforts on a large scale. 	
Climate Change	Climate change and unpredictable weather patterns adversely affect productivity, which in turn increases operational costs which impacts on skills development imperatives.	<ul style="list-style-type: none"> • With an increase in operational costs, funding for education, training and development is increasingly diminished. • Drought resulting in large-scale water scarcity means that current employees must partake in continuous learning interventions. Water scarcity issues also hinder training of workers due to lack of water resources, as well as funds utilised for training. • Persistently dry weather patterns and conditions has resulted in fieldworkers not being able to extract water samples from the surface. Thus, it has become necessary to train more and more Hydrologists, which has significantly added to the overall cost of training. Such unforeseen circumstances have placed organisations at financial risk. • Unfavourable weather conditions require the organisation to find alternative means of "harvesting" sun [solar] energy, such as Renewable Energy Engineers; which requires additional training where feasible (dependent on availability of funds for training). 	<ul style="list-style-type: none"> • Education and training of more Hydrologists (<i>previously identified in prior SSP update</i>). • Education and training of solar energy harvesting professionals. • Educations and Training of maintenance technicians/ engineers required for up-keep of expensive equipment and related technology.



Major Change Driver	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
Compliance / Regulatory	Regulations largely influence the way business operations are conducted.	<ul style="list-style-type: none"> Changes in legislation requires greater awareness, which directly affects the procurement of resources needed for business operations, which impacts the entire organisation. Thus, up-skilling of workers becomes critical for factors such as compliance and business continuity. 	<ul style="list-style-type: none"> Training of compliance officers and managers across various disciplines in the organisation and creating greater awareness of new regulations and requirements.
Economic Performance	Poor economic performance weakens profitability of the organisation.	<ul style="list-style-type: none"> A reduction in business activities due to declining trade as a result of a weakening economy means a reduction in the ability to recruit/retain workers, as well as to fund training at the required scale across the organisation. This requires a downward adjustment in the number of people to be trained. A weakening economy results in fewer available business-related projects and contracts. Organisations reduce budgets in order to salvage jobs considering COVID-19 and the financial implications thereof. 	<ul style="list-style-type: none"> Up-skilling of current workers with the capability of taking on more job responsibilities as number of employees may decline due to, e.g. retrenchments.
COVID-19 Pandemic	Major [negative] disruptions to business operations and training objectives.	<ul style="list-style-type: none"> Business shutdown due to the national lockdown has resulted in reduced productivity in terms of operations and training. Social distancing has affected the effective implementation of learning programmes. Labour regulations are changing on an ongoing basis, which will further impact training outputs and outcomes. Distance learning mechanisms such as 'E-Learning', enabled by 4IR, are becoming increasingly important in light of COVID-19. 	<ul style="list-style-type: none"> Technological capabilities enhanced by digital platforms Training on legal and regulatory prescripts related to COVID-19 E-Learning platforms.

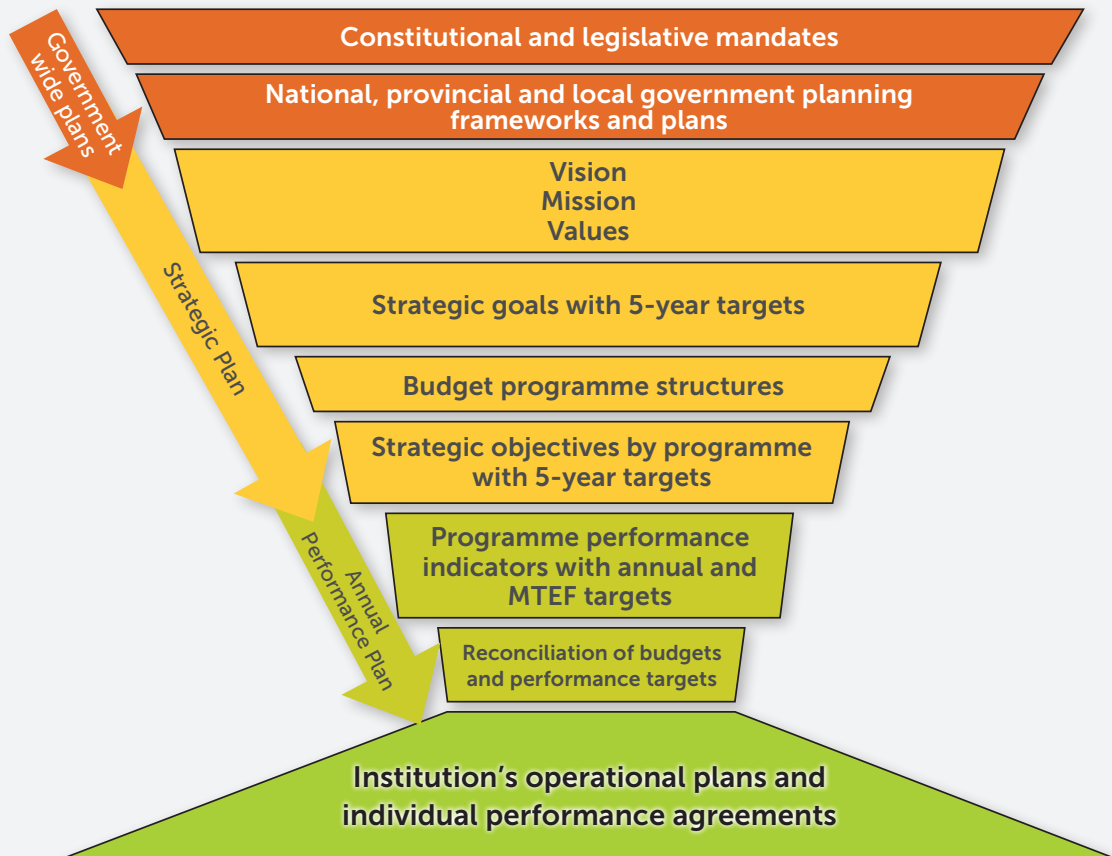


8.4 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

The strategic planning process is informed by national frameworks that directly or indirectly inform and/or impact the strategic and operational functionality of the EWSETA.

