

**THE CONSTRUCTION EDUCATION AND  
TRAINING AUTHORITY**

**STRATEGIC PLAN**

---

for the  
fiscal years

**2021/22 to 2024/25**

(5 years beginning with 2020/21)

**31 January 2023**

---



## FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills Plan (SSPs). In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment or Training (NEET), which is standing at over 3.4 million in the fourth quarter of 2022.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this, is our transformational and developmental imperatives which include amongst others: class, gender, race, geography and youth, which must be reflected at all materials times in our SETA interventions. The Ministry of Higher Education, Science and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills and Health, and the following medium-term outcomes have been identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020 pointing out to skills development, science and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, in the main developed the Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) aims to support the Economic Reconstruction and Recovery Plan (ERRP), ensuring that it is not compromised by skills shortages. It is born out of the urgency for a well-coordinated strategy of skills development to support both the management of the COVID-19 global health pandemic and economic and social recovery. President Ramaphosa captured our determination to reset the South African economy when he said: "We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality." As stated in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes the use of labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in the implementation of the Skills Strategy to support Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim at expanding the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10 000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2023/24 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 107 000 workplace-based learning (WBL) opportunities;
- 148 000 learners registered in skills development programs;
- 22 000 learners entering artisanal programs;
- 20 500 learners passing artisanal trades;
- 31 300 learners completing learnerships; and
- 5 200 learners completing internships.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets to be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2023/24 financial year.



**Dr. BE Nzimande, MP**

**Executive Authority of Higher Education, Science and Innovation**

## Foreword by the Chairperson

It is our honour to present the Strategic Plan for the Construction Education and Training Authority (CETA) updated for FY 2023/24. This document is presented in terms of the Skills Development Act and the Public Finance Management Act (Act 1 of 1999, as amended) and is submitted as per the Department of Higher Education and Training's (DHET) Compliance Calendar. The framework guiding the development of this Strategic Plan is set out in the National Treasury's Framework for Strategic Plans and Annual Performance Plans and as informed by the Department of Planning, Monitoring and Evaluation.

The newly appointed Accounting Authority endorses this Strategic Plan as an appropriate response by the organisation to life after COVID. Prior to COVID, the construction sector was already in decline, as indicated in the Statistics SA Construction Industry report 2020, with 20% decline in employment from June 2017 until June 2020<sup>1</sup>. Since COVID, the government has adopted plans and strategies to stimulate economic growth and in particular, the Economic Recovery and Reconstruction Plan (ERRP) which CETA is contributing towards in all provinces.

The sector is diverse with four broad categories or subsectors namely: Roads and Civil Construction, Materials Manufacturing, Building Construction, Built Environment Professions and Electrical Construction. The need for skilled employees is driven by spending in these subsectors by both public and private investors. The CETA will be establishing Chambers for these sectors, with the intention of forging closer and mutually beneficial relationships for improved skills in the sector. These Chambers will be established in the current financial year, 2022/23, and CETA will be calling on industry to participate. We are committed to building stronger relationships with all stakeholders in the sector to increase the number of skills in the sector, but to also produce quality skills for global competitiveness.

The CETA exited Administration in February 2022, and the organisation is well on its way to improving its performance and the governance breaches that led to it being placed under administration. To this end, the CETA is capacitating itself internally to respond to the challenges of the day. Together with the newly appointed executive, the Accounting Authority will work with all employees to ensure that skills development the sector is facilitated in an ethical, responsive, and professional manner. Systems are being improved, and where they do not exist, are being developed to strengthen the organisation to support the sector.

The CETA continues to support the goal of economic inclusion and will continue to focus on working with stakeholders to realise transformation in the sector, through prioritising designated groups in its programmes. The sector, like most sectors, remains untransformed at management levels, with African and Coloureds found to be underrepresented.<sup>2</sup> The candidacy and bursary programmes are examples of pathways used by the CETA to effect transformation and there will

<sup>1</sup> Statistics SA Construction Sector Report 2020

<sup>2</sup> 22<sup>nd</sup> Report of the Commission on Employment Equity

be more emphasis on supporting them in the future.

The CETA's strategic direction over the period of this Strategic Plan and Annual Performance Plan is aimed at sustainably supporting skills development within the construction sector and making a significant contribution to economic growth. The CETA will continue to do this by positioning skills as a foundation for economic development and empowerment, working with industry to realise the dream of turning each construction site in the country into a learning site for all our learners.

A handwritten signature in black ink, appearing to read 'Thabo Masombuka', is written over a faint, horizontal oval-shaped line.

**THABO MASOMBUKA**  
**CHAIRPERSON**  
**ACCOUNTING AUTHORITY**

### **Official Sign-Off**

It is hereby confirmed that this Strategic Plan for the Construction Education and Training Authority was developed by the management team of the CETA under the guidance of the Accounting Authority; takes into account all the relevant legislation, policies and other mandates for which the CETA is responsible; and accurately reflects the strategic goals and objectives which the CETA will endeavour to achieve over the period 2022/23 to 2024/25.

This Strategic Plan is hereby presented as the guiding document for the CETA for the period in compliance with the National Treasury Guidelines.

**Ms Molebogeng Thobela**

**Executive Manager: Strategic Support**

**Signature:** 

**Date:** 31 January 2023

**Mr Tshenolo Lefutswe**

**Chief Financial Officer (Acting)**

**Signature:** 

**Date:** 31 January 2023

**Mr Malusi Shezi**

**CETA Chief Executive Officer**

**Signature:** 

**Date:** 31 January 2023

**Mr Thabo Masombuka**

**CETA Chairperson**

**Signature:** 

**Date:** 31 January 2023

## Table of Contents

1	Constitutional Mandates .....	8
2	Legislative and policy mandates.....	9
2.1	Legislative Mandates .....	9
2.2	Policy mandates.....	11
3	Institutional Policies and Strategies over the five-year planning period .....	18
3.1	The CETA'S Strategic Priorities.....	18
3.2	Ministerial Imperatives .....	19
4.	Relevant Court Rulings .....	20
5.	CETA value proposition, vision, mission and values .....	21
6.	Updated Situational Analysis .....	21
6.1	External Environmental Analysis .....	22
7.	Employer Profile.....	26
7.1	Analysis of employment in the sector .....	27
7.2	Skills demand analysis .....	28
7.3	Performance environment .....	34
7.4	EXTERNAL ENVIRONMENT ANALYSIS .....	35
7.4.1	TOPAC-G Assessment.....	35
7.5	Strength, Opportunities, Aspirations and Results (SOAR) Analysis.....	40
7.6	PIVOTAL LIST .....	41
8.	Internal Environment Analysis .....	44
8.1	CETA PFILMS Assessment Summary .....	45
8.2	CETA Stakeholder Relationship Management .....	51
8.3	CETA Skills Value Chain .....	55
8.4	CETA Learning Delivery Model .....	55
8.5	The CETA External Audit Opinion .....	57
8.6	Governance .....	57
8.7	CETA Employees.....	57
8.8	Financial Overview.....	60
8.9	Materiality and Significance Framework.....	61

PART C Measuring Our Performance .....	62
9. Institutional Performance Information .....	62
9.1 Measuring Impact .....	63
9.2 The CETA is supported by the goals set out below per broadprogramme.....	67
9.3 Explanation of Planned Performance over the Five-Year Planning Period .....	67
10. Key Risks .....	70
PART D .....	77
10. Programme and sub-programme plans .....	77
11. Annexure A: Technical Indicator Descriptions .....	78

#### List of Tables

Table 1 CETA's alignment to the NSDP Outcomes .....	12
<i>Table 2: CETA key focus areas in relation to ERRP.....</i>	13
Table 3: CETA's alignment to the National HRD Strategy.....	15
Table 4: Key Change Drivers for the Construction Sector (exogenous) .....	29
Table 5: Key Change Drivers for the Construction Sector (Endogenous) .....	30
Table 6: Hard to Fill Vacancies in the Sector.....	31
Table 7: Skills Gaps in the Construction Sector .....	33
Table 8: Employers by Sub-sector.....	34
Table 9: TOPAC-G Assessment .....	35
Table 10: Gap reduction tool.....	35
Table 11: CETA TOPAC-G Assessment .....	36
Table 12: PIVOTAL list .....	40
Table 13: CETA PFILMS Assessment.....	45
Table 14: CETA Stakeholder Matrix .....	52
Table 15: Analysis of CETA Delivery Model.....	56

#### List of Figures

Figure 1: Geographic Location of Construction Activities 2020 .....	27
Figure 2: CETA Skills Value Chain .....	55
Figure 3: 4A Learning Delivery Model .....	56



## Glossary of terms

<b>Accounting Authority</b>	The governing body of the CETA
<b>Apprenticeship</b>	A trade qualification registered with Quality Council for Trades and Occupations in terms of the Skills Development Act No 97 of 1998 as amended
<b>AQP</b>	Assessment Quality Partner
<b>Assessment</b>	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered, national standards
<b>ARPL</b>	Artisan Recognition of Prior Learning
<b>DHET</b>	Department of Higher Education, Science and Technology
<b>Discretionary Grant</b>	Grants paid out in terms of Regulation 6(3) (a) and (b) of the Skills Development Levies Act No 9 of 1999
<b>DQP</b>	Development Quality Partner
<b>Funding Priorities</b>	Skills Development priorities approved by the Accounting Authority
<b>Learnership</b>	A vocational based learning qualification that includes a practical work-based component. A learnership has to be aligned with a registered NQF qualification
<b>MTSF</b>	Medium-Term Strategic Planning Framework
<b>NQF</b>	National Qualifications Framework
<b>NSDS</b>	National Skills Development Strategy
<b>NSDP</b>	National Skills Development Plan
<b>OFO</b>	Organising Framework of Occupations codes
<b>PFMA</b>	Public Finance Management Act No 1 of 1999
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning programmes that result in occupational qualifications and may include a knowledge component that is normally delivered at a further education and training college or a university as well as structured learning in an accredited training centre or an approved workplace
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>QMS</b>	Quality Management System as defined by the CETA
<b>RPL</b>	Recognition of Prior Learning by assessing competence against the outcomes of a set of unit standards
<b>SAQA</b>	South African Qualifications Authority established in terms of the South African Qualifications Authority Act No 58 of 1995
<b>SDL</b>	Skills Development Levy
<b>Skills Programmes</b>	Occupationally based unit standard training programme, delivered by accredited education and training providers
<b>SLA</b>	Service Level Agreement
<b>SSP</b>	Sector Skills Plan
<b>TVET</b>	Technical Vocational Education and Training at Levels 2 to 4 of the National Qualifications Framework (NQF)
<b>WSP</b>	Workplace Skills Plan

## **PART A**

### **Our Mandate**

The development of the strategic plan was underpinned by specific constitutional, legislative, functional and policy mandates of the CETA. The legislative and other mandates listed under this section are those that the CETA is directly responsible for implementing, managing or overseeing.

#### **1 Constitutional Mandates**

The Constitution of the Republic of South Africa is the supreme law governing South Africa. It provides the legal foundation for the existence of the Republic and sets out the rights and duties of its citizens and defines the structure of the Government. The relevant sections of the Constitution that have a direct bearing on the governance of CETA are the following:

- *Right to education including further education (Section 29)*

The CETA complies with this by ensuring that there are credible mechanisms for skills planning through conducting research and using labour market information intelligence tools, to develop a Sector Skills Plan for the Construction Sector to guide skills planning. These processes also assist in enhancing and supporting training for new entrants and the workforce in the construction sector. The SSP forms the basis of skills planning, as well as sets skills priorities to be pursued by the CETA through this Strategic Plan.

The updated CETA Strategic Plan has four programmes as per the Uniform SETAs Budget Programme Structure prescribed by DHET to guide SETAs in developing planning and reporting documents. This programme structure is aimed at streamlining and standardising planning, budgeting, implementation, monitoring, evaluation, and reporting processes by the CETA. The programmes also address the subsectors within the construction sector. These four programmes are as follows:

- Programme 1: Administration;
- Programme 2: Research, Planning and Reporting;
- Programme 3: Learning Programmes and Projects; and
- Programme 4: Quality Assurance.

As a public entity, CETA reports to the Minister of Higher Education, Science and Innovation. We are accountable to Parliament (through the Portfolio Committee on Higher Education, Science and Innovation) and are also under the oversight of National Treasury in terms of performance management and financial administration. We engage with a broad range of stakeholders in the public domain in fulfilment of our CETA mandate, which requires us to uphold principles of good governance in the interest of making a meaningful contribution in skills development for the benefit of the construction sector and the country. In response to this, the CETA is obliged to submit its approved Strategic Plan, Annual Performance Plan and

its audited Annual Report to Parliament as per the Compliance Calendar prescribed by DHET.

## **2 Legislative and policy mandates**

The CETA was established in April 2000 and is responsible for skills development activities within the construction sector. The following mandates represent the legislative environment in which the CETA operates:

### **2.1 Legislative Mandates**

#### **2.1.1 Skills Development Act 1998 (Act 97 of 1998) (As amended)**

The Skills Development Act requires the CETA to develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Plan 2030 (NSDP).

#### **2.1.2 Skills Development Levies Act, 1999 (Act 9 of 1999) (As amended)**

The Act makes provision for the South African Revenue Service (SARS) to collect skills levies and distribute them by paying a portion thereof into the account of the National Skills Funds (NSF) and use the remainder in terms of its provision and those of the Skills Development Act and SETA Grant Regulations.

#### **2.1.3 Public Finance Management 1999, (Act 1 of 1999)**

The Public Finance Management (PFMA) is aimed at promoting good financial management in order to maximise delivery through the efficient and effective use of financial resources within public institutions. It regulates that all revenue, expenditure, assets and liabilities are managed efficiently and effectively.

#### **2.1.4 SETA Grants Regulations (2012)**

The SETA's Grant Regulations Regarding Monies Received by a SETA and Related Matters, which was gazetted on 3 December 2012 and came into effect on 1 April 2013, has also been taken into account in our budgeting and identification of PIVOTAL and Non-PIVOTAL interventions.

#### **2.1.5 The National Qualifications Framework (NQF) Act (Act 67 of 2008)**

The National Qualifications Framework (NQF) Act allows for the CETA to develop qualifications within the occupational and higher education sub-frameworks. This Act also provides for the regulation of qualifications and professional bodies and establishes the quality councils that the CETA interacts with including the QCTO.

### **2.1.6 The Construction Regulations Act, 2014: The Registration of Construction Health and Safety (CHS) Professionals**

The following categories of Construction Health and Safety have been approved for registration: Registration Rules for Construction Health and Safety Agent (PrCHSA) in Terms of Section 18 (1) (c) of the Act, (Act No. 48 of 2000), as published on 31 May 2013 in the Government Gazette, Gazette No. 36525, Board Notice 115 of 2013 for commencement 1 June 2013.

- Construction Health and Safety Agent (PrCHSA)
- Construction Health and Safety Manager (CHSM)
- Construction Health and Safety Officer (CHSO)

The CETA's mandate is to ensure that relevant health and safety programmes are developed or curriculum is reviewed and that skills development providers are accredited for such programmes. Construction Health and Safety assessors and moderators are registered against recognised standards with the CETA.

### **2.1.7 Income Tax Act 1962 –Tax Allowance, (Act 58 of 1962) (As amended)**

Section 12H of the Income Tax allows for tax breaks for entities participating in learnerships and apprenticeships programmes and other relevant approved SETA programmes. The CETA is involved in the process of learnership tax claims by entities in the sector registering learnerships or apprenticeships agreements with the CETA as well as for completion of such learning programmes included in the tax breaks by the South African Revenue Services (SARS).

### **2.1.8 Basic Conditions of Employment Act (BCEA) 1997, (Act No 75 of 1997): Sectoral Determination No 5: Learnerships**

The Act makes the sectoral determination establishing binding conditions of employment and rates of allowances for learners in all sectors where SETAs operate.

### **2.1.9 Employment Equity 1998, (Act 55 of 1998)**

This Act aims to facilitate workplace transformation through the elimination of unfair discrimination and implementation of affirmative action and measures to enable equitable representation of employees from different race and gender groups in the workplace.

The Commission for Employment Equity's (CEE)<sup>3</sup> annual report for the 2020-2021 financial year as released by the Department of Labour, highlights the under-representation of targeted groups at the senior and Top Management levels of the workforce. The CETA is actively targeting designated groups in its programmes.

---

<sup>3</sup> 22<sup>nd</sup> Report of the Commission for Employment Equity

#### **2.1.10 Broad-Based Black Economic Empowerment Amendment Act 2013, (Act 46 of 2013) (As amended)**

The amended Code Series 300, Statement 300: The General Principles for Measuring Skills Development prescribes compliance targets and weighting points to be claimed by Measured Entities, subject to verifiable expenditure incurred for training black people on various listed learning interventions. The Code determines that "Workplace Skills Plan, an Annual Training Report and Pivotal Report which are SETA approved" will constitute criteria for Measured Entities to receive points towards their BBBEE scorecards. The CETA evaluates the submitted WSPs for approval. Upon approval of the WSP, the CETA issues an approved entity with a compliance certificate that the entities may use for BBBEE purposes.

The implications for skills planning for the CETA is as follows:

- Prioritise skills development in qualifying small companies;
- Assist large and medium enterprises in developing skills which will assist with their BBBEE efforts;
- WSP-ATR submissions approved by the CETA;
- Learning Programme Matrix under the BBBEE Code places an emphasis on PIVOTAL training and provision for accredited training.

#### **2.1.11 Other key legislations**

- South African Qualifications Authority Act 1995 (Act No 58 of 1995)
- Protection of Personal Information Act 2013, (Act No 4 of 2013)
- Promotion of Access to Information Act 2000 (Act No 2 of 2000)

## **2.2 Policy mandates**

CETA's strategic planning process has taken into consideration the aims and objectives of the Human Resources Development Strategy for South Africa (HRDS-SA), which outlines the human resources development strategy for the country; the Medium-Term Strategic Framework (MTSF), which is a broad Government framework that indicates economic growth drivers and the National Skills Development Plan 2030 (NSDP). These mandates serve as the roadmap for CETA within which to deliver our skills development interventions.

### **2.2.1 The National Development Plan (NDP) (2013)**

The National Development Plan (NDP) was introduced at the end of 2011 by the National Planning Commission. It focuses on the reduction of poverty and inequality and reiterates the objectives of the New Growth Path. It lays out the vision to be achieved by 2030. The NDP is a detailed blueprint for how the country can eliminate poverty and reduce inequality by the year 2030.

The most important aspect of the plan from the point of view of the construction industry is the massive infrastructure investment. Cutting across all infrastructural projects and initiatives is the operation and maintenance of such infrastructure post establishment.

