



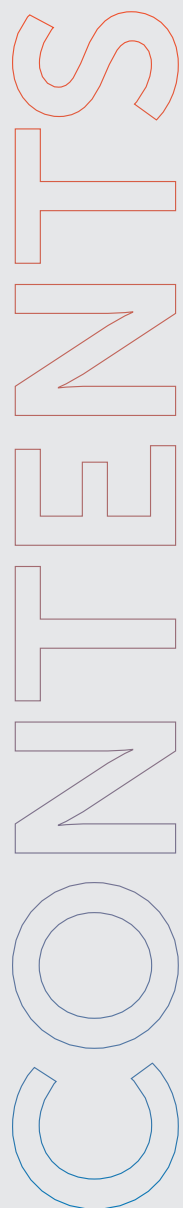
ENERGY AND WATER SECTOR  
EDUCATION AND TRAINING AUTHORITY

# STRATEGIC PLAN 2020/21 – 2024/25









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# ACCOUNTING AUTHORITY STATEMENT

It is with great pleasure that the Accounting Authority of the Energy and Water Sector Education and Training Authority (EWSETA) submits to the Department of Higher Education and Training (DHET), the Annual Performance Plan for the period 2022/23. The EWSETA is one of the 21 Sector Education and Training Authorities established in accordance with Section 9 of the Skills Development Act Number. 97 of 1998 (the Act), Skills Development Levies Act Number. 9 of 1999 (SDLA) and has all the powers granted to it in terms of the Act. The main areas of focus of the EWSETA is the energy and water sector, as determined by the Minister of Higher Education and Training in terms of Section 9(2) the Act, read in conjunction with Government Gazette Number 33756, RG 9417 (Number R1055 of 11 November 2010).

The Annual Performance Plan has been prepared in accordance with the Revised Framework for Strategic Plans and Annual Performance Plans issued by the Department of Planning, Monitoring and Evaluation. We submit the plan in accordance with the requirements of the DHET and the Public Finance Management Act Number. 1 of 1999 (the PFMA) and National Treasury Regulations. The Annual Performance Plan includes an updated situational analysis, and revised targets and budgets for the medium term. Output indicators are aligned to the EWSETA strategic outcomes, which in turn have been aligned to the National Skills Development Plan (NSDP) outcomes.

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

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

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



**Dr. Limakatso Moorosi**

Chairperson: EWSETA Accounting Authority



# CHIEF EXECUTIVE OFFICER STATEMENT

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

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

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

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

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



**Ms. Mpho Mookapele**

EWSETA Chief Executive Officer



# OFFICIAL SIGN-OFF

## It is hereby certified that this Strategic Plan:

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

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

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

### Acting Head Official Responsible for Planning

**Mrs. Tsholofelo Mokotedi**

Signature



Date

31 January 2022

### Chief Financial Officer

**Mrs. Robyn Vilakazi**

Signature



Date

31 January 2022

### Chief Executive Officer

**Ms. Mpho Mookapele**

Signature



Date

31 January 2022

### Approved by Accounting Authority

**Dr. Limakatso Moorosi**

Accounting Authority Chairperson

Signature



Date

31 January 2022





# ACRONYMS

<b>4IR</b>	Fourth Industrial Revolution
<b>AET</b>	Adult Education and Training
<b>APP</b>	Annual Performance Plan
<b>ARPL</b>	Artisan Recognition of Prior Learning
<b>CBO</b>	Community Based Organisation
<b>CETC</b>	Community Education and Training Colleges
<b>CoS</b>	Centre of Specialisation
<b>DoE</b>	Department of Energy
<b>ECSA</b>	Engineering Council of South Africa
<b>ERP</b>	Enterprise Resource Planning
<b>e-QPR</b>	electronic Quarterly Performance Report
<b>EWSETA</b>	Energy and Water Sector Education and Training Authority
<b>HEI</b>	Higher Education Institution
<b>HRDS-SA</b>	Human Resource Development Strategy for South Africa
<b>MIS</b>	Management Information System
<b>MTSF</b>	Medium Term Strategic Framework
<b>NDP</b>	National Development Plan
<b>NGP</b>	New Growth Path
<b>NGO</b>	Non-Governmental Organisation