The framework for Managing Programme Performance Information issued by the National Treasury guide input into the Strategic Plan (SP) and Annual Performance Plans (APP). This process is presented in Figure 10.

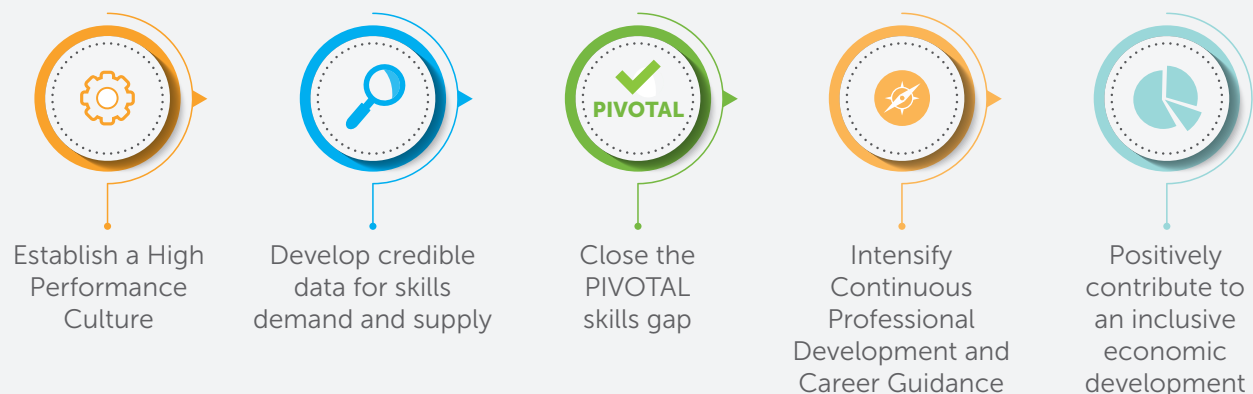
Figure 10: Different levels of planning that encompasses the outcomes approach



8.5 EWSETA STRATEGIC PILLARS

The EWSETA strategy will be driven by the following five strategic pillars.

Figure 11: EWSETA Strategic Pillars





MEASURING OUR PERFORMANCE



9. INSTITUTIONAL PERFORMANCE INFORMATION

The EWSETA has the following four budget programmes:

- **Programme 1: Administration.** The purpose of the programme is to provide strategic leadership, management, and administrative support.
- **Programme 2: Skills Planning.** The purpose of the programme is to ensure that human resource development information is available and contribute to skills development planning.
- **Programme 3: Learning Programmes and Projects.** The purpose of the programme is to increase productivity in the energy and water sector through skills development.
- **Programme 4: Quality Assurance.** The purpose of the programme is to enable the EWSETA to execute the delegated functions of the QCTO.

The outcomes outlined below are aimed at achieving the outcomes outlined in the National Skills Development Plan 2030 and the Medium-Term Strategic Framework (2019 - 24) priorities.

9.1 IMPACT STATEMENT

Impact statement	Improved economic participation.
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9.2 MEASURING OUR OUTCOMES

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH			
Outcomes	Outcome indicators	Baseline	Five-year target
1. Improved SETA performance	1.1 Percentage of targets achieved against approved APP targets	74%	100% of APP targets achieved
	1.2 Annual stakeholder satisfaction survey index	90%	90%
	1.3 AGSA audit outcome	Unqualified audit	Unqualified audit without emphasis on matter
	1.4 Development and Implementation of an Operating Model and Organisational Design	N/A	100% Implementation of Organisational Design Strategy
2. Enhanced learning programmes for occupations in high demand	2.1 (%) Learners confirming their learning programme is directly related to the work they undertake	N/A	80%
	2.2 (%) Increased employability of completers/graduates	N/A	70%
3. Improved organisational learning on performance of programmes	3.1 Rating of organisational learning by employees.	N/A	80% positive rating
4. Increased access for occupations in high demand within the energy and water sector by 2024	4.1 Ratio of discretionary grant budget allocated to high (H), intermediate (I) and elementary (E) level skills.	H: I: E = 10:70:20	H: I: E = 25:60:15
	4.2 Number of learners enrolling in EWSETA occupations in high demand.	6,976	7,000



Outcomes	Outcome indicators	Baseline	Five-year target
5. Increased skills capacity through workplace-based learning	5.1 No of workplace-based learning interventions.	150	200
	5.2 No of workers participating in learning programmes.	5,635	6,000
6. Increased economical participation of CBOs/ NGOs/NPOs/SMMEs within the energy and water sector	6.1 Number of CBO/NGOs/ /NPOs/ SMMEs supported with training interventions	139	175
	6.2 No of entrepreneurship enterprises and cooperatives developed.	26	50
7. Increased support for the growth of college system	7.1 No of public colleges supported.	25	35
8. Increased uptake of careers in energy and water sectors	8.1 Number of career guidance events/activities where EWSETA is exposed to high school learners	N/A	200
	8.2 Workshops with career development practitioners where details on careers in energy and water sectors are provided	New Indicator	40
9. Updated qualifications that are aligned to the current skills training needs	9.1 Number of new qualifications developed as per Industry needs.	18	20

9.2.1 Explanation of planned performance over the five-year planning period

9.2.1.1 Improved SETA performance

- To enable a professional culture that promotes our values as part of the EWSETA DNA and thus, driving the strategic goal of a high-performance culture.
- To ensure that in all we do we eliminate unfair discrimination and unfair labour practices.
- To foster employee engagement and build employee relations through best practices, strong policies and proactive dispute resolution which aims to promote a mutually beneficial environment for all.
- To maintain a focus on training and development of staff.
- That EWSETA is established as an 'employer of choice'.
- A key area of growth for the EWSETA is increased employer participation in EWSETA skills development initiatives. Through the

effective use of a wide range of printed and digital communication tools, employers will be exposed to information that will assist them accessing mandatory and discretionary grant funding.