## 2.2.2 National Skills Development Plan 2030

The National Skills Development Plan 2030 (NSDP) has been developed to respond to the policy goals of the White Paper on Post School Education and Training ("White Paper") to improve both the integration of the post -school education and training system ( "PSET ), and the interface between PSET institutions and the world of work

To illustrate the alignment between the CETA's updated strategic plan and the outcomes of the NSDP 2030, the Table below outlines the link between these outcomes and the CETA programmes and strategic goals:

Table 1 CETA's alignment to the NSDP Outcomes

NSDP Outcomes	CETA Linked Outcomes	CETA Linked Programmes
4.1 Identify and increase production of occupations in high demand	To ensure a credible mechanism for skills planning and reporting in the construction sector - Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Programme 2: Skills Planning and Reporting
4.2 Linking education and the workplace	To address skills priorities within the construction sector – Support skills development of new entrants or unemployed to the Construction Sector Enhance the skills of the existing workforce of the Construction sector	Programme 3: Learning Programmes and Projects  Programme 4: Quality Assurance
4.3 Improving the level of skills in the South African workforce	Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions	Programme 3: Learning Programmes and Projects  Programme 4: Quality Assurance
4.4 Increase access to occupationally directed programmes	Support skills development of new entrants or unemployed to the Construction Sector Enhance the skills of the existing workforce of the Construction Sector	This goal is addressed as part of Programme 2 under Sub Programme: Short Skills Programme  Programme 4: Quality Assurance
Support the growth of the public college institutional type as a key provider of skills required for socio-economic development	Support skills development of new entrants or unemployed to the Construction Sector	Programme 3: Learning Programmes and Projects

4.6 Skills development support for entrepreneurship and cooperative development	Support national imperatives in relation to skills development, with emphasis on the Construction sector.	Programme 3: Learning Programmes and Projects
4.7 Encourage and support worker initiated training	Support national imperatives in relation to skills development, with emphasis on the Construction Sector.	Programme 3: Learning Programmes and Projects
4.8 Support Career Development Services	Support skills development of new entrants or unemployed to the Construction Sector	Programme 3: Learning Programmes and Projects

### 2.2.3 Economic Reconstruction and Recovery Plan (2020)

In response to the devastation wrought by the COVID-19 pandemic to the economy and the country's growth prospects, the South African government unveiled an Economic Reconstruction and Recovery Plan. For the construction sector, the pandemic led to low levels of capacity utilisation for a prolonged period thereby negatively impacting gross fixed capital formation for the entire economy. The key areas of the Economic Reconstruction and Recovery Plan relevant to the construction sector and CETA, include the following:

Table 2: CETA key focus areas in relation to ERRP

Focus Area	Relevance
<b>Resource mobilisation</b>	The CETA to support the sector in government infrastructure-built programmes and other investment efforts for the benefit of sector growth and jobs.
<b>Building a capable state</b>	The CETA will be paying attention to improving its governance systems, financial management, competence and skills of its employees and crucially, instilling a zero-tolerance culture against maladministration and corruption.
<b>Social Compacting</b>	To build a coalition for growth and job-creation, the CETA will strengthen its efforts at creating partnerships with all relevant stakeholders.
<b>Skills Development</b>	It calls attention for the CETA to revert to its core business of building skills for current and future requirements in the sector.  Thereby ensuring the CETA and sector are ready to effectively function in a post-COVID-19 environment (in terms of skills planning). Also, focused attention to be paid to historically excluded demographics (blacks, women, disabled and rural folks) to ensure economic inclusion.

<b>Employment oriented localisation and re-industrialisation</b>	The construction sector is well positioned to drive comprehensive localisation efforts, by ensuring that more of the sector's inputs are locally manufactured.
<b>Green Economy interventions, technology and innovation</b>	Being at the heart of skills development in the construction sector, the CETA is well placed to catalyse the introduction of new and innovative green construction methods and technological knowhow. There are also real opportunities for new research and global skills transfer (as other countries have covered some ground in green technology and innovation)

The CETA fully embraces the government's Economic Reconstruction and Recovery Plan and is putting plans in place to ensure that the key elements find expression in its strategies and programmes, moving forward.

#### **2.2.4 White Paper on Post-School Education and Training (PSET)**

The White Paper was established amongst others to ensure a coordinated, and inclusive post school education and training system, expand access, improve quality of provision and ensure education and training system that is responsive to citizens, employers as well as the broader societal developmental objectives. It seeks to expand the scope of education and training to include even people who could not attend formal education. The White Paper aims to simplify the role of SETAs and build their capacity in line with their redefined roles. In terms of the White Paper, SETAs will continue facilitating development of skills for those in existing enterprises and skills pipeline in workplaces. This means that SETAs will ensure that the skills requirements of their respective industries are understood and catered for by different providers as contemplated within the policy document.

#### **2.2.5 Transformation in the Construction Sector: Construction Charter Codes 2017)**

Transformation charters such as the Construction Charter (revised), which seek to increase the participation of Black people and people with disabilities in general and focuses on the broad based- black economic empowerment in the sector, continue to guide CETA's strategic planning process.

The sector continues to reflect vast inequalities in ownership patterns, black participation is principally through micro and small businesses where sustainability levels are generally low. There are limited number of black people, especially black women, in controlling positions, managerial positions and in specialised professions in the larger enterprises in the sector.

There is a depleted skills base due to disconnection between academia from the needs of the sector, the sector's low appeal as a career choice, the low numbers of school leavers with



adequate grades in Mathematics and Science, low salaries and poor prospects for career development. Inadequate investment in skills development exacerbates this problem despite sufficient funding allocated by the CETA to the sector. Challenges include inadequate recognition of prior learning and low levels of workplace training. The sector has a dire need for recognition of prior learning amongst other areas in the scaffolding, formwork or working at heights industry, plant operations industry and within the construction health and safety industry.

Transformation within the built environment sector remains a challenge and not all the set sector targets are met or achieved. The CETA has funded and implemented Candidacy Programmes; through partnering with the relevant statutory councils and voluntary associations within the built environment industry, the CETA hopes to contribute towards the transformation of the sector.

## 2.2.6 National Human Resource Development (HRD) Strategy of South Africa

The National HRD Strategy of South Africa (2010 to 2030) is a social compact distilling the critical skill challenges for the socio-economic growth and development of the country. The document also sets out collective commitments for all sectors of the society. The CETA addresses the HRD Strategy commitments as follows:

Table 3: CETA's alignment to the National HRD Strategy

HRDSA Commitment	CETA alignment
<b>Address shortages of supply of people with priority skills</b>	Programme 3: Learning Programmes and Projects Implementation of learning programmes
<b>Increase the number of appropriately skilled people</b>	Programme 3: Learning Programmes and Projects Increase access to occupationally directed programmes in the construction sector
<b>Access to education and training</b>	Programme 3: Learning Programmes and Projects Increase access to occupationally directed programmes in the construction sector

**Improve technological and innovation capability**

**Programme 3: Learning Programmes and Projects**

Contribute to the improvement of the technological and innovation capability and outcomes within the public and private sectors by funding post graduate studies and research studies within the built environment disciplines;

**Innovative Programmes:**

- Development of SMME Programmes
- Increased focus on research and innovation
- Development of Quality Partnerships for construction programmes
- Development and Support of Academic Programmes
- Inter-SETA Collaboration
- Establishment of Skills Development Centres

**2.2.7 The Expanded Public Works Programme (2004)**

The EPWP is a nationwide programme covering all spheres of Government and state- owned enterprises. The programme provides an important avenue for labour absorption and income transfers to poor households in the short to medium-term. It is also a deliberate attempt by the public sector bodies to use expenditure on goods and services to create work opportunities for the unemployed. EPWP projects employ workers on a temporary or on-going basis either by Government, by contractors, or by other non-Governmental organisations under the Ministerial Conditions of Employment for the EPWP or learnership employment conditions.<sup>3</sup> The first phase was reviewed in 2008 as presented to Cabinet and the subsequent extension of the programme to EPWP Phase 2.

The third phase of EPWP Phase 3 was launched by the President of South Africa in 2014 to kick start the creation of six million work opportunities. Since 2004, the EPWP has provided work opportunities and training for the unemployed. The new phase aims to provide six million work opportunities by 2019. EPWP Projects employ workers on a temporary or ongoing basis either by Government, contractors or other non-Governmental organisations under the Ministerial Conditions of Employment for the EPWP or learnership employment conditions.

The CETA's contribution is to conduct external moderation for the training in the construction sector and to certify the learners. The CETA considers the National Department of Public Works as a major public sector partner in the delivery of skills development activities and on an annual basis provides financial support in the implementation of bursaries, internships, candidacy and learnership programmes.

### **2.2.8 National Infrastructure Maintenance Strategy (2007)**

Cutting across all infrastructural projects and initiatives is the operation and maintenance of such infrastructure post establishment. This strategy also focuses on Municipal Infrastructure Maintenance. Municipal service activities to ensure infrastructure is delivered effectively require all Government spheres to work together in planning and coordination. The CETA supports the strategy through the provisioning of discretionary funding to municipalities based on their economic activity aligned to construction sector. There is a national drive by the state towards the professionalisation of allied built environment disciplines such as the planned regulation and professionalisation of the public sector building inspectors, construction procurement specialist as well as the implementation of the infrastructure delivery management system in local Government, national and provincial Government sectors to enhance service delivery.

### **2.2.9 Comprehensive Rural Development Programme (2009)**

The aim of the Comprehensive Rural Development Programme (CRDP) is to empower and mobilise rural communities, and with the assistance of Government, to assist these regions to develop. CETA has a role to play in supporting the rural and township contractors and to support the rural economy or localisation. To facilitate training in contractor development particularly in the area of supply chain management to assist these emerging entities in tendering processes. This support includes both technical construction skills support and venture creation and management skills. The CETA Skills Development Centres are located in rural and township areas, and are therefore relevant to the CRDP.

### **2.2.10 Strategic Infrastructure Projects (2012)**

CETA provides skills development support to the construction related programmes within the 18 SIPS as each has relevance to construction industry. Through the Sector Skills Plan, the CETA identifies and implements SIPs Priority Occupations, e.g., massive railroad infrastructure and water in Limpopo will requisite specialised technical built environment skills.

### **2.2.11 The National Infrastructure Plan (NIP) (2012)**

The NIP was adopted by the South African Government in 2012 to transform the economic landscape of the country simultaneously creating jobs and improving basic service delivery. The plan maps the spatial infrastructural gaps taking into consideration future population growth, economic growth and underserviced areas in South Africa.

The National Infrastructure Plan as well as the 9 Point Plan campaigns, presented by Government at the 2015 State of the Nation address, focuses on economic growth and social development.

### **2.2.12 District Development Model**

The District Development Model (DDM) is an operational model for improving Cooperative Governance aimed at building a capable, ethical Developmental State. It embodies an approach by which the three spheres of government and state entities work in unison in an impact-oriented way, and where there is higher performance and accountability for coherent service delivery and development outcomes. Although each sphere, sector or entity has its distinct constitutional powers, functions and responsibilities, they cooperate and undertake collaborative planning, budgeting and implementation processes converging efforts at the district/metropolitan level. This joint work is expressed through the formulation and implementation of a “One Plan” which is a long-term strategic framework guiding investment and delivery in each district and metropolitan space.<sup>4</sup>

The model adopted by the in advancing development in the various districts is to offer the grants based on advertisement of discretionary grants. These are awarded to entities that have applied; however, in evaluating the applications there is a moderation process to ensure that there is a spread of opportunities for compliant applicants in different Provinces and different Municipalities.

CETA implements ERRP projects, in rolling out these CETA partners with the Provincial departments and Municipalities, the criterion for awarding requires that they provide districts where there are active projects. The intention is to ensure that all active projects across districts have skills development element.

The ERRP Projects award criteria is to ensure that all Provinces participate in the Program and as many districts are reached with one partnership in each Province.

### **2.2.13 Youth Employment Service (YES) Programme**

Gazetted in 2018 by the Department of Trade and Industry, the YES Programme seeks to facilitate the gaining of work experience by South African youth by encouraging corporates to make a contribution to national imperatives such as addressing youth unemployment. Corporates are encouraged to adopt programmes that address specific YES targets, which in turn can assist them to gain up to Level 2 BBBEE scoring.

## **3 Institutional Policies and Strategies over the five-year planning period**

### **3.1 The CETA'S Strategic Priorities**

In addition to focusing its interventions on the following groups:

- Women;
- People with disabilities;
- Youth and workers;
- Military veterans; and
- Rural and township communities.

The CETA will focus its energies on:

- The development of quality and relevant qualifications that respond to current and future sector needs. This will be underpinned by credible research conducted in collaboration with our partners.
- Transformation of the sector by providing more support to the candidacy and related programmes.
- More collaborations and stronger relationships with stakeholders.
- Building internal capacity to support the goal of clean administration.

---

District Development Model website

### **3.2 Ministerial Imperatives**

In addition to legislative and policy mandates, CETA is focused on addressing ministerial imperatives as identified by the Minister of Higher Education, Science and Technology and the Portfolio Committee on Higher Education, Science and Technology. Broadly the Ministerial imperatives focuses on the improvement of education levels in the sector, partnerships with all relevant stakeholders from TVET, Colleges, HETs to SETAs, and the implementation of an inclusive Post School Education and Training System (PSET), amongst many others.

These imperatives have been incorporated into the programmes and interventions that CETA implemented to achieve the goals and objectives of the NSDP. Specific target and budget information related to these imperatives is included in the Annual Performance Plan (APP).

#### **3.2.1 Economic Reconstruction and Recovery Plan**

The government's immediate response to the most pressing socio-economic pressures occasioned by the COVID-19 pandemic is set out in some detail in the Economic Reconstruction and Recovery Plan (ERRP). Several aspects of the plan have direct impact on the CETA and the construction sector including the following:

- The CETA and the construction sector should be fully plugged into government's infrastructure- built programmes and investment efforts, to facilitate social compacting at sector level as well as growth and jobs.
- The moment calls on the CETA and its partners to revert to its core business of producing skills for current and future needs of the sector.
- The CETA and the sector should strengthen internal capacity in an endeavour to prepare the sector to function effectively in a post COVID-19 environment (in terms of skills planning).
- The plan presents the CETA and the sector with an opportunity to make determined efforts

to tackle exclusion in the sector. In other words, there is a real opportunity to “build back better”.

The CETA is implementing programmes in line with the Government's Economic Reconstruction and Recovery Plan (ERRP) with an infrastructure investment projects pipeline worth R340 billion in network industries such as energy, water, transport and telecommunications has been developed. Specific to the mandate of the CETA the ERRP aims to revive the construction industry and create much-needed jobs. The ERRP programmes are primarily earmarked at short skills, learnerships and internships programmes which are reflected in Programme 3 on the Annual Performance Plan.

### **3.2.2 Report of the Ministerial Task Team on the Implications of the 4th Industrial Revolution for the Post-School Education and Training System**

As part of its research agenda, and in collaboration with partners in higher education, the CETA will undertake research on the implication of 4IR on the work done by the CETA in support of the sector in the facilitation of skills development.

## **4 Relevant Court Rulings**

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 last year. 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 Appeal Court held that there was no clear explanation from the Minister as to what he, as the decision-maker who promulgated Regulation 4(4) considered had changed in the context of giving rise to the decision to promulgate the same regulation. The Labour Court's judgment has been set aside and is replaced with the following:

- a. 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.
- b. The first respondent (Minister of Higher Education and Training) is ordered to pay the costs of this application.

## **PART B**

### **Our Strategic Focus**

#### **5 CETA value proposition, vision, mission and values**

The delivers its mandate anchored on the following:

##### **Value proposition statement**

To provide skills development services by implementing the objectives of the National Skills Development Plan (NSDP 2030); to increase number of people that obtain critical or scarce skills needed, and to build the capacity of the construction sector to be economically sustainable and globally competitive.

##### **Vision**

To be a pillar for skills development and nation-building.

##### **Mission**

To position skills as a foundation for economic development and empowerment.

##### **Values**

The CETA values that anchor delivery of its mandate and strategic objectives, are as follows:

<b>Agile</b>	Easy availability of relevant personnel and decision-makers to all stakeholders and prompt response to their issues.
<b>Results-oriented</b>	Always striving towards attaining the highest performance targets and greatest impact.
<b>Integrity</b>	Acting and discharging our duties with absolute honesty, and in compliance with laws and applicable norms
<b>Respect</b>	Treating all we interact with and discharging our responsibilities with courtesy and dignity
<b>Professionalism</b>	Executing our responsibilities and tasks with the requisite skill, competency and attitude; and the ability to give and/or receive constructive criticism or advice without any prejudice or repercussions

#### **6 Updated Situational Analysis**

This section sets out the external environment of the CETA. In the first instance, the focus is on an overview of the construction sector (including all its sub-sectors), then a discussion of skills supply and demand dynamics in the construction sector, the economic contribution of the sector to the overall South African economy and lastly, the priority action points adopted by the CETA to meet the skills shortages in the labour market.

## 6.1 External Environmental Analysis

The construction sector plays a significant role in terms of its contribution to South Africa's fixed gross capital formation. The sub-sectors that make up the CETA's areas of focus in the sector are the following:

- Building Construction
- Built Environment Professionals
- Materials Manufacturing
- Roads and Civil Construction
- Electrical Construction

The South African economy has been underperforming and experiencing low growth. The budget deficit has been also been growing, currently at 7.7% of GDP. As a result, the government has been experiencing fiscal constraints, which have limited its fiscal capacity to provide stimulus to the economy by increasing infrastructure expenditure. The COVID-19 pandemic resulted in the reallocation of the budget from public sector infrastructure to other relief measures. As a result of the fiscal constraints and these relief measures, there have been budget cuts for infrastructure investment. The construction industry produces a significant portion of the investment in public sector infrastructure, therefore when there are large infrastructure budget cuts, it harms the demand for the construction industry. (CIDB, April 2022).

An analysis of Gross Fixed Capital Formation in Construction (GFCFC) in current prices (i.e., not adjusted for inflation) for the year 2021 is shown below, which includes investment by General Government, Public Corporations and the Private Sector in the following:

- civil construction;
- non-residential buildings and
- residential buildings.

The total GFCF spend in 2021 amounted to around R329 billion.

An increase in the infrastructure and housing spending by governments across the globe is invigorating the market growth for construction. Increasing private sector investments in construction is further aiding the growth of the industry. Expanding manufacturing footprint and rising foreign investments are also enhancing the construction market growth. This global construction market attained a value of nearly USD 11.7 trillion in 2019 and was expected to witness a further growth in the forecast period of 2020- 2025, growing at an AGR of 3.5%. Initial projections estimated that the industry could reach a value of almost USD 14.4 trillion by 2025.

While this optimism once held true for South Africa, with average contribution to gross fixed capital formation around 43%, current realities point to a different trajectory. The global



economy has suffered a significant slowdown amid prolonged trade disputes and wide-ranging policy uncertainties. While a slight uptick in economic activity is forecast for 2020, the World Economic Situation and Prospects 2020 warns that economic risks remain strongly tilted to the downside in the near future (UN, 2020).