<b>NPO</b>	Non-Profit Organisation
<b>NSA</b>	National Skills Accord
<b>NSA</b>	National Skills Authority
<b>NSDP</b>	National Skills Development Plan
<b>NEET</b>	Not in Employment, Education or Training
<b>POPI</b>	Protection of Personal Information
<b>PSET</b>	Post School Education and Training System
<b>QPR</b>	Quarterly Performance Report
<b>SETMIS</b>	SETA Management Information Management System
<b>SIC</b>	Standard Industrial Classification
<b>SIPs</b>	Strategic Infrastructure Projects
<b>SLA</b>	Service Level Agreement
<b>SONA</b>	State of the Nation Address
<b>SP</b>	Strategic Plan
<b>SPOL</b>	Sectoral Priority Occupations List
<b>RPL</b>	Recognition of Prior Learning
<b>TVET</b>	Technical and Vocational Education and Training Colleges
<b>UoT</b>	University of Technology
<b>WPPSET</b>	White Paper for Post-School Education and Training
<b>WIL</b>	Work Integrated Learning





# PART A

## OUR MANDATE

# 1. CONSTITUTIONAL MANDATE

The basis of the education system is derived from the Constitution of South Africa and its Bill of Rights. These are the values of human dignity, equality, freedom, non-discrimination.

Section 29(1) of the Constitution guarantees the right to a basic education (including adult basic education), and to further education which the state must make progressively available and accessible.

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

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

## 2. LEGISLATIVE AND POLICY MANDATES

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

### 2.1 SKILLS DEVELOPMENT ACT, ACT NUMBER 97 OF 1988

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

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

- supporting the development of learning materials;
  - improving the facilitation of learning; and
  - assisting in the conclusion of agreements for learning programmes, to the extent that it is required.
- d) Register agreements for learning programmes, to the extent that it is required;
  - e) Perform any functions delegated to it by the QCTO in terms of section 26l.
  - f) When required to do so as contemplated in section 7(1) of the Skills Development Levies Act, collect the skills development levies, and must disburse the levies, allocated to it in terms of sections 8(3)(b) and 9(b), in its sector;
  - g) Liaise with the National Skills Authority on:
    - the national skills development policy;
    - the national skills development strategy; and
    - its sector skills plan;
  - h) Submit to the Director-General:
    - any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and
    - strategic plans and reports on the implementation of its service level agreement;
  - i) Liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information:
    - about placement opportunities; and
    - between education and skills development providers and the labour market;
  - (iA) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed;
  - j) Subject to section 14, appoint staff necessary for the performance of its functions;
  - (jA) promote the national standard established in terms of section 30B;
  - (jB) liaise with the QCTO regarding occupational qualifications; and
  - k) Perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act".

### 2.2 SKILLS DEVELOPMENT LEVIES ACT, ACT NUMBER 9 OF 1999

The SDLA provides for the imposition of a skills development levy on employers to fund the SETA mandate. Chapter 8 of the SDLA provides that Director-General of the



Department of Higher Education and Training must allocate:

- a) 20% of the levies, interest and penalties collected in respect of a SETA to the National Skills Fund;
- b) 80% of the levies, interest and penalties collected in respect of a SETA to that SETA after he or she is satisfied that the SETA has complied with the requirements of the Act.
- c) SETAs retain 10% for their own administration, 0.5% the Quality Council for Trades and Occupation (QCTO) for quality assurance, 20% is dispersed back to compliant and participating employers (Mandatory Grant) and allocate 49% for Discretionary Grants.
- d) 80% of DG is for PIVOTAL Grant and 20% is reserved for non-PIVOTAL projects.
- e) Non-compliant or non-participating employers' Mandatory Grant is swept into the discretionary pool. SETAs may also apply for additional funding from the National Skills Fund and Unemployment Insurance Funds (UIF) for special projects.