- Through the EWSETA's own experience in conducting career guidance roadshows in rural communities, recommendations in various national policy documents, as well as recommendations from the Accounting Authority, it is evident that young people in rural communities have a desperate need for career guidance information.
- Meeting the numerous governance and compliance requirements as stipulated by the numerous authorities governing the actions of South Africa's SETAs, often requires input from the marketing department in regards the physical presentation of documents as many of the documents are distributed externally and therefore a reflection on the EWSETA.



9.2.1.2 Enhanced learning programmes for occupations in high demand

In order to complement the Sector Skills Plan effort, the EWSETA will continue to implement and coordinate research aimed at achieving outputs articulating labour market demand in the sector. The SETA will also increase its internal research capacity, thereby strengthening the implementation of evidence-based research as an effective means of identifying and projecting skills demand for the sector.

The table below presents some of the EWSETA research priorities over the next five years.

Table 8: EWSETA Research Priorities

Research Priorities	Key Research Topics	Benefits of Research Outcomes
Impact Studies	Impact Study (conducted every two years)	<ul style="list-style-type: none"> Establish learner whereabouts/ outcomes post-completion of learning programmes Provide guidance with respect to continuous improvement of learning programmes Enhance EWSETA service delivery
Scientific Methodology for Determining: Priority Occupations / Hard-To-Fill Vacancies/ Skills Forecasting	<ul style="list-style-type: none"> Methodology for Determining Hard-To-Fill vacancies / Sectoral Priority Occupations List Linking Education and Work Determining Future Skills in the Energy and Water Sector: A Scientific Approach 	<ul style="list-style-type: none"> Establish effective mechanisms for determining HTFVs which can be standardised across the SETA landscape Identify occupations in high demand (OIHD) which contribute to the national list of OIHD Specify short-to-medium term skills demand
Labour Market Intelligence Survey (including the effects of COVID-19 on skills development)	<ul style="list-style-type: none"> HTFVs: A survey to gain further insight into the nature of HTFVs within the energy and water sector. COVID-19: A survey to monitor the effects of COVID-19 on skills development. 	<ul style="list-style-type: none"> Collect quantitative data related to Hard-to-Fill Vacancies (HTFVs) in relation to the nature and scope of HTFVs within the energy and water sector. Collect primary data in relation to COVID-19, and how this pandemic may influence skills development imperatives now and in future.
Artificial Intelligence and the Fourth Industrial revolution	<ul style="list-style-type: none"> Influence of Emerging Technologies and Artificial Intelligence Skills in the Sector 	<ul style="list-style-type: none"> Offer new insights into technological advancements in relation to sectoral skills
Costing	<ul style="list-style-type: none"> Cost-Based Analysis 	<ul style="list-style-type: none"> Assess the relative costs of programme delivery with respect to programme outcomes Provide insight into the most successful programmes in terms of cost and desired outcomes thereby enhancing financial planning



9.2.1.3 Improved organisational learning on performance of programmes

The EWSETA continues to perform monitoring and evaluation (M&E) with respect to the implementation of its 'programmes'.

A mid-term assessment will provide information about progress on implementing the EWSETA's Strategic Plan after the first two and a half years, with reference to delivery of outcomes. An end-term assessment will indicate the extent of progress and achievement in implementing the Strategic Plan, with reference to monitoring delivery of outcomes and impact after the five-year period. The EWSETA will therefore implement the following to achieve a functional M&E system:

- Enhance M&E capacity within EWSETA
- Develop and maintain an M&E framework
- Conduct quality monitoring thereby ensuring data integrity and reliability
- Provide quality data inputs into the planning activities
- Ensure evaluative studies/assessments are conducted

9.2.1.4 Increased access for occupations in high demand within the energy and water sector by 2024

EWSETA will perform its role as an intermediary between the demand and supply side of the post school education and training system. The primary aim is to link education and training, skills development to the labour market needs. This will take into consideration national and sectoral strategic priorities and relevant transformational imperatives.

EWSETA will ensure that promoting occupational skills as most required interventions, EWSETA will endeavour to also respond to the labour market requirements in ensuring that there is access to occupations in high demand.

The support for the collaboration in the establishment of public college Centres of Specialisation (COS) in partnership with employers and labour organisation remains a priority.

Partnerships will be driven with both the demand and supply side of the post school education and training system.

EWSETA will implement the following to ensure that there is increased access for occupations in high demand.

- Establish research collaborations with and in support of TVETs, SMMEs and Cooperatives and encourage support for entrepreneurial development
- Increase supply of professional engineers and environmental engineers to effectively support industrial development and the 4IR
- Support skills required for increasing water networks, especially to previously unserved areas.
- Support skills related to the energy mix and Just Energy Transition.
- Respond to skills supporting the emerging economies in the energy and water sector (e.g. hydrogen economy).
- Increase the supply of qualified incumbents in fields such as hydrology and hydrogeology as South Africa's water scarcity challenges increase.
- Improve representation within professional and technical learning programmes as a means of promoting equitable representation across sectoral occupations in response to biased historic imbalances
- Promote learning interventions which serve to address transformation imperatives
- Standards.