Statistics South Africa, National Treasury and the International Monetary Fund (IMF) paint a bleak picture of South Africa's economic outlook. As previously stated, the downward trajectory of the industry pre-dates the onset of COVID-19. The pandemic has deepened the crisis and rendered the prospects of a quick recovery doubtful. The IMF forecast is ever so slightly optimistic, setting the rebound in 2021 at 4% GDP growth, the table below succinctly sets out South Africa's growth prospects:

**Table 3: South Africa's growth prospects**

Region	Actual 2019	Actual 2020	Actual 2021	Projections 2022	Projections 2023
<b>Global</b>	2.8	-3.1	6.1	3.2	<b>2.9</b>
<b>Developing Countries</b>	3.6	-2.0	6.8	3.6	<b>3.9</b>
<b>Sub-Saharan Africa</b>	3.2	-1.6	4.6	3.8	4.0
<b>South Africa (IMF)</b>	<b>0.2</b>	<b>-6.3</b>	<b>4.9</b>	<b>2.3</b>	<b>1.4</b>

Source: IMF World Economic Outlook Update, July 2022/SARB

### 6.1.1 A Fragile fiscal outlook

The debt-to-GDP ratio has been rising steadily over the past several quarters, with the debt service burden hovering around 15% of public revenue. At the same time, given the financial exigencies imposed by the COVID-19 pandemic on households and businesses, it is expected that the South African Revenue Services (SARS) will lose up to R285 billion in tax revenue this year. This is the equivalent of between 15% and 20% lower than projected.

### 6.1.2 Rising borrowing costs

Ratings agencies Fitch and Standard and Poor downgraded South Africa to junk status in 2017, thereby severely impacting the country's standing in the World Government Bond Index. However, a complete exit was prevented by rival agency Moody's maintenance of South Africa at sub-investment grade, until March 2020. The downgrade by Moody's marked the end of South Africa's precarious standing above junk status. Given the performance of the economy in the past several years, this was inevitable. Nevertheless, junk status by all major ratings agencies will make borrowing extremely costly for South Africa, going forward.

### **6.1.3. Stubborn unemployment numbers**

Unemployment has been South Africa's Achilles-heel for decades, this is in part a function of an economy that has yet to graduate from its narrow and racially defined focus, to one that actively includes all socio-economic and racial groups in South Africa. It is important to underline that unemployment and access to economic opportunities is largely racially defined, has gender and geographic dimensions. Blacks, women, the disable, rural dwellers, and those located in South Africa's townships continue to suffer the brunt of economic and social exclusion. Current unemployment rates are at 33.9 % and the expanded definition places it at 44.1%, with young people between the ages of 15 – 34 representing 45.0% of the unemployed. The impact and aftermath of the COVID-19 pandemic is expected to worsen these numbers significantly. The economic outlook is therefore dire.

### **6.1.4 COVID-19 Impact**

#### **6.1.4.1 Impact on skills planning**

The CETA found it difficult to fully rely on "business as usual" skills planning instruments (WSPs, ATRs etc) given the immense disruption to normal economic activity wrought by the pandemic. As much as this is an important limitation, like all crises it also presents opportunities to do skills planning in new and, hopefully, more effective ways. Planners are compelled to make far more effective use of economic data, economic trends and comparative analysis (how is the construction sector elsewhere in the world managing the crisis and how are other sectors of our economy negotiating the current disruption and uncertainty). Has our preoccupation with WSPs and ATRs forced us to be overly in-ward looking, when we should have (like the rest of the world) been exploring innovative ways of growing our sector? Have we paid sufficient attention to the potential role of technology in our sector (3 D technology and the 4<sup>th</sup> Industrial Revolution)? Have we invested enough in exploring the great potential benefits of the "green economy" as far as the construction sector is concerned? These are all critical questions that are emerging as we go beyond the 'normal' and as we seek ways to re-imagine the construction sector in a post- COVID- 19 environment.

#### **6.1.4.2 Impact on the Sector**

The impact of the pandemic on the construction sector has largely unfolded through the following channels:

- Direct impact on production: slow growth in the first half of 2020 due to national lockdown
- Supply chain and market disruption: small and medium-sized firms facing greater difficulty in surviving the disruption.
- Financial impact on firms and financial markets: temporary disruptions of inputs and/or

production might stress some firms, particularly those with inadequate liquidity.

- Construction companies with high levels of debt and low cash reserves may face a liquidity crisis.
- As smaller businesses, sub-contractors may fail rapidly.
- Contract management will come into sharp focus, as customers seek to terminate or renegotiate contracts.
- Internationalisation will become less viable as companies reconsider the regions in which they want to operate, and countries put more restrictions on foreign companies.

The protracted economic downturn and reduced levels of public infrastructure investment have exacted a heavy toll on contractors, including most of the sector's major players, compelling some to file for business rescue.

#### **6.1.4.3 Other sectors**

This bleak picture is not unique to the construction sector. The International Labour Organisation (ILO) and the Minerals Council of South Africa, show that there are similar concerns in the mining sector. The 420 000 odd employees in that sector are also facing uncertainty and so too, does the future of several mining houses, with restructuring, mergers and bankruptcies a real possibility. On a positive note, there are efforts afoot to re-imagine mining in the COVID-19 period and a post-pandemic environment. The Minerals Council of South Africa has recently published a 10-Point Action Plan, which sets out measures to operate in the current environment. As discussed above, the mining sector is also looking into investing into research and innovation (skills of the future). These include the possibility of self-driving haul trucks, remote operations centres, fully automated loaders and drills.

Innovation, creativity, research and development have also been thrust forcefully on other sectors of the economy notably, the new protocols introduced at airports and taxi ranks for the transport sector and new measures regarding buffets dishes at hotels and restaurants for the tourism sector. Or, the additional safety protocols for the beauty industry, gyms and increased role of online shopping and delivery services, throughout the services sector. Thus, while the impact of the COVID-19 and a sluggish economy is uneven across sectors, no sector has been left unscathed by the need for

innovation, new technology and environmental awareness, in how business is conducted, moving forward.

### **6.1.5 War in Ukraine**

The war in Ukraine has triggered a costly humanitarian crisis across the world. At the same time, economic damage from the conflict will contribute to a significant slowdown in global growth in 2022 and add to rising inflation. Fuel and food prices have increased rapidly, hitting vulnerable populations in low-income countries hardest. The construction sector in South Africa has also been directly impacted by the war in Ukraine in various ways. Namely, because of rising price of commodities, it is now suggested that construction companies include the risk mitigation of exceptional international events (Polity, March 2022).

## **7. Employer Profile**

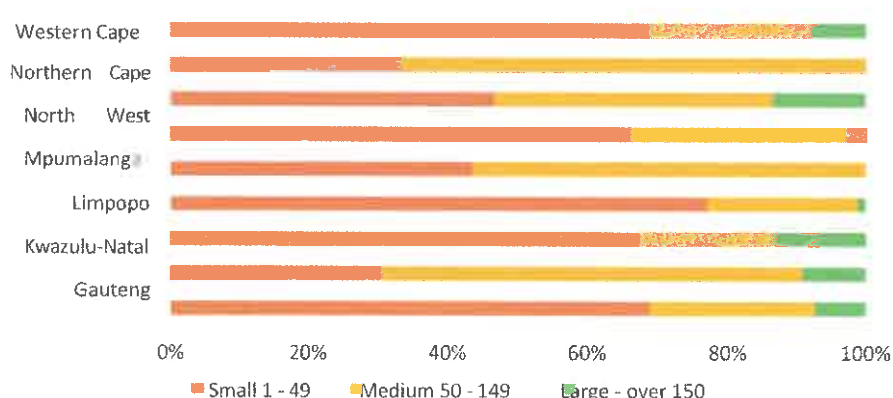
Firms in the construction sector vary widely in size and ownership, from sole proprietors to large multinational construction services groups. In 2022 there are 51 385 firms (including building materials firms) registered with CETA and over 51 513 firms registered with the CIDB.

There is clearly a significant rise in the number of entrants into the construction sector; the CETA experienced a 79% annual increase from 2019 to 2021, while similarly the CIDB saw a 28% incline. Of the 51 513 contractors listed on the Register of Contractors, 3 013 were processed for upgrades. About 85% of these registrations are at Grade 1, indicating the attractiveness of the industry to potential entrepreneurs, many of whom do not have the required skills or experience. This perhaps explains the significant jump in small companies represented in the CETA; from 14 648 to 23 367 – nearly a 60% hike. This hike no doubt runs contrary to the downward trajectory of the overall sector. However, the chronic scarcity of formal employment coupled with governments recent anti-cyclical measures – increased tender advertisement – could perhaps be linked to an upsurge in business registrations. The CIDB's vision for the construction sector is that 90% or more of the capacity of the construction sector is 90% or more black-owned and delivers 90% or more of construction contracts by value. In this regard, the Construction Monitor on Transformation (CIDB, 2020) notes that “the state of transformation decreases with increasing CIDB Grade (size of company). Specifically, for ownership of 51% and above, less than 40% of CIDB registered enterprises in Grade 9 are black owned.” Although about 48% of companies registered at CIDB are women owned, 95% of these are at grades 1-6 with only 8 at grade 8.

Most of the firms employ fewer than 100 people and over one-third employ fewer than 50. Most employees are in the roads and civil construction sub-sector. One major trend in recent years has been the deteriorating financial performance of large public companies and their exit or reduction in their activities in the domestic construction sector. For companies registered with the CIDB, Black-owned companies represent 80% of all companies for Grades 2 to 6 compared to 35% of companies at the highest grade of 9 (a grade at which there is no

maximum value a contractor may bid for in a contract with the public sector). Construction services activities reflect the general geographic location of economic activity in the country. The graphic below shows the sector's number of employers by province in 2021 registered with CETA. Gauteng is by far the largest area of firms' activities and concentration, representing 37% of the industry's GVA, followed by the Western Cape (21%) and Kwazulu-Natal (16%). As would be expected, the geographic location of firms' activities closely matches the structure of employment in the sector by province. It should be noted that the entities that participate in the WSP/ATR submissions constitute 5.4 per cent of the total number of entities that are registered with the CETA.

*Figure 1: Geographic Location of Construction Activities 2020*



Source: CETA WSP, 2020

In more recent financial years, there has been a worrying trend with respect to the relationship between the CETA's spending patterns and where the bulk of the economic activity and concentration of much of the construction sector was located.

The analysis of CETA projects and skills interventions show an uncharacteristic growth of expenditure in the Free State, with Local Government as training sites. Further analysis is required both to understand the key drivers of this anomaly but crucially, to understand the impact and value add derived from what seems a counter-intuitive expenditure pattern on the part of the CETA.

## 7.1 Analysis of employment in the sector

The COVID-19 pandemic has had a devastating impact on the construction sector and the South African labour market more broadly. Early indications are that the sector lost around 7000 jobs in Quarter 1 of 2020 (StatSA, 2020). Employment in the construction sector in 2019 averaged 1 350 000 and is estimated at 1 343 000 for Q2 2020; accounting for about 6% of total employment in South Africa. Although the sector started the last decade robustly across the board, largely driven by massive state and private sector led infrastructure investments (stadia, dams and water, roads malls, etc). From around 2015, things have been trending

downwards, as evidenced by the liquidation of several 'big players' in the sector (with the associated losses in jobs). In the meantime, the sector has been experiencing a mushrooming of informal construction activity. The level of informal employment in the sector is higher than in other sectors of the economy, an average of 35% of total employment compared to 21% for total employment excluding the agricultural sector.

The construction sector employs far more men than women as shown in Figure 8. The proportion of women employed in the industry has remained relatively stable over the total period from 2011 to 2019. In this period, the proportion of women showed a varying trend, although the highest percentage (12,5%) was reached in 2017. This was followed by a sharp decline to 10,7% of total employment in 2019. The ratio is considerably below the average for total female employment in the economy during the period, i.e., 11% female employment in the construction sector compared to 44% overall female employment. While the net employment effect is a decline for both genders during the pandemic period, there has been a disproportionate impact on females relative to their male counterparts.

The sector employs a wide range of occupations, many that are specialist to the sector, such as civil engineers, architects and similar professionals, but also others of a more general nature, such as clerical support, and service and sales employees. Figure 6 shows our estimates of total employment in the sector by broad occupation using the Quarterly Labour Force Survey and WSP data. Elementary occupations represent the largest proportion of employees, nearly 34% of the labour force, followed by skilled craft workers, plant and machine operators and technicians. The proportion of elementary occupations in the industry is considerably higher than the national average of 23% for these occupations. Managers account for 10% of employees in the industry, a little above the national average of 9%. Most employees work in the roads and civil sub-sector, nearly 70% of the total employed in the whole sector. There has been little growth in employees in any of the broad sub-sectors since 2015.

## **7.2 Skills demand analysis**

### **7.2.1 Change drivers for skills demand**

The 2021/22 Sector Skills Plan identifies several key variables in the quest to accelerate skills development in the construction sector. There are change drivers that are external (exogenous) to the CETA and those that are internal (endogenous), meaning the CETA has direct control over the variables at play.

Table 4: Key Change Drivers for the Construction Sector (exogenous)

Change driver	Description	Implications for skills Demand
<b>Technology and innovation</b>	Even before the onset of the pandemic, the sector had been experiencing important changes, with technology and other innovative building methods playing an ever more prominent role. COVID-19 has only served to bring the critical role of technology and innovation in construction into sharper focus.	The sector needs to evaluate the impact on of adopting and investing in new technologies against the backdrop of rampant unemployment in the country, while remaining competitive. Investment in research and development with relevant partners in the sector is a necessity. The sector can learn from countries that are ahead of South Africa in terms of their deployment and use of new technology and innovation as well as skills transfer from these countries.
<b>COVID-19 and other pandemics</b>	The COVID-19 pandemic has profoundly disrupted the economy, which construction sector forms a critical part through infrastructure development, in many fundamental ways. These include a disruption of the CETA's training programmes for the better part of six months in 2020 due the national state of emergency which led to lockdowns. The liquidation of several levy-paying firms had negative implications for the CETA's budget, although the CETA did not stop paying for training programmes that were underway.	The budget had to be re-prioritised and re-focused to factor in the squeeze on the CETA finances. Stricter financial management systems had to be implemented to ensure optimal accountability, without compromising service delivery. Overhaul the CETA and ready it for a "new normal" in terms of its strategic focus and functioning. The effects of COVID-19 have necessitated the need for CETA to develop robust business continuity processes and policies to build business resilience and ability to cope with any other pandemics that may follow.

<b>Green Agenda</b>	Although the pressure for sustainability and the greenagenda is not yet felt in the sector, it is only a matter of time before global changes start impacting South Africa's labour market, skills and materials	The Sector Skills Plan (SSP) commits the CETA to collaborating with stakeholders in collating research to establish what innovations are available in the local and global market and to devise a plan to get the construction sector firmly rooted on the path to sustainability and pivoting towards a greeneragenda in South Africa.
---------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Table 5: Key Change Divers for the Construction Sector (Endogenous)*

Change driver	Description	Implications for skills Demand
<b>Skills Shortages and quality of training</b>	Despite ongoing investment in skills development in the sector, critical shortages remain. The gap between the skills production process and the urgent and pressing skills needs in the labour market and the economy has yet to be addressed.	While research, modelling, trend analysis and comparative analysis has drastically improved over the years, there is much work to be done in terms of strengthening the relationship between SETAs and employers (employer organisations). CETA performance, planning and impact in the sector would significantly improve if efforts at social compacting and partnership building were to succeed. Social compacting and stakeholder engagement is a critical theme in all current and future CETA work.



<b>Transformation</b>	<p>Lack of transformation in the construction sector is a recurring theme. Unemployment and informality are largely racially defined in line with South Africa's past. Representation in critical</p>	<p>Determined efforts need to be taken to break the back of racial and gender exclusion in the sector. The current plans to support women, youth, black and rural folks will succeed if done in partnership with the private sector and other employing agencies.</p>
	<p>and scarce skills sub-sectors and occupations follow the same trend.</p>	
<b>Contract management and quality of training providers</b>	<p>Training providers are not always committed to government's transformation imperatives, they see only a financial transaction. The CETA has not always managed its contracts with service providers in ways that ensure accountability and value for money.</p>	<p>There is a skills audit underway, which include plans to provide comprehensive contract management skills and capacity for those tasked with this responsibility. This will include stricter verification of those with the responsibility of training and skilling the nation.</p>
<b>Youth Unemployment</b>	<p>The effects of COVID-19 and the decline in the performance of the construction sector has contributed to the rapid hike in the unemployment rate in the country due to lack of jobs.</p> <p>Another contributor to the unemployment in the sector is the lack of requisite employment skills for youth entering the sector.</p>	<p>A concentrated focus on training interventions that are based on adequate and detailed research on current industry needs.</p> <p>Additional support to be provided to SMMEs to contribute to the improvement to the sector.</p>

### 7.2.2 Skills demands for the construction sector (Hard to fill vacancies and skills gap in the construction sector)

A combination of interview discussions, online questionnaire and WSP/ATR data analysis were used in the assessment of skills gaps as well as hard to fill vacancies in the construction sector.

Skills gaps refer to areas within an occupation where a worker is not fully competent to perform a particular task. These can include cognitive skills, such as problem solving, language and literacy skills. These “top-up” skills can be specific to a particular occupation resulting in skills gaps, which might arise because of phenomena such as improved technologies or new forms of work organisation. Hard-to-fill vacancies are in some cases a result of a skills gap in an occupation. The nature of the skills gap varies from soft-skills, procedures that may be company specific, experience related and technical or qualification related that may require a combination of several competencies.

The table below depicts hard to fill vacancies in the Construction in 2022:

Table 6: Hard to Fill Vacancies in the Sector

Major Group	OFO Code	OFO Occupation	Quantity	Hard To Fill Vacancy Reason
Managers	2021-121904	Contract Manager	110	Lack of relevant qualifications, Lack of relevant experience, Equity considerations
	2021-132104	Engineering Manager	110	Lack of relevant qualifications, Lack of relevant experience, Equity considerations
	2021-132301	Construction Project Manager	75	Lack of relevant qualifications, Lack of relevant experience, Poor remuneration
Professionals	2021-214201	Civil Engineer	80	Unsuitable job location, Lack of relevant qualifications, Lack of relevant experience,
	2021-214202	Civil Engineering Technologist	300	Lack of relevant qualifications, Lack of relevant experience, Equity

Major Group	OFO Code	OFO Occupation	Quantity	Hard To Fill Vacancy Reason
	2021-214401	Mechanical Engineer	4	Lack of relevant qualifications, Lack of relevant experience
	2021-214904	Quantity Surveyor	60	Unsuitable job location, Unsuitable working hours, Equity considerations
	2021-215101	Electrical Engineer	200	Equity considerations, Lack of relevant qualifications, Lack of relevant experience
	2021-216101	Architect	60	Equity considerations, Lack of relevant qualifications, Lack of relevant experience
	2021-226302	Safety, Health, Environment and Quality (SHE&Q) Practitioner	20	Lack of relevant experience, Equity considerations, Other
	2021-242101	Management Consultant	14	Lack of relevant experience, Poor remuneration, Equity considerations
Technicians and Associate Professionals	2021-311201	Civil Engineering Technician	550	Lack of relevant experience, Equity, Lack of relevant qualifications
	2021-312201	Production / Operations Supervisor (Manufacturing)	11	Lack of relevant experience, Unsuitable working hours, Equity considerations
Trades Workers	2021-641502	Carpenter	20	Equity considerations, Lack of relevant qualifications, Lack of relevant experience

Source: CETA WSP Database, 2022

Table 7: Skills Gaps in the Construction Sector

The table below depicts the skills gap for workers in the Construction sector.