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

## 2.3 WHITE PAPER FOR POST SCHOOLS EDUCATION AND TRAINING

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

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

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

## 3. INSTITUTIONAL POLICIES AND STRATEGIES

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

### 3.1 NATIONAL DEVELOPMENT PLAN

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

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

### 3.2 MEDIUM TERM STRATEGIC FRAMEWORK

The Medium-Term Strategic Framework (MTSF) is a high-level strategic document to guide the 5 year implementation and monitoring of the NDP 2030. MTSF 2019 - 2024 is a combination of the 5-year NDP Implementation Plan outlined in the State of the

Nation Address (SONA) and an Integrated Monitoring Framework. The emphasis of the MTSF 2019–2024 is on accelerated, spatially referenced, social partnerships-based implementation.

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

The role of EWSETA in support of the MTSF is:

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

### 3.3 NEW GROWTH PATH

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

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

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

### 3.4 NATIONAL SKILLS DEVELOPMENT PLAN

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

On the demand side:

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

On the supply side:

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

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

**Table 1: NSDP Outcomes and Sub-Outcomes**

OUTCOMES		SUB-OUTCOMES	
1.	Identify and increase production of occupations in high demand	1.1	National enrolment and resource ratios for the high, intermediate and elementary skills level.
		1.2	Targets for priority occupations
		1.3	Targets for priority qualifications
		1.4	Identification of interventions required to improve enrolment and completion of priority occupations



OUTCOMES	SUB-OUTCOMES
2. Linking education and the workplace	2.1 Opening of workplace-based learning opportunities increased.
3. Improving the level of skills in the South African workforce	3.1 To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy
4. Increase access to occupationally directed programmes	4.1 Occupational qualification developed by the Quality Councils 4.2 Increase access for Intermediate and high-level skills
5. Support the growth of the public college system	5.1 Support the TVET Colleges 5.2 Support the CET Colleges
6. Skills development support for entrepreneurship and cooperative development	5.1 To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives
7. Encourage and support worker-initiated training	Support for trade unions training institutes
8. Support career development services	To increase the pool of learners with knowledge and application of STEM subjects To work with professional bodies in promoting career pathing

Source: DHET, National Skills Development Plan 2030

### 3.5 HUMAN RESOURCE DEVELOPMENT STRATEGY FOR SOUTH AFRICA 2010-2030

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

## 4. RELEVANT COURT RULINGS

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

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

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

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

It is expected that the DHET will issue a Regulation that will provide for the mandatory grant levy threshold.

A young boy with dark skin and short hair is playing in the rain. He is wearing a colorful, patterned shirt with yellow, red, and black designs. His arms are raised, and he has a joyful expression with his mouth open, showing his teeth. Raindrops are visible falling around him, and his face and hair are wet. The background is a blurred outdoor setting with some greenery and a reddish-brown wall.

# PART **B**

OUR STRATEGIC  
**FOCUS**



## 5. VISION

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

## 6. MISSION

We will achieve our Vision through:

Figure 1: EWSETA Mission



## 7. VALUES

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

Figure 2: EWSETA Values



## 8. SITUATIONAL ANALYSIS

### 8.1 EXTERNAL ENVIRONMENTAL ANALYSIS

#### 8.1.1 Scope of Coverage

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

Table 2: EWSETA SIC Codes

SIC Code	Sector	Subsector	Number of Companies 2020/21	Percentage (%) of Companies 2020/21	Variance (%) 2019/20 - 2020/21
<b>41111</b>	Energy	Generation of energy	528	19,86	11,63
<b>41112</b>	Energy	Distribution of purchased electric energy only	140	5,27	-0,71
<b>41114</b>	Energy	Generation of renewable energy	294	11,06	8,49
<b>41115</b>	Energy	Transmission of energy	49	1,84	25,64
<b>41116</b>	Energy	Project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks and systems	576	21,66	3,78
<b>41118</b>	Energy	Marketing of electricity	162	6,09	13,29
<b>41200</b>	Energy	Manufacture of gas; distribution of gaseous fuels through mains	267	10,04	5,12
<b>50222</b>	Energy	Construction of pylons for electric transmission lines	57	2,14	5,56
<b>87141</b>	Energy	Industrial research for electrical energy	108	4,06	1,89
<b>41300</b>	Energy	Steam and hot water supply	30	1,13	7,14
<b>42000</b>	Water	Collection, purification, and distribution of water	179	6,73	2,29
<b>42001</b>	Water	Public water enterprises: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	14	0,53	7,69
<b>42002</b>	Water	Private water companies: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	36	1,35	44,00
<b>42003</b>	Water	Irrigation Boards: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	17	0,64	21,43
<b>94003</b>	Water	Water and sanitation services (portable water supply, domestic wastewater, and sewage systems)	202	7,60	-0,98
<b>Grand Total</b>			<b>2659</b>	<b>100,00</b>	<b>6,57</b>