9.2.1.5 Increased skills capacity through workplace-based learning

The role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education. Through effective delivery model, Stakeholder Engagements Strategy and Partnership Model, EWSETA will ensure that the bridge between educations and training institutes and the world of work is adequately addressed. Qualifications and curriculum responding to the labour market, support TVET colleges infrastructure development (equipment/workshops) approval of workplaces and also making sure that eligible



workplaces are approved to offer workplace-based learning of quality. This will be achieved through partnerships with Universities (and UoT's); Colleges and Employers.

The EWSETA will implement the following interventions over the next five years.

- Establish partnerships with the intention of identifying and addressing skill needs, particularly through workplace learning, as well as to support national strategies and plans.
- Mobilise multiple stakeholders to more effectively identify and respond to sectoral skill needs.
- Transfer the required skills and competencies to learners through work integrated learning opportunities.
- Linking education and work through formalised partnerships aimed at bridging the gap between theoretical education and practical application.
- Prioritise establishment of the required partnerships with public HEIs and TVET colleges
- Formed collaborative research partnerships which aim to enhance/support qualification development, as well as occupationally directed programmes in lieu of identified sectoral skill needs
- Evaluate the level of mentorship activities experienced by learners, with reference to workplace-based learning interventions.
- Standards, policies, and systems to ensure that quality learning programmes are produced.

9.2.1.6 Increased economical participation of CBOs/NGOs/NPOs/SMMes within the energy and water sector

The EWSETA is of the strong view that 'the challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available but in developing the skills and competencies of the youth and potential entrepreneurs in general. Small enterprises make up the majority of organisations within the energy and water sector; therefore, it is now more critical than

ever to further enhance support for SMMes (particularly micro and small entities) during these challenging times. Entrepreneurship skills should be given special attention, especially considering 4IR.

EWSETA works very closely with other SETAs through a Collaborative Partnership on Entrepreneurship and Cooperative development as a means to promote employment and economic growth. EWSETA will commission research for 'skill needs of small and emergent enterprises and skills needs of existing and emergent cooperatives. Through relevant partnerships, the following interventions will be implemented:

- Small business and cooperatives research to determine skills needs
- Increase support for SMMes, particularly for new entrants (e.g. entrepreneurship development, digital skills capacitation)
- Establish development opportunities for SMMes in learning interventions aligned to key change drivers
- Develop career guidance mechanisms aimed at supporting SMMes, especially new entrants to the sector.

9.2.1.7 Increased support for the growth of college system

The WPPSET envisages that the TVET sector will become the biggest sector in the PSET system with the CET sector nearing enrolment sizes of the public higher education sector. EWSETA will commission research on TVET and occupational qualifications. To support this growth, the EWSETA will implement the following interventions:

- Establish and maintain of EWSETA regional offices in TVET colleges.
- Support TVET and CET colleges infrastructure development (workshops and technology).
- Exposing TVET and CET college lecturers to industry through skills programmes.
- Support TVET and CET Managers training on curriculum related studies
- Awarding bursaries to lecturing staff at TVET colleges for study at universities offering accredited TVET college lecturer qualifications.



- Support establishment and maintenance of Centres of Specialisation (CoS).
- Support for youth, adult language and numeracy skills to enable further training through CETs.
- Support local small business and cooperatives through CETs.
- Skills support initiatives for CBOs, NGOs, and NPOs through CETs

9.2.1.8 Labour force that is updated with current skills required for the sector

The EWSETA will implement the following interventions:

Through the SSP and Research Agenda topics, EWSETA will study the change drivers to determine signals and impact of our learning programmes. Advocacy, awareness and capacity building sessions will continue to ensure that the sector is conversant with current skills. Strategies will be put in place to ensure that career development services (including material) is accessible to all especially in rural areas and targeted beneficiaries. EWSETA will continue to prioritise the support of career development services related to the sector and government priorities.

The following interventions will be implemented:

- Promote the professionalisation of existing workers who do not possess formal qualifications
- Encourage worker-initiated training in key areas such as 4IR and digital/technological skills
- Align employee skills with those in high demand by training/retraining incumbents in relevant occupations/specialisations through, e.g. Learnerships and/or Skills Programmes
- Promote skills development in support of change drivers such as 4IR, climate change, COVID-19, etc.
- Increase the number of partnerships geared towards lifelong learning.

9.2.1.9 Increased uptake of careers in energy and water sectors

Strategies will be put in place to ensure that career development services (including material) is accessible to all especially in rural areas and targeted beneficiaries. EWSETA will continue to prioritise the support of career development services related to the sector and government priorities.

Interventions to be implemented by the EWSETA:

- Enhance career guidance services offered to learners by increasing the footprint of EWSETA-coordinated events, engagements, etc.
- Enhance communication channels with learners and employers by way of digital platforms enabled by technology and the 4IR
- Enhance career guidance services offered to learners across the sector
- Develop digital career guidance information that can be made available to young people on the EWSETA website and publicised utilising social media and other media channels.

9.2.1.10 Updated qualifications that are aligned to the current skills training needs

To ensure that there is access to occupationally directed qualifications, EWSETA will continue to anticipate occupations in high demand and hard-to-fill vacancies. To effectively address all the outcomes of the National Skills Development Strategy (NSDP) relevant updated qualifications aligned to current skills needs are necessary.