Major Group	Occupations	Skills Gap
Managers	2021-121904 Contract Manager	Complex Problem Solving
	2021-132104 Engineering Manager	Systems Skills

Major Group	Occupations	Skills Gap
	2021-132301 Construction Project Manager 2021-132302 Project Builder	Resource Management Skills Technical Skills
Professionals	2021-214201 Civil Engineer 2021-214202 Civil Engineering Technologist 2021-214904 Quantity Surveyor 2021-216101 Architect	System Skills Technical Skills Complex problem-solving skills Resource management skills
Technicians and Associate Professionals	2021-311201 Civil Engineering Technician 2021-312201 Production / Operations Supervisor (Manufacturing) 2021-312301 Building Associate	Resource management skills System Skills Technical Skills Complex problem-solving skills
Clerical Support Workers	2021-441903 - Program or Project Administrators 2021-441902 - Contract Administrator 2021-441501 - Filing or Registry Clerk 2021-432201 - Production Coordinator 2021-432101 - Stock Clerk / Officer	Complex Problem Solving Systems Skills Resource Management Skills Technical Skills
Service and Sales Workers	2021-524401 Call Centre Salesperson 2021-524903 Salesclerk / Officer 2021-522301 Sales Assistant (General)	Complex Problem Solving Systems Skills Resource Management Skills Technical Skills
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	2019-641502 – Carpenter 2019-641101 - House Builder 2019-641403 - Civil Engineering Constructor 2019-641401 – Concrete	System Skills Technical Skills Complex problem-solving skills Resource management skills

### 7.3 Performance environment

The CETA delivers its services to a diverse economic sector comprising of five subsectors. The table below is an illustration of the environment in which the CETA operates. The following are the five subsectors, their related Standard Industry Classification (SIC) codes and the number of CETA registered employers. Table below shows a breakdown of the number of businesses by level of employment and broad activity in the sector. Roads and civil construction is clearly the largest sub- sector accounting for two-thirds of the employers in the sector.

Table 8: Employers by Sub-sector

	Large (>149)	Medium (50-149)	Small (<49)	Total
Building construction	1 506	1 604	3 503	6 613
Built Environment professional	2 496	1 833	4 503	8 832
Materials manufacturing	2 779	1 938	2 676	7 393
Roads and civil construction	13 879	9 637	10 646	34 162
Uncategorised SIC code	1	568	2039	2608
Total	20 661	15 580	23 367	59 608

Source: CETA data, 2020

Approximately 74 146 employers are registered on the CETA database. In 2022/23 the CETA received 2388 WSP submissions for which represents a submission rate of 3,22%. This represents an opportunity for the CETA to engage wider within the sector, through its Chambers, to provide support and increase participation.

## 6.2 CETA Internal Environment

The CETA exited administration in February 2022. The administration process introduced an organisational redesign process, which resulted in a new organisational structure, new policies and processes, and new roles and responsibilities for all employees. This simply means that performance may be affected as employees get accustomed to their new job roles.

The CETA intends to support staff with development interventions to ensure that they confidently execute their duties in the newly redesigned organisation. This will include talent management and leadership development initiatives.

The CETA is revitalising its stakeholder relationship management framework and processes, with the intention of rebuilding relationships with key partners in skills development. Key partners in the sector will assist the CETA to open up workplaces for learners and achieve its mandate.

A revitalised CETA cannot adequately execute its mandate without conducting proper research into its own operations, the industry and the future skills that will inform its future operations. In this regard, the CETA is revising its research agenda to address this.

## 7.4 EXTERNAL ENVIRONMENT ANALYSIS

### 7.4.1 TOPAC-G Assessment

The CETA utilised the TOPAC-G framework to scan the macro external environmental factors that have an impact on its business. This framework analyses various elements which have a

direct influence on the operating environment of CETA. The elements are as follows:

Table 9: TOPAC-G Assessment

<b>Trends</b>	Trends within the sector as well as other sectors. Key role players, stakeholders, collaborators, and suppliers the CETA should be learning from and partnering with.
<b>Opportunities</b>	This looked at the opportunities the CETA has before it. Critical questions had to be asked to determine whether the CETA's house was in order operationally to take advantage of these opportunities.
<b>Position</b>	With a clear understanding of the CETA's stakeholders and collaborators, their needs and the opportunities available, what value proposition would the CETA propose to them to meet their needs?
<b>Alignment</b>	The CETA must align its processes and organisational structure to be able to deliver on its mandate and the value it has proposed to the stakeholders and collaborators.
<b>Competencies</b>	The ideal competency sets the CETA requires to deliver on its mandate and objectives. These competencies span over various capabilities including technological advances, and their relevance in applicability over different localities.
<b>Goals</b>	The CETA's growth targets for the term of the current strategic plan including the identification of risks and mitigation plans.

The TOPAC-G framework was used together with the Gap-Reduction (G-R) Strategic Tool to action the key findings of the exercise. The G-R framework allowed the CETA to envision, analyse, diagnose and find solutions from within, for all elements of the TOPAC-G by asking four critical questions:

Table 10: Gap reduction tool

<b>What should be happening?</b>	The CETA had to have an outward look of an ideal future state with the assumption of all conditions perfect, how it would address each element.
<b>What is currently happening</b>	The CETA had to conduct introspection of the current way "As-Is State" in which it is handling each of the elements versus the ideal state.
<b>Why is there a gap?</b>	With the understanding gained, the CETA can draw a comprehensible diagnosis of where the potential gaps and bottle necks may be.
<b>What are we going to do to close the gap?</b>	With the application of creative thinking, the CETA derives interventions that will assist the organisation to fulfil its mandate.

The following is the outcome of the exercise detailed in the table below:



Table 11: CETA TOPAC-G Assessment

Strategic Considerations	What Should Be Happening	What is Currently Happening	Why Is There A Gap	What Are We Going to Do To Close The Gap
Trends	1. More partnerships with established employers	Partnerships with institutions of higher education	Few opportunities for impactful engagement with private sector players that can lead to more partnerships.	More engagements with established employers. Identification of key private sector players to enter into partnerships with.
	2. Infrastructure positioned by government as an enabler to economic development	There is little integrated planning to tap into opportunities created by this drive.	Limited interactions with institutions responsible for Infrastructure development	As part of Stakeholder engagement, work more closely with relevant institutions through regular interactions to understand infrastructure planning and aligning programmes thereto.
	3. Reduce high levels of unemployment	Training interventions are not impactful enough to absorb the majority of programme participants.	CETA has internally focused without an effective feedback mechanism that assesses the impact of its programmes.	Conduct research on the impact of learning programmes on the sector and implement recommendations.
Opportunities	1. Training interventions impact assessment – ensuring return on investment	There is no post-learning support of learners.	Resourcing & data management Partnerships not mapped for maximum impact.	Internal data management and post-learning tracing. Use the stakeholder engagements on training rollout to ensure continued relationship with learners and providers.
	2. Partnership with Government & Private Infrastructure Program	There are currently no initiatives.	No policy, process developed to guide CETAs involvement in infrastructure planning.	Identify all relevant institutions that partnering with would improve relevance, quality and efficiency in delivery of programs.

Position	3. Contribution in the placements and absorption of learners post-training.	No defined processes to effectively contribute to learner absorption.	Lack of research to support the improvement of delivery models and/or quality of programmes which may result in absorption.	Develop policy and guidelines to be active in post training initiatives.
	4. Continued research and implementation of new ways to deliver training initiatives.	Training materials exclusively developed by the providers without guidance from the CETA.	CETA has traditionally focused on the accreditation of learning programmes only and not involved itself in assisting providers with the development of learning material.	Develop a strategy and plan to contribute towards standardisation of learning programmes that respond to sector needs as well as the development of a policy on qualification development and program implementation.
	5. Increased number of people with disabilities trained.	People with disabilities are trained, however, there is no deliberate initiative to target them with the aim of increasing their numbers in the programmes.	Awards are currently dependent on DG applications	Use of special projects and partnerships to focus on recruitment of people with disabilities.
	1. Skills development agenda must form an integral part of planning in the sector.	CETA is not involved in platforms where planning for the sector is done.	CETA, through stakeholder engagement and planning activities, should identify platforms for participation in sector planning platforms.	Strengthened research on sector needs, future skills, creation of an engagement platform for sector players should place CETA at an advantage to contribute to sector planning.
	2. Provide quality & relevant training by recruiting and capacitation of employees that have specialised knowledge in different areas of core business. 3. Visibility – to be the first point of contact for the skills development in the sector.	Even though there are positions with Specialists title on the organogram, these are not intended to be occupied by specialists on various areas. Not accessible and not first point of contact on skills discussions and plans.	Limited and/or misplaced core business competencies in the organisation required to successfully support programmes.  Existing systems and processes not in line with new trends of doing things which creates inefficiencies across the value chain and	Develop relevant competency matrix and development plan for different core business departments and ensure their development and/or acquisition. Employee development plan for continued learning.  Quarterly stakeholder engagements on various



			this impacts the stakeholder's experience.	matters affecting the industry.
Alignment	1. Industry alignment in terms of the skills required by the sector.	Established Chambers for the subsectors to enable closer interaction with industry	Lack of chambers leading to an uncoordinated response to sector skills needs.	Invest in technology for efficiencies & to keep active participation by stakeholders.
	2. CETA to be more responsive to stakeholders.	Ineffective stakeholder engagement and management.	Existing frameworks not responsive to industry post-COVID.	Actively engage with the industry to understand their needs, through amongst other platforms, the creation of Chambers in the CETA.  Develop and implement a Stakeholder Management Framework using national and international best practice.
Competency	1. Appropriately qualified staff members should be appointed and internal skills be continuously developed.	Skills and competencies required on various areas not defined.	Undefined skills and competencies for core business.	Define the skills/competencies relevant for the delivery of the mandate. Change the naming convention of posts on the structure to reflect on the nature of work to be executed by the post.
	2. Subject matter experts should be hired on highly specialised areas.	CETA currently making plans to contract subject matter experts.	Many processes interrupted during administration in an effort to revitalise the CETA.	Expedite the appointment of subject matter experts.
Goals	1. To support industry by supplying required and relevant skills.	Inadequate research on relevant and future skills. Lack of involvement in curriculum design or development.	Inadequate capacity /resources.	Continually focus on improvement of quality and delivery mechanisms of training interventions through timely research and interaction with industry through the Chambers.
	2. Support the transformation agenda through opening opportunities to previously marginalized groups.	DG policy addresses the transformation target	Lack of enforcement	Implement the existing policy directives in the recruitment of learners.

## 7.5 Strength, Opportunities, Aspirations and Results (SOAR) Analysis

The SOAR analysis below; summarises the strengths and opportunities the CETA can strategically leverage to enhance its delivery and performance. A Strength, Opportunities, Aspirations, Results (SOAR) analysis is a strategic planning tool that focuses an organisation on its current strengths and vision of the future for developing its strategic goals.

The overarching aspiration of the CETA is to be positioned to play its mandate role of being the Sector Authority.

STRENGTHS	OPPORTUNITIES	ASPIRATIONS	RESULTS
<ul style="list-style-type: none"> <li>Knowledge of the industry as a skills AUTHORITY</li> <li>Long-standing relationships with key stakeholders</li> <li>Transformed organisation</li> <li>Strategic alignment</li> <li>Strong institutional memory</li> </ul>	<ul style="list-style-type: none"> <li>Impactful partnership with SDP</li> <li>(Professional Bodies, QCTO, etc.)</li> <li>Influence the infrastructure planning</li> <li>Policy</li> <li>Leverage learning-demand strategy</li> <li>Strengthening collaborations with</li> <li>other SETAs</li> <li>BRICS Future skills initiative</li> <li>Local/International partners</li> <li>Targeted partnerships</li> <li>Grow new levy payers from grade 3-5 CIDB registered emerging companies</li> <li>"Employer of Choice" in 5 years</li> <li>Leverage organisational redesign</li> </ul>	<ul style="list-style-type: none"> <li>High performing and fit for purpose sustainable SETA</li> <li>Customer centricity</li> <li>Sustainability</li> <li>State of the art Research and Development</li> <li>Anchor on technology and innovation</li> <li>Capable workforce</li> <li>Efficient governance structure and systems</li> </ul>	<ul style="list-style-type: none"> <li>Customer satisfaction</li> <li>Financial sustainability</li> <li>Active participation of beneficiaries</li> <li>Actionable-Vision</li> <li>Data-centric entity</li> <li>Achieve APP targets with measurable impact (high-performance culture)</li> <li>Co-funded projects</li> <li>Stakeholder sentiment (i.e., surveys)</li> <li>Positive image</li> <li>Move from complaints to compliments</li> <li>Engaged and subject matter expert personnel</li> </ul>

## 7.6 PIVOTAL LIST

The compilation The PIVOTAL list is based on the scarce skills within the sector. The occupational groups identified as being in short supply form the basis of the list. The training interventions that are best suited to provide the skills required in those occupations are added to the list. The training interventions consist of the educational qualifications that are generally required in the sector and for the specific occupations as well as the learnerships used in the sector. Information from the projects for which educational institutions and professional bodies apply for funding is also considered in the development of the PIVOTAL list.

Table 12: PIVOTAL list

SETA Name	Period	Occupation Code	Occ Description	Specialisation Alternative Title	Intervention Planned by CETA	NQF Level	NQF Aligned	Quantity Needed	Quantity envisaged to be supported by CETA
CETA	2023/2024	2021-121904	Contract Manager	Franchise Manager	HET Placement	NQF 7	Y	110	110
					Bursary	NQF 6, NQF 7	Y	110	110
CETA	2023/2024	2021-121905	Programme or Project Manager	Labour Recruitment Manager	Bursary;	NQF 4, NQF 5, NQF 6	Y	110	110
CETA	2023/2024	2021-132301	Construction Project Manager	Construction site manager; Construction manager; Property development manager; Building & construction manager; Construction project director	Bursary; Candidacy	NQF 6, NQF 7, NQF 8	Y		
								100	100

SETA Name	Period	Occupation Code	Occ Description	Specialisation Alternative Title	Intervention Planned by CETA	NQF Level	NQF Aligned	Quantity Needed	Quantity envisaged to be supported by CETA
CETA	2023/2024	2021-214201	Civil Engineer	Structural engineer; Construction engineer; Transportation and urban planning engineer; Site design engineer	Bursary; Candidacy	NQF 6, NQF 7, NQF 8	Y	80	80
CETA	2023/2024	2021-214202	Civil Engineering Technologist	Environmental Engineers	Bursary; Candidacy	NQF 5, NQF 6, NQF 7 NQF 5, NQF 6, NQF 7	Y	300	100
CETA	2023/2024	2021-214301	Environmental Engineer	Environmental Engineering Technician	Bursary; Internship; HET Student Placement; Candidacy	NQF 6, NQF 7, NQF 8 NQF 6, NQF 7, NQF 8 NQF 6, NQF 7, NQF 8	Y	70	70
CETA	2023/2024	2021-214904	Quantity Surveyor	Construction economist; Building economist	Bursary; Candidacy	NQF 6, NQF 7, NQF 8 NQF 6, NQF 7, NQF 8	Y	60	60
CETA	2023/2024	2021-216101	Architect	Building Architect	Bursary; Candidacy	NQF 6, NQF 7, NQF 8	Y	60	60

SETA Name	Period	Occupation Code	QEE Description	Specialisation Alternative Title	Intervention Planned by CETA	NQF Level	NQF Aligned	Quantity Needed	Quantity envisaged to be supported by CETA
						NQF 5, NQF 7, NQF 8			
CETA	2023/2024	2021-311201	Civil Engineering Technician	Surveying or Cartographic Technician	Bursary; Candidacy	NQF 4, NQF 5, NQF 6 NQF 4, NQF 5, NQF 6	Y	550	550
CETA	2023/2024	2021-311301	Electrical Engineering Technician	Energy Efficiency Technician	Learnership; Apprenticeship	NQF 4, NQF 5, NQF 6 NQF 4, NQF 5, NQF 6	Y	200	200

## **8. Internal Environment Analysis**

The key internal environmental analysis uses the PFILMS framework. The framework analysed the CETA's ability to identify the strengths specified key elements of a successful organisation, that contribute towards high performance and high impact based on best practice. A scan is conducted for each contributing element to determine the CETA's strengths and weaknesses in executing and/or upholding them. Strategies are applied to see how the CETA can leverage and build on its strengths and find innovative ways to mitigate the weaknesses to achieving its mandate.

### **8.1 CETA PFILMS Assessment Summary**

Table 13: CETA PFILMS Assessment

INTERNAL ENVIRONMENTAL ANALYSIS			
PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Personnel	The personnel is aware of its organisational challenges and root causes	Lack of innovation and no solution-orientation	Create a "safe space" for employees to provide solutions. This can be done through initiatives such as "Innovation Week" where solutions can be submitted, and the best solution is voted for. Some kind of cash-less incentive programme is also a consideration.
	The majority of employees have academic qualifications for their job level but need further skills development for effectiveness in their current roles.	Difficulty in adapting to change and new processes; mismatch of skills in the organisation i.e. skills not necessarily placed optimally on the organogram.	Develop an organisational renewal Framework, workshop employees on it, appoint ambassadors and use them to drive change in the organisation. Develop plans to upskill employees for effectiveness in their current roles.
	Many employees are willing to work despite challenges and majority of employees have signed performance contracts.	Lack of strict adherence to performance management principles. Lack of systems that enable information sharing and knowledge management.	Strengthening of performance management processes. Implementation of systems and processes that will build knowledge in the organisation; and make the knowledge accessible to appropriate parties as and when needed. Development of a competency framework for each job level, and the implementation thereof.

Finance	<p>Improvement in revenue collection after COVID</p> <p>Employees in the department have the academic qualifications required.</p> <p>Audit action plan has been developed and is being reported on monthly.</p>	<p>Qualified audit opinion affecting organisation negatively. Have not meet the target set for revenue collection</p> <p>Although academic qualifications exist, there is limited practical accounting skills in the department, skills such as analytical skills and knowledge of accounting procedures</p> <p>Proper cost centre budgeting is still to be implemented. SCM processes and compliance to be improved. Finance systems not fully utilised and/or functionality not maximized. Risk assessments on service providers not done prior to appointment Contract management can be implemented in a more effective way</p>	<p>Close monitoring of audit action plan, with monthly and quarterly reporting to ensure better audit outcomes.</p> <p>Use the competency framework for the Finance job family to develop skills that will impact performance in the short term. Systems/automation of processes currently being implemented to increase efficiency in the department.</p> <p>Implement budget tool, and train managers SCM to workshop employees on SCM Policy and Processes on a regular basis to improve compliance Ensure all staff in department trained on implemented systems Develop and implement a risk assessment tool to be used by SCM as part of the SCM strategy Ensure a dedicated resource for contract management that will report regularly and proactively to manage contract issues-working closely with responsible managers</p>
---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Infrastructure	Physical space - all provincial offices have offices to work from	Not all provincial offices are ideal and conducive for meetings, especially where located at TVET colleges	Negotiate better office space in the TVET where there is a requirement for the office to be based in a TVET College
	Good location of head office	Not all office space is utilised in an efficient way.	Finalise the office partitioning project to utilise space optimally.
	Revitalised brand image and identity	Brand management- no uniform look and feel in all offices, no norms, and standards for provincial offices.	Develop norms and standards taking brand management into account so that all offices are equitably equipped, and look and feel the same anywhere in the country
	Employees has a workstation with a desk, chair and laptop with connection to the internet. We have well developed computing services and can work remotely.	Lack of a biometric time and attendance system and/or productivity monitoring tool	Implement a time and attendance biometric system in all offices and an tool to measure productivity, and report exceptions and implement consequence management.
	Development of a tools of trade guideline is in progress.	Telephone system has reached end of life and will not be further supported. Not all employees at Head Office have telephones and provincial offices do not have telephones	Procure telephone system that responds to the new world of work i.e. employees should remain reachable even when away from their desks. This will contribute to creating a responsive workforce
	Fleet management policy developed, which will enable employees access to learning sites as and when required.	Old fleet in all offices.	New fleet is being delivered in phases
	Generator at Head Office to keep us working during load shedding.	The high cost of diesel makes operating a generator costly	All employees have modems and are able to work during loadshedding; and can work remotely if necessary.