The energy and water sector grew by an average of approximately 6.57% in 2020/21 year-on-year. Characterised by 15 subsectors, the sector continued to play a vital role in the South African economy. Growth was noted across all subsectors in 2020/21 with the exception of "distribution of purchased electric energy" and "water and sanitation services", representing a decline of 0.71% and 0.98% respectively in the same period. The energy sector continued to account for the largest share of organisations when compared to the water sector; however, the largest subsector growth was noted for "private water companies" in the water sector, representing a significant 44.0% increase; followed by "transmission of energy" (25.64%), and "Irrigation Boards" (21.43%). Notably, "generation of renewable energy" continued to grow during the period under review, indicating the growing transition towards renewable energy sources as viable alternatives to traditional sources of power since this subsector recorded the highest overall growth across all subsectors. SIC Code 41116 (project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks, and systems) remained the largest subsector, representing just over one fifth (21.66%) of EWSETA-registered companies in the energy and water sector. Overall average growth of the water sector for 2020/21 stood at 14.89%, whilst for the energy sector average growth was recorded as 8.18% in the same period. It was encouraging to note growth in both sectors, especially in the water sector which has traditionally been the much smaller of the two sectors with respect to total number of registered organisations.

### 8.1.2 South African Context: Demographic Profile

Factoring macro-environment factors into the planning cycle allows the EWSETA to apply evidence-based decision-making processes in favour of the energy and water

sector. A holistic understanding of the market frames the responses that the EWSETA makes, particularly on how the organisation plans to address the triple burden of unemployment, poverty and inequality - undergirded by a focus on women, youth and persons living with disabilities.

#### 8.1.2.1 Population Estimates

The population of South Africa was estimated to be 60,14 million people at mid-year 2021, an increase of about 604 281 (1,01%) since mid-year 2020; as published by Statistics South Africa (StatsSA), in the mid-year population estimates of the 2021 report released in August 2021.

Table 5 shows the population by group and sex, with approximately 51% (30,75 million people) of the population female and the Black African group making up the majority at 80.9% distribution of the total population (48,60 million people). The White population is estimated at 4,7 million (7,8%), the Coloured population at 5,3 million (8,8%) and the Indian/Asian population at 1,5 million (2,6%). The population is expected to grow by about 6% to 63 million by 2024 and by 15.9% over the next 11 years (67.9 million by 2030). However; the COVID-19 pandemic has had a significant impact on mortality and migration in the country since the outbreak in early-2020.

About 28,3% of the population is younger than 15 years (17,04 million), and approximately 9,2% (5,51 million) are 60 years or older.

**Table 3: Mid-year population estimates for South Africa by population group and sex, 2021**

Population group	Male		Female		Total	
	Number	% of total male population	Number	% of total female population	Number	% of total population
Black African	23 761 051	80,9	24 879 278	80,9	48 640 329	80,9
Coloured	2 578 930	8,8	2 716 038	8,8	5 294 968	8,8
Indian/Asian	790 412	2,7	754 810	2,5	1 545 222	2,6
White	2 257 654	7,7	2 404 805	7,8	4 662 459	7,8
<b>Total</b>	<b>29 388 047</b>	<b>100,0</b>	<b>30 754 931</b>	<b>100,0</b>	<b>60 142 978</b>	<b>100,0</b>

(Source: Mid-year population estimates of 2021, Statistics South Africa (StatsSA))

### 8.1.2.2 Provincial Estimates

Gauteng continues to be the most populous as seen in Table 4, approximately 15,81 million people (26,3%) live in this province. The second-largest population (approximately 11,5 million people / 19,1%) reside in KwaZulu-Natal whilst the Northern Cape remains the province with the lowest population in the country with a population estimated at 1,39 million people (2,2%).