The following interventions will be put in place:

- Seek to improve synergies between the EWSETA Quality Assurance function, SAQA and related Quality Councils, and EWSETA partners.
- Develop qualifications aimed at supporting national prescripts and change drivers.



9.2.2 The Impact

The social change that the EWSETA wants to achieve within its scope is “Improved economic participation”. The below diagram of a high-level EWSETA Logframe shows how this will be realised.

Figure 12: EWSETA Logframe



9.3 KEY RISKS AND MITIGATIONS

Outcomes	Strategic Key Risks	Risk Mitigations
1. Improved SETA performance	Funding and financial sustainability risk	<ul style="list-style-type: none"> Establish partnerships for co funding initiatives aimed at meeting the strategic objectives Implement strategies to manage legislated 10.5% administration Income and operate within the Threshold
	Operational ineffectiveness	<ul style="list-style-type: none"> Organisational design process Develop an organisational structure that supports the strategy Implementation of operating model Clarification of the EWSETA value chain
	Insufficient internal skills capacity to deliver on mandate	<ul style="list-style-type: none"> Implement the recommendation of the skills audit and quarterly reporting (training & development)
	Business continuity risk	<ul style="list-style-type: none"> Review and implement the ICT Strategy Review and implementation of disaster recovery strategy and plan to ensure minimal disruption Conduct a business impact risk analysis and develop relevant business continuity plans
	Non-compliance with legislation, regulation and policy environment	<ul style="list-style-type: none"> Development of a central repository of updated legislation Implement a legislative compliance policy Design, implement and monitor the compliance universe
	Ethics and Fraud risks	<ul style="list-style-type: none"> Regular monitoring of the whistle blowing hotline and investigating cases reported and implementation of corrective action Continuous fraud and ethics awareness communication
	Information and Technology Risk	<ul style="list-style-type: none"> Regular DR testing of the IT systems to identify gaps Regular communication to employees to be alert of IT threats while working remotely
	Reputational risk	<ul style="list-style-type: none"> Protocol for development and review of various programs Strategies to include small & micro businesses, cooperatives and community-based organisations for skills development
2. Enhanced learning programmes for occupations in high demand	Funding and financial sustainability risk	<ul style="list-style-type: none"> Establish partnerships for co funding initiatives aimed at meeting the strategic objectives Implement strategies to manage legislated 10.5% administration Income and operate within the Threshold



Outcomes	Strategic Key Risks	Risk Mitigations
2. Enhanced learning programmes for occupations in high demand	Information and Technology Risk	<ul style="list-style-type: none"> Regular DR testing of the IT systems to identify gaps Regular communication to employees to be alert of IT threats while working remotely
	Sector Skills Plan that is not credible.	<ul style="list-style-type: none"> • Conduct research for methodologies on occupations in high demand • Review & Implementation of stakeholder engagement strategy • Establishment of provincial SDFs forums. • Conduct impact and tracer studies
3. Improved organisational learning on performance of programmes	Operational ineffectiveness	<ul style="list-style-type: none"> Organisational design process Develop an organisational structure that supports the strategy Implementation of operating model Clarification of the EWSETA value chain
	Information and Technology Risk	<ul style="list-style-type: none"> Regular DR testing of the IT systems to identify gaps Regular communication to employees to be alert of IT threats while working remotely
	Insufficient internal skills capacity to deliver on mandate	<ul style="list-style-type: none"> Implement the recommendation of the skills audit and quarterly reporting (training & development)
4. Increased access for occupations in high demand within the energy and water sector by 2024	Funding and financial sustainability risk	<ul style="list-style-type: none"> Establish partnerships for co funding initiatives aimed at meeting the strategic objectives Implement strategies to manage legislated 10.5% administration Income and operate within the Threshold
	Sector Skills Plan that is not credible.	<ul style="list-style-type: none"> Conduct research for methodologies on occupations in high demand Review & Implementation of stakeholder engagement strategy Establishment of provincial SDFs forums Conduct impact and tracer studies
5. Increased skills capacity through workplace-based learning	Reputational risk	<ul style="list-style-type: none"> Protocol for development and review of various programs Strategies to include small & micro businesses, cooperatives and community-based organisations for skills development
	Limited absorption of trained learners by industry for workplace-based learning	<ul style="list-style-type: none"> Establish partnerships with employers for implementation of occupation-directed programmes Development of work integrated learning strategy



Outcomes	Strategic Key Risks	Risk Mitigations
6. Increased economical participation of CBOs/NGOs/NPOs/SMMEs within the energy and water sector	Irrelevant interventions to support CBOs/NGOs/NPOs/SMMEs and public colleges within the energy and water sector	<ul style="list-style-type: none"> • Development and implementation of M&E framework • Implementation of the operating model (data formulation/ QMR) • Develop and allocate funds relevant qualifications that address skills in high demand • Establish partnerships with employers for implementation of occupation-directed programmes • Develop and implement strategy and approach for SMMEs/Cooperatives/NGOs/NPOs support
7. Increased support for the growth of college system	Irrelevant interventions to support CBOs/NGOs/NPOs/SMMEs and public colleges within the energy and water sector	<ul style="list-style-type: none"> • Development and implementation of M&E framework • Implementation of the operating model (data formulation/ QMR) • Develop and allocate funds relevant qualifications that address skills in high demand • Establish partnerships with employers for implementation of occupation-directed programmes • Develop and implement strategy and approach for SMMEs/Cooperatives/NGOs/NPOs support
8. Increased uptake of careers in energy and water sectors	Sector Skills Plan that is not credible.	<ul style="list-style-type: none"> • Conduct research for methodologies on occupations in high demand • Review & Implementation of stakeholder engagement strategy • Establishment of provincial SDFs forums • Conduct impact and tracer studies
9. Updated qualifications that are aligned to the current skills training needs	Non-compliance with legislation, regulation and policy environment	<ul style="list-style-type: none"> • Development of a central repository of updated legislation • Implement a legislative compliance policy • Design, implement and monitor the compliance universe
	Information and Technology Risk	<ul style="list-style-type: none"> • Regular DR testing of the IT systems to identify gaps • Regular communication to employees to be alert of IT threats while working remotely
	Long turnaround time for qualification and curriculum development	<ul style="list-style-type: none"> • Develop short courses to respond to rapid technological changes in the sector • Establish international partners with existing qualifications that require customisation for SA context

9.4 PUBLIC ENTITIES

The EWSETA is not responsible for any public entities.