	<p>Renewed warranties on server infrastructure.</p>	<p>Server room to be upgraded for the modern world of work, and to comply with best practice. No Disaster Recovery Site in an event of a disaster to enable business continuity.</p>	<p>Server room upgrade included in the procurement plan. Invest in hybrid disaster recovery technologies that will enable seamless working in the event of a disaster i.e. both cloud based and physical site.</p>
--	-----------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Leadership</b>	<p>New AA with experience in the industry, willing to make difficult decisions</p> <p>New executive team has Revitalised vision, mission and values</p> <p>Executive being intricately involved in operations has led to deeper understanding of organisational issues in a short space of time</p>	<p>Lack of support to enable executive team to focus more on strategic issues. Currently, executives are operating at senior management and management levels due to vacancies</p> <p>Executive and Senior Managers operating without employment contracts since the revision of their terms and conditions of employment.</p>	<p>Fill vacancies with appropriately qualified, experienced and skilled employees to free executive to drive achievement of organisational mandate</p> <p>Develop relevant policies and SOPs to support managers to manage their departments and support the executive</p> <p>Once CEO has contracted with the AA Chair, also implement employment and performance contracts for the Senior and Executive Managers</p> <p>Ensure that executives attend an executive development course, and assign them a mentor where necessary</p>
<b>Management</b>	<p>All employees at management are employees with institutional memory since they have been with the organisation for a while</p>	<p>Not all employees at management level are operating at the required level and need to be developed</p> <p>Managers are not taking accountability for their area of work</p> <p>Managers are all unionised and are conflicted when critical decision need to be made for the good of the organisation</p>	<p>Managers to undergo management development programme that will help them to understand their role in the organisation</p> <p>specialists to undergo supervisory skills programme to prepare them for management positions - succession planning</p> <p>Ensure that the Recognition Agreement with the union bars managers from becoming shop stewards</p> <p>Ensure managers are held to the same standard by implementing management specific performance contracts</p>

Systems	Clear intention to implement systems across the organisation	Systems and licences in operation not optimally used	Investigate how all current systems and licences can be fully utilised and implement
	<p>ICT is currently reviewing available systems on the market that can assist the organisation to be more effective</p> <p>Additional modules of SAGE are being implemented for Finance and HR</p> <p>Performance management system exists</p>	<p>Systems are not fully integrated to enable proper decision making</p> <p>Lack of a fully functional Core Business system that covers the entire core business from end to end</p> <p>No risk management, compliance, procurement, biometric time, and attendance, contact centre, ERP systems,</p> <p>Performance management system needs to be electronic/digital</p>	<p>Appoint an enterprise architect to investigate ICT infrastructure against all system requirements in the organisation, and develop a digitisation strategy and implement</p> <p>Procure systems that respond to organisational needs now and in the future. System must be integrated for proper decision making</p> <p>SAGE will digitise performance management</p>

## **8.2 CETA Stakeholder Relationship Management**

The Construction Education and Training (CETA) is focused on addressing ministerial imperatives as identified by the Minister of Higher Education, Science and Technology, which entails the improvement of education levels in the construction sector; partnership with all relevant stakeholders from TVET Colleges, higher education and training institutions to SETA's, and the implementation of an inclusive Post School Education and Training System (PSET), amongst many others. Collaborative partnerships and other formalised collaborative engagements and efforts with organisations, institutions, departments and structures external to the CETA are, therefore, a mandated deliverable of the CETA.

### **8.2.1 CETA Stakeholder Management Framework**

Stakeholders can be defined as all individuals or groups who have an entrusted interest in the performance of an organisation. Therefore, it is imperative that organisations build healthy and balanced relationships with their stakeholders, as their level of authenticity is determined by how well they meet their stakeholders' demands (Penta, 2021).

It was in fulfilment of this mandated deliverable that the CETA developed a stakeholder-wide focused, directed and intentional Stakeholder Engagement Strategy, in an effort to ensure a consistent and coherent Stakeholder Management representing the mission, vision and values of the CETA to best effect. While the assurance of a consistent institutional Stakeholder Management Framework is instructive for any other organisation that interacts with external stakeholders, this was more imperative for the CETA in view of the organisation's battered image owing to the placement of CETA under administration.

#### **The Objective of the Stakeholder Management Framework (SMF)**

- To position stakeholder engagement as an organisational imperative
- To position the CETA as a stakeholder-centric organisation
- To implementation of effective stakeholder management programmes
- To understand the priority stakeholders and implement a communication strategy and method of engagement
- To incorporate CETA values in the SMF

### 8.2.2 Stakeholder Analysis

Stakeholders are those individuals or groups who have a vested interest in the performance of the CETA

and / or affected by, its activities. The CETA understands partnerships as mutually empowering relationships and focused on mutual growth, organisational and sector development with enhanced economies of scale. The CETA believes that programmes implemented in partnership increase the collective knowledge, skills, reach, and experience applied to an initiative. Programmes implemented in partnership are likely to be better at encouraging and enabling the real participation and investment of employers and learners.

The Department of Higher Education and Training's (DHET's) Sector Skills Plan (SSP) Framework defines partnerships as "A collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills priorities or objectives within a specified time frame". The CETA understand this to mean a contractual arrangement between CETA and one (1) or more parties where the parties agree to a common education, training and/or skills development purpose, aligned to sector imperatives.

The table below outlines the prioritised stakeholder groups and the actions to be taken to ensure successful partnerships.

**Table 14: CETA Stakeholder Matrix**

Stakeholder identity	Stakeholder needs	CETA strategic response action
Levy-paying employers	<ul style="list-style-type: none"> <li>Capacity building and support for skills planning and delivery</li> <li>Access to CETA DG and MG funds</li> <li>Quality provisioning (Access to registered qualification;</li> <li>Accredited Skills Development Providers (SDP); registered with CETA</li> <li>Assessors and Moderators</li> <li>Approval and accreditation of workplaces</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategy to increase participation in skills planning and delivery across all provinces</li> <li>Prioritise industry needs – Flexibility, employer and training provider risk profiling and agility</li> <li>Implement partnership model</li> <li>Facilitate partnership for both demand and supply for strategic project</li> <li>Review workplace approval strategy</li> </ul>
Non-levy paying employers	<ul style="list-style-type: none"> <li>Capacity building and support for skills planning and delivery</li> <li>Access to Discretionary Funds</li> </ul>	<ul style="list-style-type: none"> <li>Allocate funding to non-levy-paying employers</li> <li>Understand their environment and challenges</li> </ul>

	<ul style="list-style-type: none"> <li>• Quality provisioning (Access to registered qualification;</li> <li>• accredited Skills Development Providers (SDP); registered</li> <li>• Assessors and Moderators approval and accreditation of workplaces</li> </ul>	<ul style="list-style-type: none"> <li>• Fast responses to requests and inquiries (especially QA)</li> <li>• Create user friendly, streamlined, and non-bureaucratic avenues for funding and reporting</li> </ul>
Higher Education and Training institutions	<ul style="list-style-type: none"> <li>• Learner funding (bursaries)</li> <li>• Support for research (technical)</li> <li>• Support to roll out short courses</li> <li>• Support for innovation and enterprise development</li> </ul>	<ul style="list-style-type: none"> <li>• Build up internal research capacity</li> <li>• Include research outcomes in operational processes</li> <li>• Create holistic partnerships (research, bursaries, community projects, research chairs, WIL, etc)</li> <li>• Build strategic partnerships with Universities South Africa (USA)</li> <li>• Build strategic partnerships with influential universities and researchers</li> </ul>
Further Education and TVETs Colleges	<ul style="list-style-type: none"> <li>• Lecturers and Management Development programmes</li> <li>• Workplace Exposure for Lecturers</li> <li>• Infrastructure support</li> <li>• Students' workplace based learning programmes</li> <li>• Student's bursaries</li> </ul>	<ul style="list-style-type: none"> <li>• Develop College' Strategy</li> <li>• Build strategic partnership with the South African College Principals (SACPO)</li> <li>• Conduct Research into TVET Agreements for Occupational Qualifications</li> <li>• Build strategic partnerships FETs, TVETs and industry</li> <li>• Build strategic partnership with South African Public Colleges Organisation (SACPO)</li> <li>• Forge partnerships with Community Education and Training Colleges (CETCs)</li> </ul>
Professional Bodies and Councils and Industry associations	<ul style="list-style-type: none"> <li>• Understand of CETA's value proposition for their members</li> <li>• Funding especially for mentorship/candidacy</li> <li>• Funding to design and roll out Continuous Professional Development courses</li> <li>• Candidacy programmes</li> <li>• Co-fund learners (postgraduate bursaries)</li> <li>• Internship funding</li> <li>• Co-fund research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Fund CPD courses and industry transformational imperatives from a skilling point</li> <li>• Fund course and learning materials, also short courses</li> <li>• Create user friendly, streamlined, and non-bureaucratic avenues for funding and reporting</li> <li>• Set up Knowledge Hub to publish research findings</li> <li>• Build up internal research capacity</li> </ul>



	(skills)	<ul style="list-style-type: none"> <li>• Include research outcomes in operational processes</li> <li>• Create holistic partnerships (research, bursaries, community projects, research chairs)</li> <li>• Collaboration with Universities' built environment faculties for professionals pipeline</li> </ul>
Community constituencies with measurable interest in the construction sector	<ul style="list-style-type: none"> <li>• Need for funding of programmes related to the sector skills</li> <li>• Research and learning and development capacity need</li> </ul>	<ul style="list-style-type: none"> <li>• Develop partnerships and stakeholder relations strategy / plan incorporating community associations</li> <li>• Implement programmes run by community organisations</li> <li>• Coordinate links between community organisations and industry partners</li> </ul>
Unions with significant representation in the construction sector	<ul style="list-style-type: none"> <li>• Capacity building for shop stewards to access and develop proposals for funding of worker-initiated education and training programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic partnerships with Training and Development at employers with Union representation</li> <li>• Develop Union Engagement Strategy</li> </ul>
International bodies	<ul style="list-style-type: none"> <li>• Networks and access in South Africa</li> <li>• National accreditation/recognition for international programmes</li> <li>• Support to roll out international short courses</li> <li>• Understanding of regulatory environment</li> <li>• Exchange programmes (exposure to international advance technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop international partnership strategy</li> <li>• Identify strategic partners</li> <li>• Identify co-funding opportunities</li> </ul>
Learners enrolled on CETA programmes	<ul style="list-style-type: none"> <li>• Understanding of the journey and outcomes measurement for their completions</li> <li>• Bursaries and learner support programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Induction programmes and on-boarding of learners standardised across</li> <li>• Standard learning material on key programmes</li> </ul>



	<ul style="list-style-type: none"> <li>• Access to mentors and role models</li> <li>• Develop entrepreneurial acumen</li> </ul>	<ul style="list-style-type: none"> <li>• Access to technological facilities for learners</li> <li>• Run entrepreneurship programmes embedded to every training</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 8.3 CETA Skills Value Chain

The CETA Critical Success Factors are described as the key processes that deliver services to its stakeholders. The CETA Skills Value Chain starts with Research, Planning and Reporting, it is implemented through Learning Pathway and Development, Learning Programmes and Projects. The value chain is then supported throughout by Monitoring (contract/project management) and Evaluation (impact analysis).

The CETA as part of its mandate performs the following core functions:

- Research, Planning and Reporting
- Learning Pathways and Quality Assurance
- Project Management (there are five distinct sub business units)
- Monitoring and Evaluation

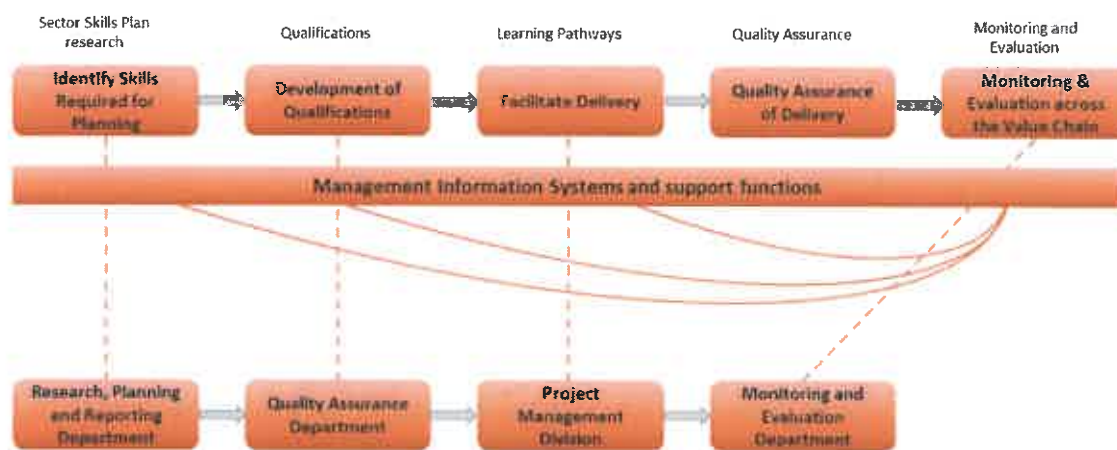


Figure 2: CETA Skills Value Chain

### 8.4 CETA Learning Delivery Model

The CETA has adopted the 4A Learning Delivery Model to deliver effectively on its mandate. The CETA had previously adopted the Kirk Patrick Model as an evaluation tool that evaluates the results of the training or learning programme, however due to its limitations based on the time the model is used in the implementation cycle, it was deemed fit by the Executive of the

CETA to consider an alternative learning delivery model.

The 4A Learning Delivery Model allows the CETA to be “hands on” from the onset as the applications are received. The CETA will be able to support the learners in all 3 Stages of their learning, namely: Pre-Learning, Learning and Post-Learning. Each stage has a series of activities which underpin the effective delivery of quality service to all learners as well as optimise the efficiency of the CETA processes to guarantee maximum impact and throughput.

Figure 3: 4A Learning Delivery Model

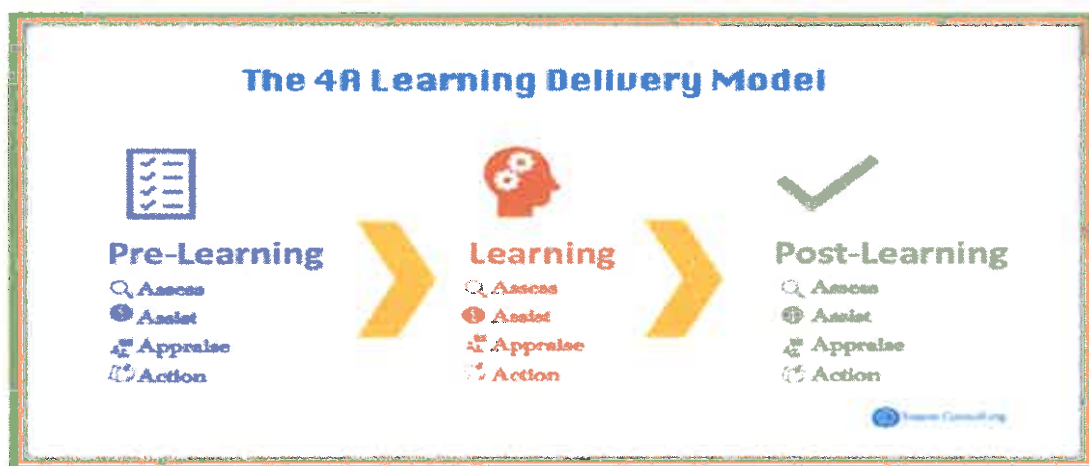


Table 15: Analysis of CETA Delivery Model

PRE-LEARNING	LEARNING	POST-LEARNING
<b>Assess</b> This is the initial stage where applications for admissions are made with the CETA. The applications will be assessed to ensure correct fit and maximum throughput.	<b>Assess</b> Assess how learning is conducted through the CETA standardised checklist in accordance with the SOPs.	<b>Assess</b> Assess the impact of the training using various assessment tools such as survey questionnaires, one on one and group interviews.
<b>Assist</b> Provide relevant support to the applicants to ensure all documentation and other relevant information is communicated with the applicant.	<b>Assist</b> Support the learning centers or learners in areas where challenges would be encountered. In instances where interventions such as remedial action is required, facilitate the process to ensure learning is conducted effectively.	<b>Assist</b> Areas where gaps are revealed, introducing strategic interventions.
<b>Appraise</b> Evaluate all applications for compliance.	<b>Appraise</b> Evaluate the impact from the interventions taken, assessing the outcomes	<b>Appraise</b> Evaluate the impact of the interventions

**Action**

Appropriate action to be taken at the conclusion of the evaluation process.

**Action**

Appropriate action to be taken at the conclusion of the evaluation process.

**Action**

Appropriate action to be taken at the conclusion of the evaluation process

## 8.5 The CETA External Audits

The Auditor-General provides independent assurance on the financial statements and performance against predetermined objectives of the CETA, as prescribed in the PFMA and the Public Audit Act as amended. The audit reports are one of the critical instruments assuring the stakeholders and the public on how the CETA discharges its stewardship role in relation to the funds entrusted to it by the SDA and the SDLA.

It is the CETA's strategic focus to ensure that it achieves effective and efficient governance, underpinned by clean administration. The CETA aspires to achieve Clean Audit opinions as a norm in the organisation. Action Plans are prepared to address the Auditor-General's concerns, non-compliance gaps and control deficiencies that may be identified as a major risk to the organisation. The Action Plans are an instrument that should not only be directed at AG's reports; but to strategically steer and improve the control environment and embed culture of effective risk and compliance management across all functionaries and departments of the CETA.