**Table 4: Mid-year population estimates by province, 2021**

	Population Estimate	% of total population
Eastern Cape	6 676 590	11,1
Free State	2 932 441	4,9
Gauteng	15 810 388	26,3
KwaZulu-Natal	11 513 575	19,1
Limpopo	5 926 724	9,9
Mpumalanga	4 743 584	7,9
Northern Cape	1 303 047	2,2
North West	4 122 854	6,9
Western Cape	7 113 776	11,8
Total	60 142 978	100,0

(Source: Mid-year population estimates of 2021, Statistics South Africa (StatsSA))

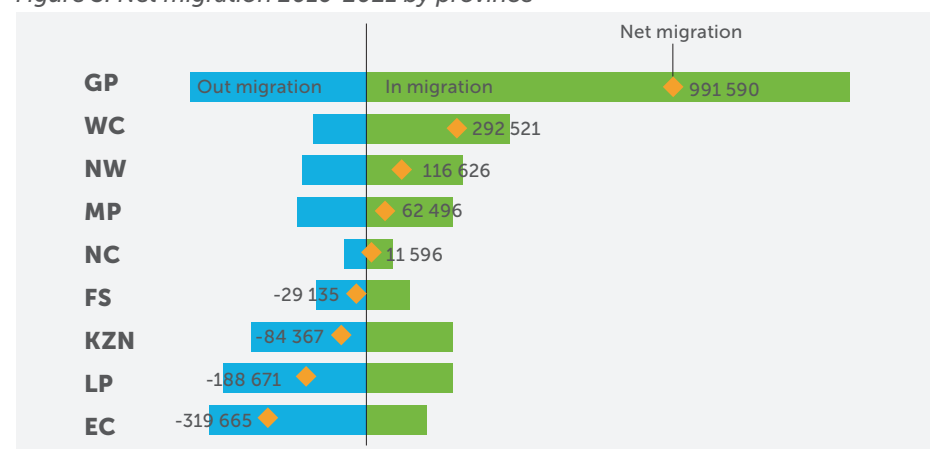
### 8.1.2.3 Internal and International Migration Streams

South Africa is dealing with both internal and international migration, and the movement of people from rural to urban areas, which is at the core of urbanisation. Migration is an important demographic process, as it shapes the age structure and distribution of the provincial population.

It is estimated that for the 2016–2021 period, Gauteng and the Western Cape provinces experienced the largest inflow of migrants of approximately, 1 564 861 and 470 657 respectively as per the StatsSA mid-year population estimates 2021 report. Figure 3: Net migration 2016-2021 by province Figure 3 below shows the provinces that experienced the largest number of inflows/outflow of migrants. People from all provinces are moving to Gauteng, which can be attributed to the economic strength of the province

and the prospect of job opportunities as stated by StatsSA International migration was impacted by travel restrictions, the number of international migrants entering receiving provinces was highest in Gauteng, with Western Cape ranking second. Migration data over the 2016-2020 period shows that South Africa has seen a massive influx of foreign nationals over the last five years.

**Figure 3: Net migration 2016-2021 by province**



(Source: Mid-year population estimates of 2021, Statistics South Africa (StatsSA))

### 8.1.2.4 Death and Life Expectancy

South Africa faced its steepest economic contraction since the 90's after having shrunk an annualised 51% quarter on quarter three months to June of 2020, whilst the COVID-19 pandemic forced the recession into a fourth consecutive quarter (Trading Economics, 2020). This revelation made for a sobering overview of the performance of the local GDP which concluded the 2020 financial year on an overall 7% contraction - portraying the largest annual decrease in GDP since World War II (StatsSA, 2021).