TECHNICAL INDICATOR DESCRIPTIONS



Indicator title	1.1 Percentage of targets achieved against approved APP targets
Definition	<ul style="list-style-type: none"> Management should strive for a 100% achievement of the planned targets in the Annual Performance Plan
Source of data	<ul style="list-style-type: none"> Annual Report
Method of calculation or assessment	<ul style="list-style-type: none"> Total number of achieved targets / Total number of planned targets x 100/1. The final figure is reflected as a percentage (%)
Assumptions	<ul style="list-style-type: none"> The reported performance information is reliable and valid
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> 100% achievement of planned targets
Indicator responsibility	<ul style="list-style-type: none"> Chief Executive Officer

Indicator title	1.2 Annual stakeholder satisfaction survey index
Definition	<ul style="list-style-type: none"> Research through a desktop survey that targets employers representing the sectors served by the EWSETA to measure amongst other indicators the participation in EWSETA programmes and awareness of EWSETA mandate
Source of data	<ul style="list-style-type: none"> Survey responses
Method of calculation or assessment	<ul style="list-style-type: none"> Quantitative. Customer satisfaction index represented as a %
Assumptions	<ul style="list-style-type: none"> Employer database is available and reliable
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> 90% positive rating
Indicator responsibility	<ul style="list-style-type: none"> Corporate Services Executive

Indicator title	1.3 AGSA audit outcome
Definition	<ul style="list-style-type: none"> The indicator measures the AG's audit opinion on the financial statements and on the performance information
Source of data	<ul style="list-style-type: none"> Annual Report
Method of calculation or assessment	<ul style="list-style-type: none"> This is a statement of AG's audit opinion on the financial statements and performance information contained in the Annual Report
Assumptions	<ul style="list-style-type: none"> The reported performance information is reliable and valid
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> Unqualified audit without emphasis on matter
Indicator responsibility	<ul style="list-style-type: none"> Chief Financial Officer



Indicator title	1.4 Development and Implementation of Organisational Model and Organisational Design
Definition	<ul style="list-style-type: none"> • A Strategy that aims to increase organisational effectiveness and efficiency
Source of data	<ul style="list-style-type: none"> • Structure • Business Operational Model
Method of calculation or assessment	<ul style="list-style-type: none"> • Simple count of strategies developed
Assumptions	<ul style="list-style-type: none"> • Organisational strategy is approved
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • N/A
Desired performance	<ul style="list-style-type: none"> • 100% implementation of Organisational Design Strategy
Indicator responsibility	<ul style="list-style-type: none"> • Corporate Services Executive

Indicator title	2.1 (%) Learners confirming their learning programme is directly related to the work they undertake
Definition	<ul style="list-style-type: none"> • The indicator measures the alignment/matching of the skills needs identified by the EWSETA to industry demand
Source of data	<ul style="list-style-type: none"> • Evaluation studies
Method of calculation or assessment	<ul style="list-style-type: none"> • Quantitative and qualitative
Assumptions	<ul style="list-style-type: none"> • There are jobs available in the energy and water sector; and accurate skill needs reported by employers
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • N/A
Desired performance	<ul style="list-style-type: none"> • 80% of learners confirming their learning programme is directly related to the work they undertake
Indicator responsibility	<ul style="list-style-type: none"> • Planning, Reporting and Monitoring Executive



Indicator title	2.2 Increased employability of completers/graduates
Definition	<ul style="list-style-type: none"> The indicator measures the alignment/matching of the skills needs identified by the EWSETA to industry demand
Source of data	<ul style="list-style-type: none"> Tracer Studies Impact Studies
Method of calculation or assessment	<ul style="list-style-type: none"> Quantitative and qualitative
Assumptions	<ul style="list-style-type: none"> There are jobs available in the energy and water sector Accurate skill needs are reported by employers.
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> An absorption rate of at least 70% of WIL completers/graduates into the labour market
Indicator responsibility	<ul style="list-style-type: none"> Planning, Reporting and Monitoring Executive

Indicator title	3.1 Rating of organisational learning by employees
Definition	<ul style="list-style-type: none"> The indicator measures how EWSETA management and employees utilise recommendations from evaluation studies
Source of data	<ul style="list-style-type: none"> Results of employee surveys
Method of calculation or assessment	<ul style="list-style-type: none"> Employee surveys Evaluation implementation plans
Assumptions	<ul style="list-style-type: none"> Resources are allocated to develop an organisational learning infrastructure, including staff capacity
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> EWSETA employees give the organisation an 80% positive rating for Monitoring, Evaluation and Learning (MERL)
Indicator responsibility	<ul style="list-style-type: none"> Planning, Reporting and Monitoring Executive