## 8.6 Governance

The Accounting Authority of the CETA is constituted in line with the prescripts of the SDA and its Constitution. The following are its Board Committees:

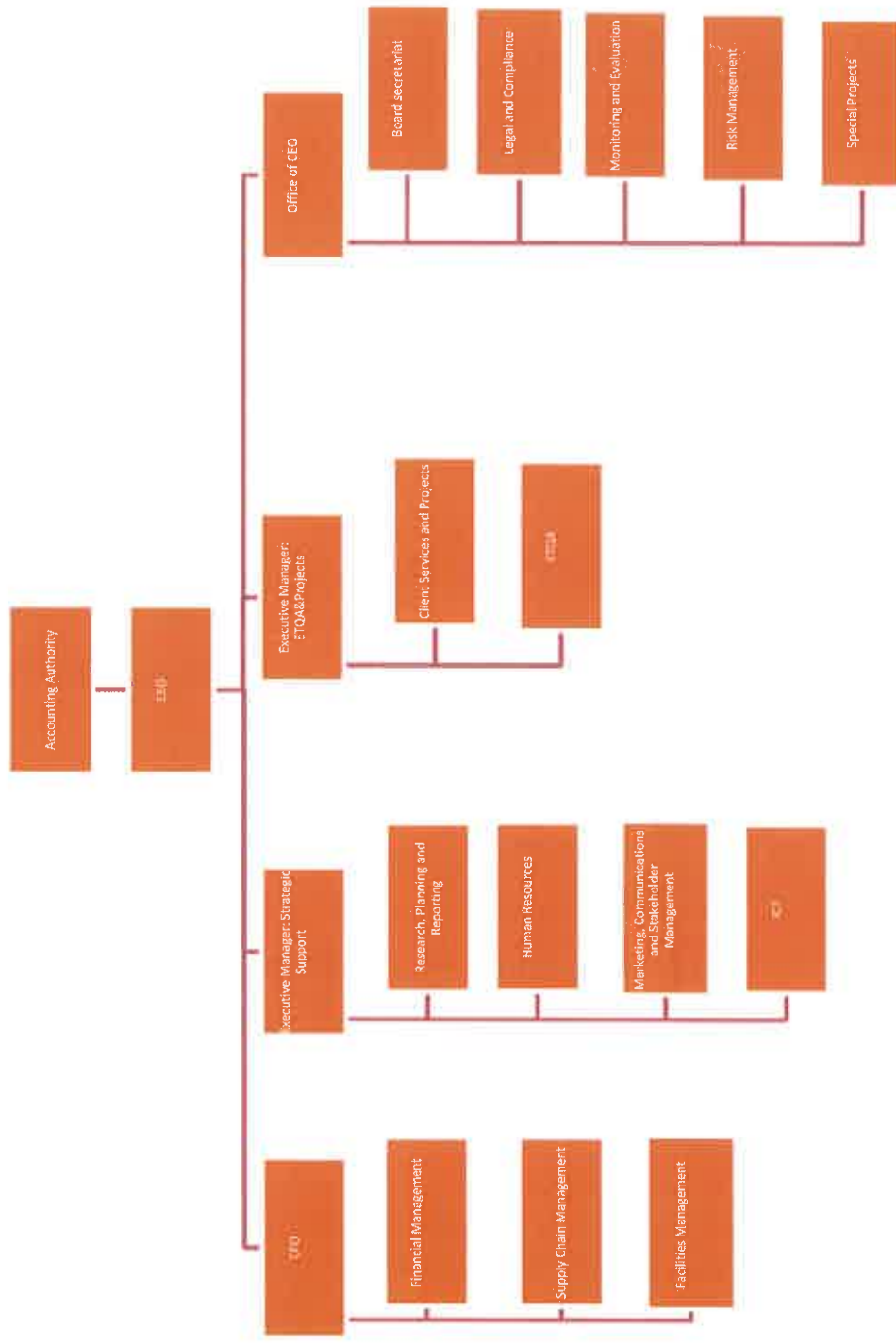
- Executive Committee (EXCO),
- Audit and Risk Committee (ARC),
- Finance, Human Resource and Ethics Committee (FHREC), and
- Governance, Strategy and ICT Committee (GSICT).

All the Committees of the Accounting Authority meet as per the requirements of the Constitution and operate in terms of the approved Committee Terms of Reference. It is the intention of the CETA to ensure it has effective, nimble and lean committees that add value and assist it in becoming an agile, high performing and learning organisation that is fit for purpose and sustainable.

## 8.7 CETA Employees

The organisational structure was reviewed during administration, and the CETA continues to review its effectiveness to ensure that it is fit for purpose. To support the new organisation, a performance management system has been approved and the Human Resources Department is working with all employees to ensure that personal development plans that are relevant are developed and implemented.

In addition, employees are assisted with a comprehensive wellness programme to assist them to cope with changes both internally and externally. The CETA leadership is committed to employee satisfaction, and has implemented an organisational renewal project called One CETA One Team, to support the organisation to build a new values-based culture that is responsive to the sector. The organisational structure is depicted below:



### 8.7.1 CETA resourcing

The next section briefly depicts staff trends or resource allocations to the various programmes.

#### Trends in the numbers of staff

Programme skills delivery		Actual (total number of employees)			Projected (projected number of employees)		
No	Description	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
1.	Administration	45	43	47	54	56	58
2.	Skills Planning and reporting	8	8	3	5	6	6
3.	Learning Programmes and Projects	50	51	35	38	42	42
4.	Quality Assurance (ETQA)	6	7	20	24	28	28

#### Resource Consideration: Learning Programmes and Projects

Output Indicators	Annual Target	Budget	2022/23 Annual Budget	2023/24 Budget	2024/25 Budget
3.23. Number of internships entered: Unemployed learners per year	352 (Funded)	R60,000	R21,120,000	R21,753,600	R22,406,208
3.24. Number of internships completed: Unemployed learners per year	124 (Funded)	R60,000	R7,440,000	R7,588,800	R7,740,576
3.25. Number of University Student Placement entered per year	119 (Funded)	R50,000	R5,950,000	R6,128,500	R6,251,070
3.26. Number of University Student Placement completed per year	62 (Funded)	R50,000	R3,100,000	R3,177,500	R3,256,937
3.27. Number of TVET Student Placement entered per year	600 (Funded)	R50,000	R30,000,000	R31,500,000	R33,075,000
3.28. Number of TVET Student Placement completed per year	68 (Funded)	R50,000	R3,400,000	R3,468,000	R3,572,040
3.29. Number of Candidacy programmes entered per year	237 (Funded)	R300,000	R71,100,000	R73,588,500	R75,060,270
3.30. Number of Candidacy programmes completed per year	60 (Funded)	R300,000	R18,000,000	R18,270,000	R18,544,050
3.31. Number of skills development centres supported	5 (Funded)	R25,000,000	R125,000,000	R100,000,000	R75,000,000

### 8.8 Financial Overview

The total revenue for the year ended 31 March 2021 amounted to R446 million. Included in total revenue is Investment Income which decreased by 56 % from R132.3 million to R57.8 million as a result of a decrease in the cash and cash equivalents from R1 688 billion in the previous financial year to R1.336 billion in the current financial year. The decrease in the cash and cash equivalent is as the results of higher disbursements in grants and lower revenue received in the current financial year. CETA currently invest with CPD as required by National Treasury and the average interest rates are quoted at 3.7%.

### 8.8.1 Expenditure Trends

Programme Skills Delivery		Actual Rand amount			Estimated budget		
No	Description	2019/20	2020/21	2021/22	2022/2023	2023/2024	2024/2025
1	Administration	R96,081,000	R121,967,000	R144,551,000	R150,666,000	R157,371,000	R164,436,000
2	Skills planning and reporting	R97,918,000	R76,452,000	R123,964,000	R137,236,000	R143,412,000	R149,851,000
3	Learning programmes and projects	R1,316,028,000	R526,380,000	R840,995,187	R747,984,000	R781,269,000	R816,348,000
4	Quality Assurance	R16,665,552	R17,111,099	R18,052,210	R18 954 820	R19,807,787	R20,699,138

### 8.9 Materiality and Significance Framework

The revenue component is selected as a basis for the materiality calculation as the level of activity (grant and discretionary disbursements) is dependent on the total revenue.

Based on the materiality and significance framework, CETA has set its materiality and significance amount to **R5 691 060,00**.

## **PART C Measuring Our Performance**

### **9. Institutional Performance Information**

The CETA Strategic Plan represents its programme of action in line with its vision to ensure quality education and training to enhance the construction sector's contribution to national economic growth and development. It is compiled in line with National Treasury Regulations. This plan considers the Medium-Term Strategic Framework (MTSF) and it reflects the outcomes of Government.

In terms of strategic goals, it responds specifically to the outcomes of NSDP 2030 which is informed by Government's MTSF 2019 - 2024. The framework is the planned manifestation of the implementation of the NDP vision, articulates a strong focus on quality education, transformation of the economy, and sets high goals to address skills needs for targeted groups and the provinces that are economically challenged.

The CETA follows National Treasury's planning and budgeting guidelines. In addition, the Government-wide planning and the MTSF inform and align the CETA's plans as follows:

- Sector Skills Plan;
- Five-year Strategic Plan;
- Annual Performance Plans (APPs) and MTEF targets;
- Operational Plans of CETA Departments;
- Review or development of Standard Operating Procedures; and
- Individual Staff Performance Agreements.

Current policy mandates and emerging industry developments and needs guided the development of the CETA Strategic Plan. For the planning period 2022/2023, as expected by statutory requirement for the MTEF, the CETA has reviewed and amended its objectives in line with the SSP to ensure that the CETA remains relevant, and the interventions are appropriate. In this Strategic Plan, the CETA has adopted the DHET Programme Structure of Four Programmes.

The Accounting Authority is ultimately responsible for determining the strategic priorities for the sector to be implemented by the CETA.

A two-day strategic planning session was held by the Accounting Authority to review the five-year rolling strategy and annual performance plan with input from management and stakeholders.



## 9.1 Measuring Impact

<b>Impact statement</b>	To facilitate and support quality skills development and training in the construction sector.
-------------------------	-----------------------------------------------------------------------------------------------

### 9.1.1 Measuring Outcomes

Outcome	Outcome indicator	Baseline	Five-year target
Support skills development of new entrants or unemployed people into the Construction Sector	Number of new entrants and unemployed people entering the Construction Sector	6666	22 303
Enhance the skills of the existing workforce of the Construction Sector	Number of employed people receiving skills training	205	817
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector	Contribution to the improvement of the technological and innovation capability and outcomes within the public and private sectors through small business development	21	54
Strengthen and expand strategic partnerships to maximise sustainability and impact development interventions	Number of partnerships agreements signed	45	62

Support national imperatives in relation to skills development, with emphasis on the Construction Sector	Compliance with transformation imperatives f Government	Compliance with National imperatives have been achieved	Compliance is continuously achieved and improved upon where possible on an annual basis
----------------------------------------------------------------------------------------------------------	---------------------------------------------------------	---------------------------------------------------------	-----------------------------------------------------------------------------------------

In achieving the above outcomes, the CETA has also identified six focus areas as follows:

- 10.1.1.1 Support skills development of the youth;
- 10.1.1.2 Creation and promotion of greater opportunities for women;
- 10.1.1.3 Creation and promotion of participation of people with disabilities;
- 10.1.1.4 Creation and promotion of greater participation of rural and township communities; and
- 10.1.1.5 Creation and promotion of greater participation of military veterans.

## 9.2 The CETA is supported by the goals set out below per broad programme:

GOAL 1: To provide ethical and strategic leadership and management

STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	JUSTIFICATION	LINKS
<b>ADMINISTRATION</b>				
Sound financial management and accurate reporting.	To provide effective financial management in line with the requirements of the PFMA.	Unqualified Audit Outcome.	To ensure efficient and effective systems of financial management, internal controls, risk management and compliance.	Public Finance Management Act (PFMA), Treasury Regulations, and CETA Policies and Procedures.
<b>STAKEHOLDER MANAGEMENT</b>				
Enhanced reputation of the CETA through public relations and marketing activities	Effective an enhanced stakeholder relations with improved brand reputation	0% unresolved stakeholder queries in a period of 1 month	Resolution of stakeholder queries in a timely manner is an measure of responsiveness, leading to improved brand reputation	CETA values, CETA Policies and Procedures

GOAL 2: To ensure a credible mechanism for skills planning and reporting in the construction sector

SKILLS PLANNING				
Sector Skills Needs Addressed	To ensure effective planning to address the skills priorities in the sector.	Sector Skills Plans; Workplace Skills Plan; Annual Training Report.	Suitably trained workforce in the construction sector.	Labour Market Intelligence Programme (LMIP); Employment Equity Reports (Labour); Stats SA (labour force survey).
Skills Performance Reporting	To ensure accurate reporting of sector skills development initiatives.	Quarterly Performance Report; Annual Performance Report.	All training interventions are accurately reported to ensure further skills planning.	To ensure accurate reporting of sector skills development initiatives.

GOAL 3: To address skills priorities within the construction sector.

Implementation of learning programmes				
A skilled and capable workforce in the construction sector	To ensure the skills needs in the sector are addressed with adequately skilled workforce.	Strategic Plan; Annual Performance Plan; Sector Skills Plan.	A capacitated, empowered and appropriately skilled workforce in the Construction sphere.	CETA Grants Policy; PIVOTAL List.
Graduate Placements				
A Transformed Built Environment Profession	To address transformation challenges within the built environment through increasing access to built environment professions for individuals from previously disadvantaged groups	Employment Equity Report; Construction Industry Charter; Survey Reports; Sector Skills Plan.	To address the current demographic imbalances and to achieve equity within the built environment professions	BBBEE; Construction Industry Charter Codes.
Provision of skills development opportunities and centres within the previously disadvantaged Communities				
Greater Access by Marginalised Communities to Skills Development through Infrastructural Support	To ensure increased access to skills development programmes by marginalised communities through the construction of skills development centres.	CETA Situational Analysis Research Report (Skills Development Institutes); Sector Skills Plan.	To address the lack of technical infrastructure capacity for skills training in marginalised communities.	Skills Development Act; CETA Grants Policy; Grant Regulations; National Development Plan.

<b>Development and Support of SMME's, COOPs, NGOs, CBOs &amp; NPOs</b>				
A Vibrant Civil Society Engagement in Skills Development within the Construction Sector	To achieve sustainable development through increased participation of SMME'S, Co-ops, NGOS, CBOS, NPOs in skills development in the construction sector	Sector Skills Plan; CETA SMME Programme.	To address the imbalances within the construction sector.	National SMME Strategy; Comprehensive Rural Development Programme; Stats SA Survey of Employers and Self Employed.
<b>Partnerships</b>				
Strengthened Collaboration and Partnerships for skills development in the construction sector	To ensure a wider impact, greater reach and a multi sectorial approach to skills development.	Signed Memorandum of Understanding (MOU); Sector Skills Plan.	To give effect to the objective of the Constitution of inter-Governmental collaborations.	NSDP; Sector Skills Plan.
<b>Bursaries</b>				
An increased pool of skilled and competent graduates to enter the construction sector	To provide financial support to deserving students from previously disadvantaged communities in the main to enrol for studies relevant to the construction sector.	CETA funded bursaries.	To address socio economic challenges faced by-in the main-township and rural learners	Rural Development Strategy of the Country; NSDP; Sector Skills Plan.
<b>Career and Vocational Guidance</b>				
Increased knowledge and interest in the	To attract new entrants into the construction sector	CETA Career Guide; CETA Career exhibitions.	Promote post school education and training	NSDP; Sector Skills Plan.

construction careers	occupations		opportunities within the construction sector	
<b>Certification (Excluding Trades)</b>				
Increased throughput of learners on accredited construction programmes through a	To award successful learners with valid recognised certificates and Statement of Achievements	NLRD Uploads, QMR Reporting of certified learners.	To conduct external moderation of the assessments to ensure that the quality standard	NSDP; Sector Skills Plan.
strengthened certification process			is maintained by accredited CETA training providers and to reward qualifying learners with recognised certificates.	

Goal 4: Implementation of quality assurance processes that will enhance and ensure quality provision of training.

<b>NQF PROVIDER ACCREDITATIONS</b>				
Accredited skills training in the construction sector.	To ensure the delivery of quality accredited training by skills development providers in the construction sector	Database of accredited training providers	To ensure quality training within the construction sector	QCTO; NQF Act; Skills Development Act
<b>Qualifications Review and Development</b>				
Qualifications development.	To develop qualifications that meets the skills needs of the industry.	Registered CETA qualifications	Qualifications that meets industry needs are registered and implemented	QCTO; NQF Act; Sector Skills Plan
<b>Monitoring and Evaluation</b>				
Increased and improved monitoring and evaluation of CETA programmes	To ensure the quality of training provision within the construction sector	CETA Quality Assurance Policy; CETA Monitoring and Evaluation Policy	To ensure efficiency and effectiveness of project implementation and training	Government monitoring and evaluation policy framework; NSDP

### 9.3 Explanation of Planned Performance over the Five-Year Planning Period

Through the research presented in the SSP, the CETA has identified its priority areas on which to focus over the next five-year period. The Table below sets out the priority areas and the

action plans to achieving them:

Strategic outcomes	Priority areas as per SSP	Action plans
Enhance the skills of the existing workforce of the Construction Sector	Local manufacturing	A research project to understand new technology available in the sector and to what extent components and innovative methods can be used to strengthen local manufacturing in the sector. The results will be used to recalibrate curricula and training tools, so that they are constantly up to date, innovative and future focused.
Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions	Green Construction Agenda	A research project, to better understand green construction methods, and to integrate these techniques into skills training and the labour market. In the immediate term, skills transfer and integration into local curricula and eventually, the local manufacturing pipe-lines.
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector	SMMEs and Entrepreneurship	Increase support toward candidacy programmes seamlessly from CETA funded bursary recipients.  Research focusing on the 'informal sector' will be used to formalise programmes such as training and skills (certification) through an RPL process. Once certificated, the plan is get them into cooperative and to put them on the CETA national data base so they can be considered for future opportunities.
Support national imperatives in relation to skills development, with emphasis on the Construction Sector	Technology and Innovation	A project has been adopted to distil all new and emerging construction methods and components. The results will be shared with employers, training providers and learning institutions, so that these are factored into the training, further explored for improvements, indigenisation and possible local manufacturing.

Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector	Transformation	Plans are afoot to address the ongoing exclusion of blacks, women and rural folks from the mainstream construction economy. Concrete measures include a project to re-author the role and place of women in the sector, with concrete measures in respect of recruitment, support, retention and placement. In addition, a Transformation Colloquium is
		planned in order to take stock and to devise new and creative ways of advancing transformation in the sector.
Support national imperatives in relation to skills development, with emphasis on the Construction Sector	Monitoring and Evaluation	To ensure that the CETA continues to improve on its outcomes the CETA must have adequate internal M&E capacity to understand its impact. A M&E exercise will be implemented to improve performance, quality and impact. The end goal is to institutionalise M&E across the working and operations of the entire CETA, so there is more accountability, improved efficiencies and impact management. The OD process is nearing completion.