Difficult times for the South African economy have continued to persist over the years where strong reforms are in dire need in order to rebuild the crippling financial position of the nation. For learners across the energy and water sector to successfully acquire jobs there first needs to be job creation. For there to be job creation, there must be growth of the gross domestic product (GDP) which can only be brought about through effective reconstruction and recovery of the ailing economy.



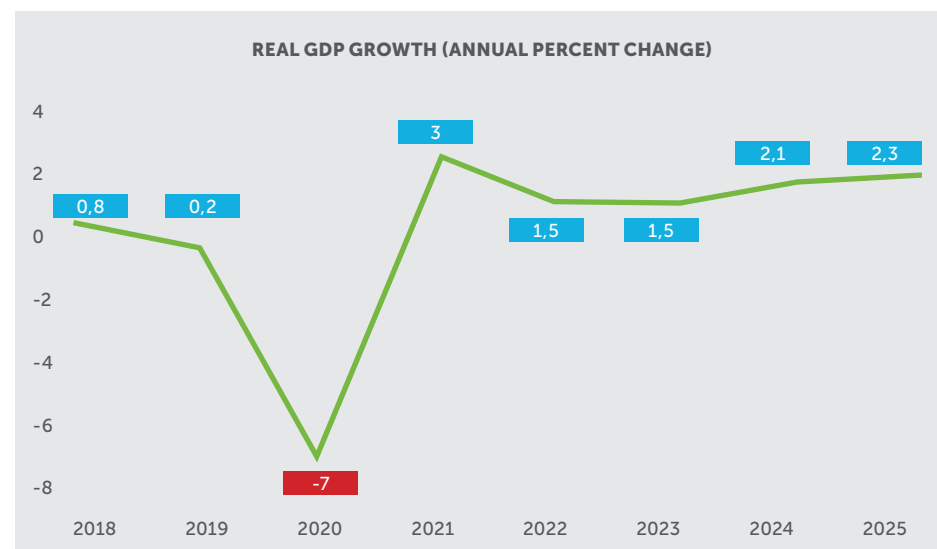
### 8.1.3 The South African Economy

The South African economy has faced a myriad of difficulties over the years which in turn have had an influence on education and training imperatives. Furthermore, with the advent of the COVID-19 pandemic, the local economy has had to endure unprecedented challenges. Considering South Africa having undergone one of the hardest and longest lockdowns in the world, it came as no surprise how the economy was entrenched deeper into declining economic productivity and performance as part of the unravelling aftermath of only what can be described as the most significant disaster of our time.

A brief overview of the South African economy identified several key indicators and provides a short synopsis of the state of affairs in the country which invariably impact learners and employers within the energy and water sector.

#### 8.1.3.1 Gross Domestic Product

Figure 4: Growth of real GDP and real potential GDP (%)



(Source: Adapted from (IMF, 2020))

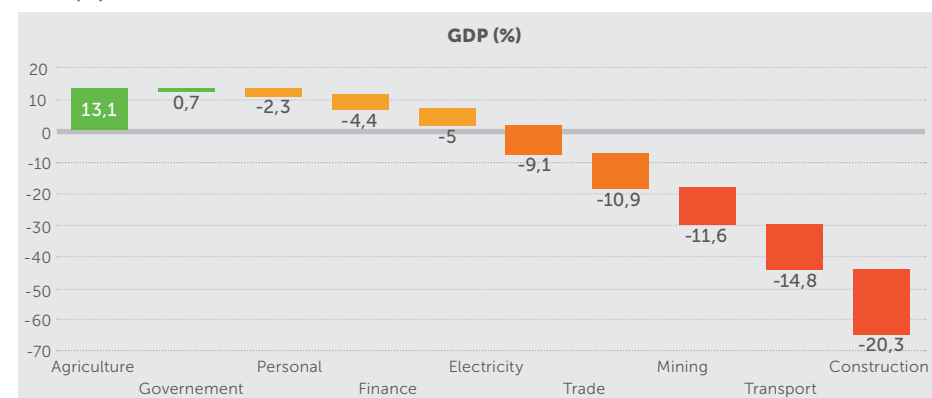
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#### 8.1.3.2 Industry Performance

Eight of the ten industries in the South African economy recorded decreased economic activity in 2020. However, positive gains were made across all but one of the industries during the fourth quarter of the same year, most notably manufacturing, bolstered by increased production in food, beverages, and motor vehicles. Trade was largely driven by retail, motor, catering, and accommodation industries (StatsSA, 2021).