Indicator title	4.1 Ratio of discretionary grant budget allocated to high, intermediate and elementary level skills
Definition	<ul style="list-style-type: none"> Discretionary grants budget awarded to EWSETA occupations in high demand NQF Level 5 and above= high level NQF level 4 = Intermediate level NQF level (AET, Matric Intervention and NQF level 1-3(Unit Standard bases Skills programme) = elementary level
Source of data	<ul style="list-style-type: none"> EWSETA Commitment schedule
Method of calculation or assessment	<ul style="list-style-type: none"> Budget allocated for high level skills/Total EWSETA DG budget Budget allocated for intermediary level skills/Total EWSETA DG budget Budget allocated for elementary level skills/Total EWSETA DG budget
Assumptions	<ul style="list-style-type: none"> Total EWSETA budget is known and available Partners are available to implement the projects That there is an approved SSP document has the list of high demand skills
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: 54% Target for children: N/A Target for youth: 85% Target for people with disabilities: 4%
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> Higher levels skills 25% Intermediate 60% Elementary 15%
Indicator responsibility	<ul style="list-style-type: none"> Chief Operations Officer

Indicator title	4.2 Number of learners enrolling in EWSETA occupations in high demand
Definition	<ul style="list-style-type: none"> Learners participating EWSETA occupations in high demand Higher levels skills 25 Intermediate Elementary
Source of data	<ul style="list-style-type: none"> SETMIS (Quarterly Performance Reports)
Method of calculation or assessment	<ul style="list-style-type: none"> Simple count of learners entering programmes (quantitative)
Assumptions	<ul style="list-style-type: none"> Projects approved toward implementation of learning programmes for the EWSETA occupations in high demand
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: 54% and above Target for children: N/A Target for youth: 85% and above Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> Over the over the period of 5years: Higher levels skills 25% Intermediate 60% Elementary 15%
Indicator responsibility	<ul style="list-style-type: none"> Chief Operations Officer



Indicator title	5.1 No of workplace-based learning interventions
Definition	<ul style="list-style-type: none"> • Workplace-based learning in high demand • Higher levels skills • Intermediate • Elementary
Source of data	• SETMIS (Quarterly Performance Reports)
Method of calculation or assessment	• Simple count of learners entering workplace-based intervention (quantitative)
Assumptions	• Projects approved towards implementation of workplace-based interventions
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Desired performance	<ul style="list-style-type: none"> • Higher levels skills 25% • Intermediate 60% • Elementary 15%
Indicator responsibility	• Chief Operations Officer

Indicator title	5.2 No of workers participating in learning programmes
Definition	<ul style="list-style-type: none"> • Workers participating learning programmes • Higher levels skills • Intermediate • Elementary
Source of data	• SETMIS (Quarterly Performance Reports)
Method of calculation or assessment	• Simple count of workers entering learning programmes (quantitative)
Assumptions	• Projects approved towards implementation of workers entering programmes
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Desired performance	• 95% of the approved DG projects
Indicator responsibility	• Chief Operations Officer



Indicator title	6.1 Number of CBO/NGOs/NPOs/SMMEs supported with training interventions
Definition	<ul style="list-style-type: none"> No of CBOs/NGOs/NPOs/SMMEs supported with training interventions funded by EWSETA
Source of data	<ul style="list-style-type: none"> SETMIS (Quarterly Performance Reports) Support CBOs/ NGOs/ NPOs/SMMEs with quality skills training and development
Method of calculation or assessment	<ul style="list-style-type: none"> Records of CBOs/ NGOs/ NPOs/SMMEs participating in EWSETA training interventions (quantitative)
Assumptions	<ul style="list-style-type: none"> Research undertaken to identify training needs of CBO/NGOs/ /NPOs/SMMEs Projects approved toward implementation of training interventions to support CBO/NGOs/NPOs/SMMEs
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Desired performance	<ul style="list-style-type: none"> DG approved training intervention
Indicator responsibility	<ul style="list-style-type: none"> Chief Operations Officer

Indicator title	6.2 No of entrepreneurship enterprises and cooperatives developed
Definition	<ul style="list-style-type: none"> No. of learners supported to develop entrepreneurship enterprises and cooperatives
Source of data	<ul style="list-style-type: none"> SETMIS (Quarterly Performance Reports) Support development of entrepreneurship enterprises and cooperatives
Method of calculation or assessment	<ul style="list-style-type: none"> Records of entrepreneurship enterprises and cooperatives developed (quantitative)
Assumptions	<ul style="list-style-type: none"> Research undertaken to identify training needs of entrepreneurship enterprises and cooperatives Projects approved toward implementation of training interventions to support entrepreneurship enterprises and cooperatives
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Desired performance	<ul style="list-style-type: none"> Approved DG allocation process
Indicator responsibility	<ul style="list-style-type: none"> Chief Operations Officer



Indicator title	7.1 No of public colleges supported
Definition	<ul style="list-style-type: none"> No of Public Colleges supported with implementation of learning programmes
Source of data	<ul style="list-style-type: none"> SETMIS (Quarterly Performance Reports) Commitment schedule
Method of calculation or assessment	<ul style="list-style-type: none"> Records of Public Colleges supported (quantitative)
Assumptions	<ul style="list-style-type: none"> Research undertaken to identify training needs Public College Projects approved toward implementation of learning programmes to support Public College
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Desired performance	<ul style="list-style-type: none"> Learning Programmes to support public colleges
Indicator responsibility	<ul style="list-style-type: none"> Chief Operations Officer

Indicator title	8.1 Number of career guidance events/activities where EWSETA is exposed to high school learners
Definition	<ul style="list-style-type: none"> Participation in events organised for the purpose of delivering career guidance or access to high school learners in schools
Source of data	<ul style="list-style-type: none"> Signed attendance registers
Method of calculation or assessment	<ul style="list-style-type: none"> Physical count
Assumptions	<ul style="list-style-type: none"> Sufficient financial and human resources
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> Increased awareness of and interest in careers within energy and water sectors
Indicator responsibility	<ul style="list-style-type: none"> Marketing and Communications Manager