Support national imperatives in relation to skills development, with emphasis on the Construction Sector	Economic Reconstruction and Recovery Plan	The CETA has already begun implementing programmes in line with the Governments Economic Reconstruction and Recovery Plan (ERRP) which will look at an infrastructure investment projects pipeline worth R340 billion in network industries such as energy, water, transport and telecommunications has been developed. Specific to the mandate of the CETA the ERRP aims to revive the Construction industry and create much-needed jobs.
----------------------------------------------------------------------------------------------------------	-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 10. Key Risks

### 10. 1 Key risks identified as per strategic objectives:

Outcome	Key Risk	Risk Mitigation
<b>Outcome 1:</b> Support skills development of new entrants or unemployed people into the Construction Sector	CETA strategy and delivery methodology misaligned with industry needs and changing environment	<ol style="list-style-type: none"> <li>1. Development of Sub-Sector Skills Plan (SSP) and research activities with aim to prioritize programmes linked to the needs of the industry and strengthen partnership priorities and stakeholder management (analyses reasons for loss of levy payer and recommendations for retention thereof)</li> <li>2. Development of effective workplace strategy, specialised focus on strengthening relations with industry to ensure their support for skills development in the form of partnering with the CETA by availing their workplaces for skills development interventions, introduction of employer incentives through</li> </ol>



		<p>mandatory grants</p> <p>3. Engagement in inter-SETA collaboration for the provision training on other related training e.g. MICT and Services SETA</p> <p>4. Updated M&amp;E processes and evaluation processes and tools and to implement a database which tracks learners through the system and measure the number of completions achieved compared to the number of entrants</p> <p>5. Provide new qualifications that includes new technological developments in construction (4IR, Drone technology, green technology and Alternative building technology)</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Outcome 2:</b> Enhance the skills of the existing workforce of the Construction Sector</p>	<p>Increased levels of skills shortages linked to hard-to-fill vacancies and skills gaps (Scares and critical skills)</p>	<ol style="list-style-type: none"> <li>1. Update learning programmes to include technology and scares skills programmes (include soft skills and competency development skills as part of the standard training programmes - Problem solving, Project management, computer skills, system skills)</li> <li>2. Provide new qualifications that includes new technological developments in construction (4IR, Drone technology, green technology and Alternative building technology)</li> <li>3. Appointment of service provider to develop standardized materials in consultation with industry and QCTO</li> <li>4. Conduct research and create quarterly conversations platforms on the state of economy and the sector and impact thereof.</li> <li>5. Develop a skills database relevant for different units at CETA and recruitment to be informed by this. Employee development plan for continued learning.</li> </ol>
<p><b>Outcome 3:</b> Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector</p>	<p>Irrelevant and outdated training interventions (Production of learners that will not be absorbed by the sector)</p>	<ol style="list-style-type: none"> <li>1. Development and implementation of SSP and outcomes fed to knowledge management</li> <li>2. Development of a robust quality assurance department and</li> </ol>

		<p>appointment of built environment specialists to monitor and evaluate learning programmes and impact assessment.</p> <p>3. Appointment of service provider to develop standardized materials in consultation with industry and QCTO</p>
<p><b>Outcome 4:</b></p> <p>Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions</p>	<p>Failure to identify and maintain partnerships that can assist CETA to maximise its contribution to the sector</p>	<ol style="list-style-type: none"> <li>1. Development and implementation of a stakeholder Engagement Framework/Strategy.</li> <li>2. Development of chambers - subsector structures influencing policy.</li> <li>3. Set up planning meetings with both national and Provincial entities to understand plans and quarter engagements for continued alignment.</li> <li>4. Identify all relevant institutions that partnering with would improve relevance, quality, and efficiency in delivery of programmes</li> </ol>
<p><b>Outcome 5:</b></p> <p>Support national imperatives in relation to skills development, with emphasis on the Construction Sector</p>	<p>Failure to promote national imperatives and CETA strategic priorities through day-to-day operations of the CETA</p>	<ol style="list-style-type: none"> <li>1. Appointment of an accredited BBBEE verification agency for the verification of CETAs BBBEE status</li> <li>2. Appointment of transformation officer</li> <li>3. Development of and organizational score card</li> </ol>

		<p>4. Development of a strategy with an aim to encourage transformational requirements</p> <p>5. Update CETA business processes to include transformational requirements</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

a. Key risks identified as per business operations

Outcome	Key Risk	Risk Mitigation
<p><b>Outcome 1:</b> Improvement of the financial performance of the organisation</p>	<p>Lack of financial sustainability due to:</p> <ol style="list-style-type: none"> <li>1. Declining levy income</li> <li>2. High rate of operational costs</li> <li>3. Financial mismanagement</li> <li>4. Annual Financial Statement misstatements</li> </ol>	<ol style="list-style-type: none"> <li>1. Development and implementation of a financial sustainability and SCM strategy/plan.</li> <li>2. Amendment of the CETA Stakeholder engagement strategy/plan with emphasis on: <ul style="list-style-type: none"> <li>&gt; Inter-SETA stakeholder management</li> <li>&gt; Development of a plan to attract or retain levy payers</li> </ul> </li> <li>3. Policy review and development of robust integrated policies - ensuring compliance and effective internal controls</li> <li>4. Procurement and Implementation of integrated systems that supports robust implementation of the CETA financial strategy</li> <li>5. Development and implementation of a fraud prevention and compliance monitoring plan</li> <li>6. Provide regular training and regulation update to relevant employees and committee members</li> </ol>

<p><b>Outcome 2:</b> Building business resilience</p>	<p>Inadequate Business Continuity Management and unavailability of ICT infrastructure and services to build business resilience as a result of:</p> <ol style="list-style-type: none"> <li>1. Lack of an adequate organisational business continuity management framework/plan</li> <li>2. Lack of ICT disaster recovery plan</li> <li>3. Inadequate IT infrastructure to support business continuity</li> <li>4. Inadequate resources for virtual access</li> </ol>	<ol style="list-style-type: none"> <li>1. Development and implementation of a consolidated business continuity framework</li> <li>2. Install a backup Internet link and appointment of DR site</li> <li>3. Procurement of ERP solution, and put all hardware under warranty</li> <li>4. Develop ICT strategy to ensure timely provision of staff with resources require to work from home</li> </ol>
<p><b>Outcome 3:</b> Improved corporate governance</p>	<p>Governance failure as a result of:</p> <ol style="list-style-type: none"> <li>1. Inadequate governance structure, systems, processes, and capacity to influence delivery on mandate</li> </ol>	<ol style="list-style-type: none"> <li>1. Institution of AA sub-committees to provided oversight and ensure management accountability and compliance to policy</li> <li>2. Update and communication of delegation of authority</li> <li>3. Alignment of organizational structure to operational requirements</li> <li>4. Development and effective implementation of a talent management strategy</li> <li>5. Alignment and integration of CETA planning processes (strategic session to include budgeting and procurement planning)</li> <li>6. Procurement and Implementation of integrated systems that supports robust</li> </ol>

		implementation of CETA strategy
<b>Outcome 4:</b> Elimination of irregular expenditure	Non-compliance with prescripts (e.g., PFMA, Treasury regulations, etc.) resulting from: <ol style="list-style-type: none"> <li>1. Poor planning</li> <li>2. Exceeding the regulated discretionary grant and administration expenditure budget</li> <li>3. Policy override</li> <li>4. Ineffective fraud risk and compliance management</li> <li>5. Lack proper integrated processes and policies</li> <li>6. Weak internal controls and assurance</li> <li>7. Lack of automated systems</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of a combined assurance framework</li> <li>2. Development of a compliance monitoring plan</li> <li>3. Updating of policies to ensure alignment with compliance requirements</li> <li>4. Appointment of a governance committee to provide oversight</li> <li>5. Continues training and education</li> </ol>
<b>Outcome 5:</b> Building stakeholder confidence	Damaged and declining organisational reputation resulting from: <ol style="list-style-type: none"> <li>1. Poor stakeholder engagement and relationship management</li> <li>2. Lack of customer satisfaction</li> <li>3. Negative press</li> </ol>	<ol style="list-style-type: none"> <li>1. Amendment of the CETA Stakeholder engagement strategy/plan with emphasis on conduct robust stakeholder engagements on: <ul style="list-style-type: none"> <li>&gt;Inter-Seta transfers</li> <li>&gt;WSPs, ATRs, SSP, Evaluations</li> <li>&gt;AGM</li> <li>&gt;Regular feedback with media houses (broadcasting, print and radio) and use of new media to raise the profile of the CETA</li> </ul> </li> <li>2. Establishment of chambers</li> </ol>

## PART D

### 10. Programme and sub-programme plan

The CETAs updated Strategic Plan and Annual Performance Plan Programmes have been revised into four broad programmes. These programmes are mapped in line with the Department of Higher Education & Training's and Treasury Guideline Strategic Framework. The Four broad programmes of the 2020/21 CETA Strategic Plan/Annual Performance Plan are broken down as follows:

<b>Programme 1: Administration</b>	Effective and clean administration and Governance  Improved Stakeholder relations with enhanced CETA brand image and reputation
<b>Programme 2: Research, Planning and Reporting</b>	Skills Planning  Reporting
<b>Programme 3: Learning Programmes and Projects</b>	Implementation of learning programmes e.g. Short Skills Programmes, Learnerships, Apprenticeships Recognition of Prior Learning Graduate Placements Development of Skills Centres Development and Support of SMME's, Co-ops, NGOs, CBOs Bursaries Partnerships Career and vocational guidance Certification (excluding trades)
<b>Programme 4: Quality Assurance</b>	NQF Provider Accreditations Qualifications Development Monitoring and Evaluation

## 11. Annexure A: Technical Indicator Descriptions

### Programme 1: Administration

Indicator title	1.1 Improved controls and audit outcomes
Definition	To ensure that the control environment improves. CETA receives an unqualified audit opinion with reduced compliance matters.
Source of data	External audit action plan implementation Approved risk register Internal audit action plan ICT Strategy implementation plan HR Strategy
Method of calculation/assessment	Audit report; 100% implementation of risk management action plans on the risk register. 100% Implementation of internal audit action plans. Approved ICT strategic and implementation plan
Means of verification	Audit reports, M&E reports, HR recruitment and learning and development reports
Assumptions	CETA will be fully resourced both in Human and Financial resources.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Annually
Desired performance	Improved control environment and Governance
Indicator responsibility	Chief Financial Officer supported by all and CEO



Indicator title	1.2 Effective and Enhanced stakeholder relations with improved CETA brand and reputation
Definition	Maintaining good relationships and partnerships with CETA stakeholders to ensure the enhanced improvement of CETA reputation in the industry
Source of data	Register for complaints/matters raised by Stakeholders, with indication of when matters are resolved.
Method of calculation/assessment	Matters raised by stakeholders resolved within an average period of 3 months.
Means of verification	Stakeholder complaints register and support for the action taken to resolve, stakeholder satisfaction surveys
Assumptions	Stakeholders are willing to engage with the CETA  All matters raised will be in the control of CETA
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly and annual for surveys
Desired performance	Good reputation of the CETA and satisfied stakeholders
Indicator responsibility	Executive Manager: Strategic Support

## Programme 2: Research, Planning and Reporting

Indicator title	2.1. Number of WSPs and ATRs approved for small firms
Definition	Promote and ensure compliance to the mandatory grant requirements in line with the skills development act.
Source of data	CETA Indicium system
Method of calculation/assessment	Number of WSP/ATR submissions; Number of WSP/ATR approvals for small firms (1-49 employees)
Means of verification	WSP submissions and participation from stakeholders
Assumptions	Stakeholders submit accurate information in their WSP submissions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A

Calculation type	Cumulative
------------------	------------

Reporting cycle	Annually
Desired performance	Stakeholders submit accurate information on time ensuring the CETA is effectively able to use the relevant information for planning and research purposes
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.2. Number of WSPs and ATRs approved for medium firms
Definition	Promote and ensure compliance to the mandatory grant requirements in line with the skills development act.
Source of data	CETA Indicium system
Method of calculation/assessment	Number of WSP/ATR submissions; Number of WSP/ATR approvals for medium firms (50 – 149 employees)
Means of verification	WSP submissions and participation from stakeholders
Assumptions	Stakeholders submit accurate information in their WSP submissions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation(where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Annually
Desired performance	Stakeholders submit accurate information on time ensuring the CETA is effectively able to use the relevant information for planning and research purposes
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.3. Number of WSPs and ATRs approved for large firms
Definition	Promote and ensure compliance to the mandatory grant requirements in line with the skills development act.
Source of data	CETA Indicium system
Method of calculation/assessment	Number of WSP/ATR submissions; Number of WSP/ATR approvals for large firms (more than 149 employees)
Means of verification	WSP submissions and participation from stakeholders
Assumptions	Stakeholders submit accurate information in their WSP submissions

Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Annually
Desired performance	Stakeholders submit accurate information on time ensuring the CETA is effectively able to use the relevant information for planning and research purposes
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.4. SDF workshop per annum on WSP and ATR compilation and submission
Definition	Number of Provincial SDF workshops conducted by the CETA with stakeholders on the completion and submission of WSP/ATR application, the PIVOTAL Plan and PIVOTAL Report to enhance compliance to mandatory grant requirements.
Source of data	Capacity Building of stakeholder SDF's, training committee, labour and trade union officials on the collection and submission of data for skills planning and reporting
Method of calculation/assessment	Attendance Registers; Reports; Invites
Means of verification	Number of SDF workshops conducted
Assumptions	Non-attendance by industry SDF's
Disaggregation of beneficiaries (where applicable)	Input
Spatial transformation (where applicable)	Cumulative
Calculation type	Annual
Reporting cycle	No
Desired performance	To gain access with regards to skills development activities being implemented within the Construction Sector
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.5. Conduct research to produce an updated and approved Sector Skills Plan aligned to the DHET SSP Framework.
Definition	Development of a Sector Skills Plan for the sector.
Source of data	Sector Skills Plan as per submission to DHET; WSP/ATR submissions; Research reports
Method of calculation/assessment	Compliance to statutory dates; DHET SSP Feedback; Number of stakeholder sessions for information gathering development of the sector skills plan
Means of verification	Employer interview schedules; quantitative and qualitative data
Assumptions	The required framework is finalised by DHET on time
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation(where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Stakeholder participation is high and research collected is reflective of the industry
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.6. Quarterly Monitoring Reports (QMR) are submitted to DHET and validation reports are kept
Definition	To ensure compliance to treasury regulations in terms of submission of quarterly reports to DHET.
Source of data	Annual Performance Plan; Quarterly Report (QMR); DHET Validation reports
Method of calculation/assessment	Compliance to statutory dates for submission to DHET
Means of verification	Weekly QMR submissions internally; quarterly submissions to DHET
Assumptions	Accuracy in data collection and timeous submission of data
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation(where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly

Desired performance	QMR information is accurately captured by data capturers internally and submissions made to the DHET are a true reflection CETA quarterly performance
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.7 Perform at least one research activity to enhance the delivery of skills in the sector
Definition	Conduct research activities to assist in the enhancement of skills development in the construction sector
Source of data	Monitoring and evaluation activities to measure the delivery of skills in the sector; data collected through quantitative and qualitative means; interviews conducted with stakeholders
Method of calculation/assessment	Number of research-based activities conducted; research reports drafted
Means of verification	Baseline; interviews; focus groups; questionnaires; surveys
Assumptions	Availability of data and participation of stakeholders
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Stakeholder participation is high and research collected is reflective of the industry
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	2.8. Number of sector research agreements signed to enhance the growth of occupationally directed programmes in the TVET sector
Definition	Conduct research activities to assist in the growth of occupationally directed programmes in the TVET sector
Source of data	Monitoring and evaluation activities to measure the delivery of skills in the sector; data collected through quantitative and qualitative means; interviews conducted with stakeholders
Method of calculation/assessment	Number of research-based activities conducted; research reports drafted
Means of verification	Baseline; interviews; focus groups; questionnaires; surveys; curriculum guide
Assumptions	Availability of data and participation of stakeholders
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%

applicable)	
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-Cumulative
Reporting cycle	Annually

Desired performance	Stakeholder participation is high and research collected is reflective of the industry
Indicator responsibility	Executive Manager: Strategic Support

### Programme 3: Learning Programmes and Projects

Indicator title	3.1. Percentage of discretionary grant budget spent in developing high level skills
Definition	Percentage of discretionary budget spent towards the development of higher-level skills in the sector
Source of data	Projects awarded and learner costs Commitment register
Method of calculation/assessment	Calculation of budget spent for the development of skills equivalent to NQF 7 and above
Means of verification	Schedule of learners committed for per Programme and cost per learner.
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Participation in CETA programmes in high level skills
Indicator responsibility	Executive Manager: ETQA & Projects with support from Finance

Indicator title	3.2. Percentage of discretionary grant budget spent in developing intermediate level skills
Definition	Percentage of discretionary budget spent towards the development of intermediate-level skills in the sector
Source of data	Projects awarded and learner costs
Method of calculation/assessment	Commitment register
Means of verification	Calculation of budget spent for the development of skills equivalent to NQF 5 and 6
Assumptions	Schedule of learners committed for per Programme and cost per learner.

Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly Annually
Desired performance	Participation in CETA programmes in intermediate level skills
Indicator responsibility	Executive Manager: ETQA & Projects with support from Finance

117



Indicator title	3.3. Percentage of discretionary grant budget allocated at developing elementary skills
Definition	Percentage of discretionary budget spent towards the development of elementary-level skills in the sector
Source of data	Projects awarded and learner costs Commitment register
Method of calculation/assessment	Calculation of costs per budgets inline with the level of Skills programme.
Means of verification	Schedule of learners committed for per Programme and cost per learner.
Assumptions	Budget availability for discretionary grants
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Participation in CETA programmes in elementary level skills
Indicator responsibility	Executive Manager: ETQA and Projects with support from Finance

Indicator title	3.4. Number of learners who completed workplace based learning programmes absorbed into employment or self-employment
Definition	To make a contribution to decreasing unemployment the CETA must engage its employers to ensure learners with relevant qualifications are able to be absorbed into the industry.
Source of data	Spreadsheet with information on students placements and Learners who completed the CETA programmes and are either employed or have started their own businesses.
Method of calculation/assessment	Simple count
Means of verification	Employment contracts to prove employment irrespective of the term of the contract.
Assumptions	Industry is able to absorb learners
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Learners completing CETA programme meet or address scarce and critical skills in the sector and are absorbed by the industry
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	Number of Employed and Unemployed Learners entered under various CETA recognised Learning Programmes 3.5 & 3.6 - Learnerships 3.9 & 3.10 - Skills Programmes 3.13 & 3.14 - Artisans 3.52 - -RPL
Definition	Learners entered in various Construction skills development programmes to address occupationally directed programmes
Source of data	Spreadsheets indicating all the Learners entered on Learnerships, Skills Programmes, Artisan and Recognition of prior learning (RPL).
Method of calculation/assessment	Simple count of Learners entered in programmes
Means of verification	Learner agreements on different programmes
Assumptions	Learners are interested in taking up CETA programmes, resulting in full recruitment for the allocated numbers.
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Increased participation in CETA programmes to improve skills shortages
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	Number of Employed and Unemployed Learners who completed various CETA recognised Learning Programmes 3.7 & 3.8 Learnerships 3.11 & 3.12- Skills Programmes 3.15 & 3.16 - Artisans 3.52 - -RPL
Definition	Learners who completed in various CETA skills development programmes within the reporting period.
Source of data	Spreadsheets indicating all the Learners who completed Learnerships, Skills Programmes, Artisan and Recognition of prior learning (RPL) within the period under reporting.
Method of calculation/assessment	Simple count of Learners who completed programmes
Means of verification	Learner Certificates on various programmes
Assumptions	Learners who entered the programmes will complete the programme and that programmes will be completed within scheduled time.
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative

Reporting cycle	Quarterly; Annually
Desired performance	Completion of programmes started and enhancing chances of employment of those who completed skills programme by certificating.
Indicator responsibility	Executive Manager: ETQA and Projects

<b>Indicator title</b>	<b>Number of Employed and Unemployed Bursary Learners enrolled, continuing and those that completed their funded programmes. &amp; 3.19 – Bursaries enrolled &amp; 3.20 – Bursaries continuing 3.21 &amp; 3.22 – Bursaries completed</b>
Definition	Learners whether employed and unemployed who have been awarded bursaries, continuing with bursaries offered in prior years and have completed the programmes they were funded for by the CETA.
Source of data	Spreadsheets indicating Learners enrolled, continuing and completed within the period under reporting.
Method of calculation/assessment	Simple count of enrolments, continuing and completed learners
Means of verification	Bursary enrolment - Bursary contracts Bursaries continued – Proof of registration at Institution of Higher Learning and/or proof of payment for the Learners concerned. Confirmation of completion of qualification from the Institution of Higher Learning.
Assumptions	Learners will take up the bursary offer and that those who started will qualify to continue with the programme.
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Learners to be given a funding opportunity to study programmes in the Construction sector and should be funded for full term of the programme.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	Number of unemployed learners entering Internships and completing Internships Number of unemployed learners entering Internships Number of unemployed learners completing Internships
Definition	Learners entered into Internship programme on Construction related fields and those that have completed the Internship within the reporting period.
Source of data	Spreadsheets of learners who were placed on Internship programmes and those that completed their Internship programme
Method of calculation/assessment	Simple count of number of learners
Means of verification	Internships entered – contract of Internship with the employer Internships completed – Report on completion of the Internship by the employer.
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Full take up of the programme offer and completion within the time frames.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	Number of University Student placement entered and completed per year Number of University Student placement entered per year Number of University Student placement completed per year
Definition	University students placed on work places and those that completed placement within the reporting period.
Source of data	Spreadsheets of University Students placed in work places and those that completed the placement period.
Method of calculation/assessment	Simple count of number of Students
Means of verification	University Students placements entered – contract of employment by the employer. University Students placements completed – Report on completion of the contract by the employer.
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Full take up of the programme offer and completion within the time frames.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	Number of TVET Student placement entered and completed per year Number of TVET Student placement entered per year Number of TVET Student placement completed per year
Definition	TVET Students placed on work places and those that completed placement within the reporting period.
Source of data	Spreadsheets of TVET Students placed in workplaces and those that completed the placement period.
Method of calculation/assessment	Simple count of number of Students
Means of verification	TVET Students placements entered – contract of employment by the employer. TVET Students placements completed – Report on completion of the contract by the employer.
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Full take up of the programme offer and completion within the time frames.



Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices
--------------------------	-------------------------------------------------------------------------

Indicator title	Number of Learners entering Candidacy programmes and completing per year. Number of Learners entering Candidacy programmes per year Number of Learners completing Candidacy programmes per year
Definition	Learners entering Candidacy and completing within the time frames required by various Councils.
Source of data	Spreadsheets of Learners who entered and those who completed Candidacy programmes within the reporting period.
Method of calculation/assessment	Simple count of number of Students
Means of verification	Candidacy Learners entered – Contract of entering into Candidacy programme. Candidacy Learners completed – Proof of registration with the relevant Professional body or report of completion by employer (whilst awaiting registration).
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Full take up of the programme offer and completion within the time frames.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	3.31. Number of Skills development centres in the construction sector supported
Definition	New and existing skills development centres supported to run and/or still being constructed.
Source of data	Spreadsheet indicating each Skills centre and support provided (i.e. Infrastructural need, ICT, workshops, security, maintenance, and/or allocation of Discretionary Grants) and under construction.
Method of calculation/assessment	Number of skills development centres supported
Means of verification	Reports on skills development centres supported and confirmation of receipt of support by the relevant skills centre.
Assumptions	There will be an uptake of the CETA offer
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually

Desired performance	That Skills Centres are supported to improve quality of their offerings or are utilized for skilling purposes.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

<b>Indicator title</b>	<b>3.32. Number of SETA/University partnerships funded by the CETA through the discretionary grants for Construction sector programmes</b>
Definition	Facilitating partnerships with Universities to address advance CETA programmes.
Source of data	A list of Partnership agreements entered into with Universities.
Method of calculation/assessment	A total of Partnership agreements such as MoU's and/or Discretionary Grant Contracts entered into with Universities.
Means of verification	Partnership agreements/MOUs
Assumptions	CETA will have the funding available
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non cumulative
Reporting cycle	Quarterly; Annually
Desired performance	The programmes implemented meet or address scarce and critical skills in the sector
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

<b>Indicator title</b>	<b>3.33. Number of SETA/TVET College partnerships supported and signed MOUs with CETA to deliver and implement skills development programmes in the construction sector</b>
Definition	Facilitating partnerships with TVET Colleges to support Skills development.
Source of data	A list of Partnership agreements/MoUs entered into with TVET Colleges
Method of calculation/assessment	Total number of Partnership agreements such as MoU's and/or Discretionary Grant Contracts entered into with TVET Colleges.
Means of verification	Partnership agreements; MOUs
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Quarterly; Annually
Desired performance	The programmes implemented meet or address scarce and critical skills in the sector
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	3.34. Number of SETA/Community College partnerships supported and signed MOUs with CETA to deliver and implement skills development programmes in the construction sector
Definition	Facilitating partnerships with Community Colleges to support Skills development.
Source of data	A list of partnership agreements entered into with CET's
Method of calculation/assessment	Total number of partnership agreements such as MoU's and/or Discretionary Grant Contracts.
Means of verification	Partnership agreements/MOUs
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Quarterly; Annually
Desired performance	The programmes implemented to meet or address scarce and critical skills in the sector
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	3.35. Number of SETA offices established and maintained in TVET colleges
Definition	Facilitating partnerships enabling sharing of Infrastructure in the sector.
Source of data	Total number of CETA offices in operation and based at TVET colleges
Method of calculation/assessment	Total number of CETA offices based at TVET colleges as satellite offices
Means of verification	Signed agreements or confirmations by relevant TVET Colleges
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	To have offices that are shared with TVETS to create one stop centres within the sector.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices



Indicator title	3.36. Number of TVET colleges Lecturers exposed to the industry
Definition	Facilitating partnerships with public TVET colleges and the Industry to expose Lecturers to latest developments in the Sector.
Source of data	A list of TVET Lecturers exposed to the Industry within the reporting period.
Method of calculation/assessment	Total number of TVET lecturers exposed to the industry
Means of verification	Attendance registers
Assumptions	Lecturers are willing and create time to participate in the programmes
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Quarterly Annually
Desired performance	The exposure to the industry improve the quality of training provided in the classroom
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	3.37. Number of TVET colleges and CET lecturers awarded bursaries
Definition	Supporting Lecturer development in TVET and CET Colleges to improve the quality of training and development.
Source of data	List of bursary awards made to TVET and CET college Lecturers.
Method of calculation/assessment	Total number of TVET and CET lecturers awarded bursaries
Means of verification	Bursary offer letters
Assumptions	Lecturers have the availability and willingness to participate in programmes;
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Lecturers to be skilled to improve delivery of Skills programmes in both TVETs and CETs.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	3.38. Number of TVET colleges and CET's provided with infrastructure development and other related support ( )
Definition	CETA in partnership with TVET Colleges and CETs to ensure enhancement of infrastructure and any support that improves the quality of skills development in the TVETs and CETs.
Source of data	A list of TVETs and CETs that were provided with support in the period of reporting.
Method of calculation/assessment	Number of TVET Colleges and CETs supported.
Means of verification	Reports on TVET Colleges and CET's supported and acknowledgement of receipt of the support.
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	TVET Colleges and CET's that are supported to improve the quality of skills development.
Indicator responsibility	Executive Manager: ETQA and Projects with support of provincial offices

Indicator title	3.39. Number of Managers (TVET and CET) receiving training on Financial and Leadership Management
Definition	Skilled managers from TVET and CET Colleges enrolled in personal development interventions to uplift their skills capabilities to meet the objectives of the organisation
Source of data	A list of TVET and CET Staff members trained on Financial Management and Leadership.
Method of calculation/assessment	Number of Staff members trained
Means of verification	Attendance registers and/or Certificates of attendance
Assumptions	Managers are interested to complete the relevant courses
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annually
Desired performance	Improved skill level of TVET and CET Management
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	3.40. Number of cooperatives funded for skills that enhance enterprise growth and development
Definition	Encouraging joint partnerships between construction based organisations to create opportunities in accessing skills development activities as a collective
Source of data	A list of Co-Operatives funded by Discretionary grant project allocations – Cooperatives funded or entered into MoU's
Method of calculation/assessment	Total cooperatives support costs per financial year

Means of verification	DG and special projects awards and progress reports
Assumptions	Co-operatives are able to become sustainable with the relevant training
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Sustainable co-operatives
Indicator responsibility	Executive Manager: ETQA and Projects

<b>Indicator title</b>	<b>3.41. Number of small businesses funded for skills that enhance growth and development</b>
Definition	Funding of projects by small businesses
Source of data	Discretionary grant project allocations – SMMEs funded
Method of calculation/assessment	Schedule of small businesses awarded funding in the financial year
Means of verification	Offer letters/Award letters
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Sustainable SMMEs
Indicator responsibility	Executive Manager: ETQA and Projects

<b>Indicator title</b>	<b>3.42. Number of people trained on entrepreneurship supported to start their business</b>
Definition	Enabling people to create their own opportunities within the Construction Sector through skills development activities
Source of data	List of enterprises supported to start their businesses
Method of calculation/assessment	Simple count of the number
Means of verification	Approval for the support and progress reports
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Effective entrepreneurship training programmes
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	3.43. Number of capacity building workshops in Skills Development for Trade Union support
Definition	Trade unions supported in their role in the submission of WSP and ATR submissions as well participation in training committees.
Source of data	List of capacity building workshops
Method of calculation/assessment	A list of trade unions support or capacitated per financial year
Means of verification	Attendance registers
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Trade Unions able to serve its community in skills development
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	3.44. Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities.
Definition	Enabling non-governmental organisations to access skills development activities on behalf of Construction Sector entities
Source of data	Discretionary grant project allocations – NGO's funded
Method of calculation/assessment	List of NGO's support per financial year
Means of verification	Offer letters
Assumptions	NGOs are capacitated to take up training interventions
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly; Annually
Desired performance	A thriving CBO/NGO/NPO industry able to serve its community in skills development
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	3.45. Number of partnerships entered with public institutions to improve service delivery through skills development
Definition	To create opportunities for Public Institutions to contribute in skills development to enable achievement of Skills development goals.
Source of data	List of partnerships/funding offers and/awards to public institutions
Method of calculation/assessment	Simple count
Means of verification	Award/offer letter/s
Assumptions	None
Disaggregation of beneficiaries (where applicable)	N/A

Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Effective partnerships improving skills delivery in the Construction sector
Indicator responsibility	Executive Manager: Strategic Support

<b>Indicator title</b>	<b>3.46. Number of partnerships entered with private institutions to improve service delivery through skills development</b>
Definition	The sustainability of skills development programmes is dependent on the participation of the private sector that trains appropriately and is able to absorb learners.
Source of data	MOUs; Offer letters or Discretionary Grant agreements signed with private institutions.
Method of calculation/assessment	Number of MOUs with private institutions
Means of verification	MOUs
Assumptions	Strategic outcomes are aligned between CETA and the private institution
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Effective partnerships improving skills delivery in the Construction sector
Indicator responsibility	Executive Manager: Strategic Support

<b>Indicator title</b>	<b>3.47. Number of public sector projects in rural areas planned for delivery of skills development programmes in the construction sector</b>
Definition	CETA funded projects that are operating or situated in rural areas
Source of data	Rural based projects that are funded within provinces
Method of calculation/assessment	List of projects funded through discretionary grants based in rural areas
Means of verification	Offer/award letter
Assumptions	Rural areas are able to support skills development programme effectively
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Skills development programmes in the construction sector
Indicator responsibility	Executive Manager: Strategic Support



Indicator title	3.48. One workshop with each of the 6 councils within the built environment sector is conducted
Definition	Contribute to the capacitation and awareness on skills development opportunities and opportunities.
Source of data	List of workshops held with Councils
Method of calculation/assessment	Simple count
Means of verification	Attendance registers
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Effective partnerships for skills development
Indicator responsibility	CETA Executive Management

Indicator title	3.49. Number of career development exhibitions in urban areas on occupations in high demand
Definition	Support provided through career and vocational guidance to promote the CETA and Construction based occupations and learning programmes
Source of data	List of attendance at exhibitions/expos
Method of calculation/assessment	Simple count
Means of verification	Attendance register
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly and annually
Desired performance	Exposure to construction related careers increases interest for learners and other stakeholders
Indicator responsibility	Executive Manager: Strategic Support

Indicator title	3.50 Number of career development exhibitions in rural areas on occupations in high demand
Definition	Support provided through career and vocational guidance to promote the CETA and Construction based occupations and learning programmes
Source of data	List of attendance at exhibitions/expos
Method of calculation/assessment	Number of learners in attendance at exhibitions/expos in rural areas
Means of verification	Attendance registers
Assumptions	Active participation at exhibitions by stakeholders
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas

applicable)	
Calculation type	Cumulative
Reporting cycle	Quarterly and annually
Desired performance	Exposure to construction related careers increases interest for learners and other stakeholders
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	a. Number of career development practitioners trained
Definition	Support provided through career and vocational guidance to promote the CETA and Construction based occupations and learning programmes
Source of data	Attendance registers at training
Method of calculation/assessment	Number of practitioners trained
Means of verification	Attendance registers; statement of result; certificates
Assumptions	Career development practitioners availability and willingness
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly and Annually
Desired performance	Exposure to construction related careers increases interest for learners and other stakeholders
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	a. Number of career guidance booklets updated for the construction sector
Definition	Support for career and vocational guidance, as this has proved to be a critical component in successful skills development initiatives world-wide
Source of data	Career Guide Booklet
Method of calculation/assessment	Updated Career Guide Booklet
Means of verification	Approved Career guidance booklet
Assumptions	Exposure to construction related careers increases interest for learners and other stakeholders
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non - Cumulative
Reporting cycle	Quarterly and Annually
Desired performance	Exposure to construction related careers increases interest for learners and other stakeholders
Indicator responsibility	Executive Manager: Strategic Support

#### Programme 4: Quality Assurance

Indicator title	a. Number of newly accredited training providers for short skills programmes
Definition	Number of qualified training providers are accredited to provide quality short skills programmes training
Source of data	Updated training provider database and accreditation letters
Method of calculation/assessment	List of accredited training providers for short skills programmes
Means of verification	Accreditation letters
Assumptions	None
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Training providers accredited on CETA programmes
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.2. Maintain a database of CETA accredited training providers
Definition	Maintain a database of providers and qualifications.
Source of data	CETA accredited training provider database
Method of calculation/assessment	Number of entities accredited to deliver skills development programmes
Means of verification	Accreditation letters issued
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Database is maintained for accredited training providers
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	1.3 Maintain a database of QCTO registered construction qualifications
Definition	Maintain a database of providers and qualifications.
Source of data	QCTO list of construction qualifications
Method of calculation/assessment	Number of occupational qualifications developed and registered with QCTO
Means of verification	QCTO database of qualifications
Assumptions	QCTO functions are clearly defined
Disaggregation of beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 60% Target for People with Disabilities: 2%
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Annual



133Desired performance	Ensuring delivery of quality skills that are relevant to the needs of the construction sector
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	1.4 Number of CETA accredited TVET Colleges
Definition	Number of qualified TVET Colleges are accredited to provide skills programmes training.
Source of data	List of TVET Colleges accredited
Method of calculation/assessment	Simple count
Means of verification	Accreditation letters
Assumptions	TVET Colleges are interested in CETA accreditation
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	TVET Colleges accredited on CETA programmes
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.5. Number of lecturers trained at TVET Colleges
Definition	The CETA supports lecturer development to ensure that the trainers are fully equipped to teach learners at a high quality
Source of data	Register of trained lecturers
Method of calculation/assessment	Simple count
Means of verification	Attendance registers or proof of support for training
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Quarterly; Annually
Desired performance	Lecturers upskilled to deliver quality Construction related training programmes
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.6. Design, develop and register new occupational qualifications and curriculum
Definition	Promote quality learning through the development and registration of qualifications and learning programmes, and the quality assurance of these. As well as the monitoring and auditing of the achievements of the CETA in terms of national, and qualifications, standards
Source of data	List of construction qualifications
Method of calculation/assessment	Simple count
Means of verification	QCTO database of qualifications
Assumptions	Stakeholders participation in the design phase is participatory and effective

Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Ensuring delivery of quality skills that are relevant to the needs of the construction sector
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.7. Signed SLA with QCTO for the CETA to be the DQP
Definition	Promote quality learning through the development and registration of qualifications and learning programmes, and the quality assurance of these. As well as the monitoring and auditing of the achievements of the CETA in terms of national, and qualifications, standards.
Source of data	Signed SLA with QCTO
Method of calculation/assessment	None
Means of verification	Signed SLA
Assumptions	None
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Ensuring delivery of quality skills that are relevant to the needs of the construction sector
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.8. Number of DQP projects approved
Definition	Promote quality learning through the development and registration of qualifications and learning programmes, and the quality assurance of these. As well as the monitoring and auditing of the achievements of the CETA in terms of national, and qualifications, standards.
Source of data	Number of DQP projects signed off by QCTO
Method of calculation/assessment	Number of occupational qualifications developed; Number of entities funded to achieve DQP status
Means of verification	QCTO database
Assumptions	Industry involvement in DQP projects to ensure relevance of qualifications
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Ensuring delivery of quality skills that are relevant to the needs of the construction sector
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.9. Number of registered learnerships maintained with DHET
Definition	An updated learnership database is maintained with the DHET that contains the relevant learnerships of the CETA
Source of data	DHET learnership database
Method of calculation/assessment	Simple count
Means of verification	DHET learnership database
Assumptions	CETA regularly adds and/or removes relevant learnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Ensuring delivery of quality skills that are relevant to the needs of the construction sector
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.10. External Moderation Visits Schedule for CETA programmes is compiled and approved
Definition	Provide oversight on all active discretionary grant project allocations and ensure the effective implementation and management thereof through external moderation, verification and certification of successful learners at the end of project life.
Source of data	List of external moderations visits
Method of calculation/assessment	Simple count
Means of verification	Site visit schedule; completed moderation reports
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Projects that perform in line with the CETA's strategic plan
Indicator responsibility	Executive Manager: ETQA and Projects

Indicator title	4.11. Number of quarterly site visit audits for all accredited training providers
Definition	Provide oversight on quality of implementation of projects as per the accreditation guidelines.
Source of data	Schedule of moderation visits undertaken
Method of calculation/assessment	Approved monitoring and evaluation policy; Number of approved external moderation visits scheduled
Means of verification	Simple count
Assumptions	None
Disaggregation of beneficiaries (where applicable)	None
Spatial transformation (where applicable)	CETA operates nationally in both urban and rural areas
Calculation type	Cumulative

Reporting cycle	Quarterly
Desired performance	Projects that perform in line with the CETA's strategic plan
Indicator responsibility	Executive Manager: ETQA and Projects