Figure 5: South African Industry Growth in 2020 Compared with 2019 in terms of GDP (%)



(Source: Adapted from (StatsSA, 2021))

With green-coloured bars representing increases, and all other coloured bars depicting declines across the various industries in the graph above, the electricity, gas and water industry experienced a nett decline of 5% for 2020; however, the industry later began to see an upturn of 2.2% largely attributable to increases in electricity distributed and water consumption. Agriculture and government industries experienced positive gains of 13.1% and 0.7% respectively, representing the only two industries to realise overall growth in 2020; whilst construction experienced the greatest loss of all ten industries (-20.3%) in the same period, marking its fourth consecutive year of economic decline (StatsSA, 2021).

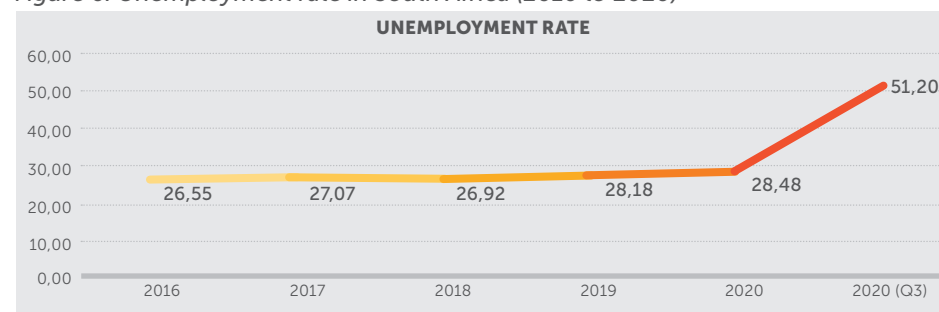
Constituting an integral part of essential services, the energy, gas, and water industry must be sustained in order to bring much needed services to the rest of the local economy without which many, if not all economic activities, would not be sustainable. Thus, it is imperative the energy and water sector respond to the ERRP with the most appropriate skills in order to support sustainable growth.

### 8.1.3.3 Gross Tax Revenue: Skills Development Levy

During the earlier stages of COVID-19, risk mitigation strategies such as company bailouts, social relief, economic support packages and “tax” holidays were introduced in attempt to curb the negative economic impact of the pandemic. “Tax holidays” included employers across all sectors of South Africa being afforded the opportunity to take a skills development levy payment break, which posed significant financial challenges for Sector Education and Training Authorities’ (SETAs). This meant the EWSETA had to re-prioritise certain skills imperatives at short notice in response to this disaster.

### 8.1.3.4 Unemployment

Figure 6: Unemployment rate in South Africa (2016 to 2020)



(Source: Adapted from (Statista, 2020))

From 2017 to 2018, the unemployment rate was approximately 27% and reached a high of roughly 28% in 2019 (Statista, 2020). South Africa’s official unemployment rate rose to 32.5% in the fourth quarter of 2020, whilst black Africans continued to account for the highest levels of unemployment across all race groups in the country at 36.5% (fin24, 2021). It has been argued by BusinessTech that by the third quarter of 2020, the unemployment rate had increased to 52.1%, whilst the number of discouraged work seekers increased by 225,000 during the same period (BusinessTech, 2020). Be as it may, it is evident that the South African unemployment rate was already considerably high years before the advent of the dreaded COVID-19 pandemic; however, the pandemic exponentially compounded the issue.

Considering the advent of the COVID-19 pandemic and the resultant havoc already realised, it is unsurprising to observe job losses across the electricity, gas, and water supply industry. Even though there could be a number of factors influencing unemployment, it nonetheless remains the pandemic would have invariably contributed to such an outcome.