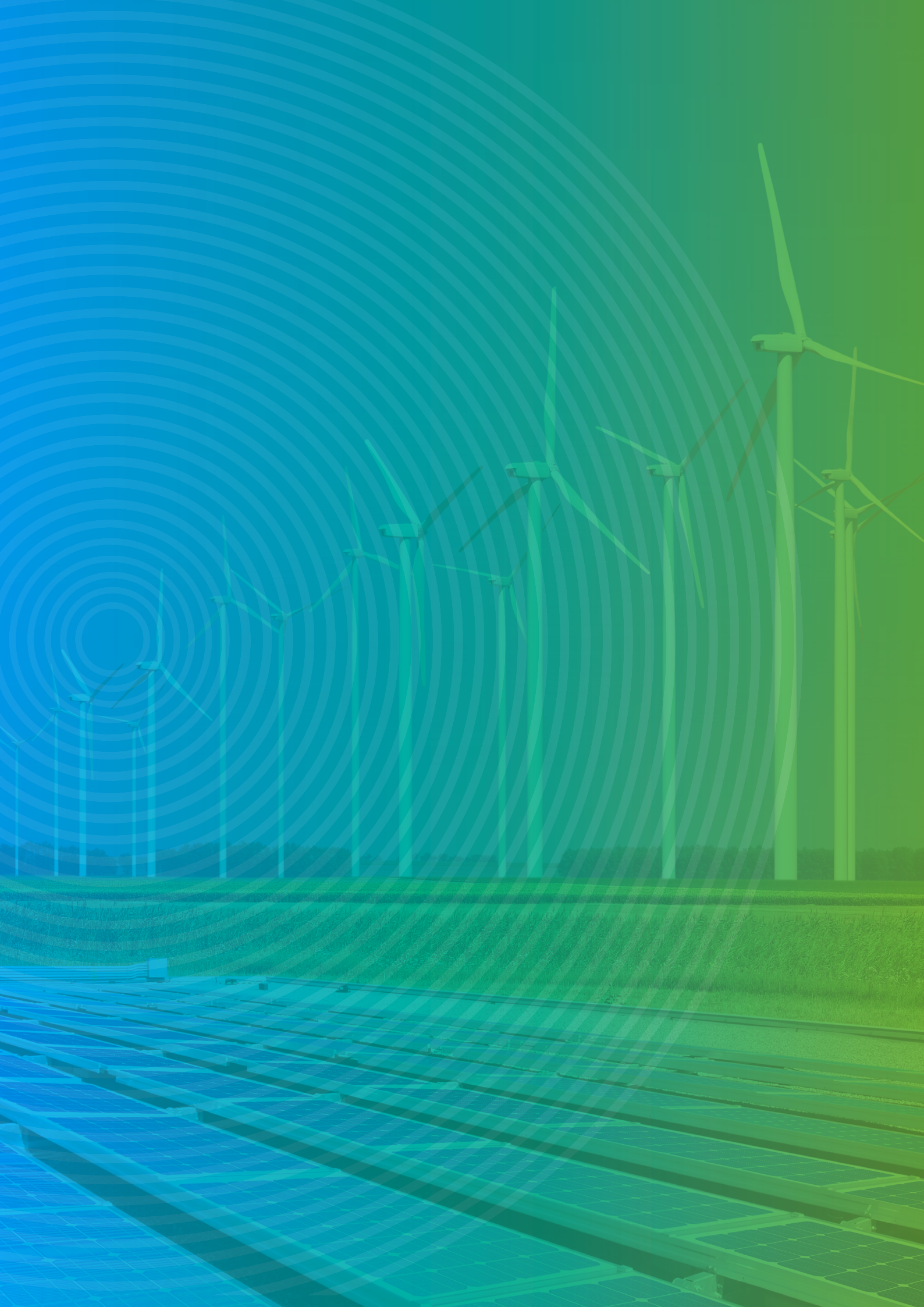


Indicator title	8.2 Workshops with career development practitioners where details on careers in energy and water sectors are provided
Definition	<ul style="list-style-type: none"> EWSETA participation in or hosting of physical or online workshops attended by Career Development Practitioners
Source of data	<ul style="list-style-type: none"> Signed attendance registers for physical events or digital registration details for online events
Method of calculation or assessment	<ul style="list-style-type: none"> Physical count
Assumptions	<ul style="list-style-type: none"> Sufficient financial and human resources
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> N/A
Desired performance	<ul style="list-style-type: none"> Career development practitioners capacitated to deliver information on careers in the energy and water sectors
Indicator responsibility	<ul style="list-style-type: none"> Marketing and Communications Manager

Indicator title	9.1. Number of new qualifications developed as per Industry needs
Definition	<ul style="list-style-type: none"> Occupational qualifications developed and aligned to QCTO methodology
Source of data	<ul style="list-style-type: none"> Qualification documents Assessment specification documents Curriculum documents
Method of calculation or assessment	<ul style="list-style-type: none"> Development of a number the qualification profiling document, profiling report and scoping document
Assumptions	<ul style="list-style-type: none"> Data stored in the MIS is reliable, valid and timely
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Desired performance	<ul style="list-style-type: none"> Signed DQP SLA
Indicator responsibility	<ul style="list-style-type: none"> Chief Operations Officer









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Higher Education and Training
REPUBLIC OF SOUTH AFRICA



ENERGY AND WATER SECTOR EDUCATION AND TRAINING AUTHORITY