### 8.1.3.5 Employment Trends in the Electricity, Gas and Water Supply Industry

Job losses were reported across all industries in the second quarter of 2020, followed by a year-on-year decrease of 9,0% in earnings compared with June of 2019 (StatsSA, 2020). For the electricity, gas and water supply industry, the total number of employees dropped by 3,000 to 58,000 in June of 2020 compared with the same period the previous year. This was mainly due to decreases in employment in the manufacture of electricity, gas, steam, and water supply. Gross earnings paid to employees in the electricity, gas and water supply industry reflected an annual decrease of R95 million (-1,2%) in June 2020 compared with June 2019 (StatsSA, 2020).

### 8.1.3.6 The Economic Reconstruction and Recovery Plan (ERRP)

The Economic Reconstruction and Recovery Plan (ERRP) sets out to stimulate equitable and inclusive economic growth in South Africa, which requires substantial structural change that would enable development. The ultimate goal is for the country to realise massive mobilisation of resources and efforts in economic activities that would place the economy on a sustainable recovery trajectory. Addressing issues that have hindered progress of the local economy such as sustained low levels of investment and growth, downgrades, including those of state-owned enterprises (SOEs), increasing associated costs of borrowing, revenue leakages and maladministration of state funds, increasing



budget deficit, and a rising stock of debt will require an intentional and concerted effort in implementation of the ERRP.

In this light, the following interventions have been emphasised in the ERRP: aggressive infrastructure investment; employment orientated strategic localisation, reindustrialisation, and export promotion; energy security; support for tourism recovery and growth; gender equality and economic inclusion of women and youth; green economy interventions; mass public employment interventions; strengthening food security; and macro-economic interventions. In addition, “green industrialisation” will support the security of energy, water, electricity supply and food.

### 8.1.3.7 Energy

The growing need for energy in South Africa remains a key topic based on much-needed infrastructural reconstruction and development. Despite the many challenges faced by the country from a resource point of view, it however still holds true that the energy sector has seen an increase in the percentage of households connected to mains power supply over the years from 76.7% in 2002 to 85.0% in 2019, whilst the reliance on wood and paraffin decreased by 20.0% over the same period. Interestingly, roughly one in four households (24.9%) preferred to use gas, paraffin, and ‘other sources’ such as solar power, for cooking in 2019 (StatsSA, 2020). Thus, alternative sources of energy will increasingly become an important constituent of the energy mix; however, conventional thermal power continues to remain the dominant source of energy for the foreseeable future.

Deemed as a basic requirement for the sustainability, stability, and growth of the economy, the ERRP posits energy security as one of several critical interventions for achieving key aims with respect to reconstruction and recovery. Energy demand has by far exceeded supply, as can be seen with the ongoing power shortages across the country. Thus, enhancement and diversification of the current infrastructure must be geared towards efficiency and reliability of energy supply in terms of power.

According to the ERRP, the specific sub-interventions in relation to energy security include the following aspects:

- Creating a transmission company from a restructured Eskom and facilitating electricity trading;
- Securing an additional 550 megawatts (MW) of power procured by Eskom;

- Connection of additional 128 MW of Independent Power Producer (IPP) capacity;
- Connection of Bid Window 4 IPP capacity of 1,338 MW between January and June 2021 and 279 MW by March 2022;
- Enabling additional capacity through section 34 to unlock 2,000 MW;
- Prepare for the nuclear programme at a pace and rate that is affordable;
- Finalise model and partnership of the Liquefied Natural Gas (LNG) Import Architecture and Partnership within 6 months in order to unlock investment and value;
- Enable upstream sector investments through the finalisation of the Petroleum Resources Development Bill and related fiscal measures;
- Finalise the Bioenergy regulations in the short term;
- Implement price and market regulatory changes to increase usage of Liquefied Petroleum Gas (LPG) as an alternative energy source for heating and cooking;
- Issuing a request for qualification on the gas to power programme; and
- Enabling generation for own use.

Energy Transition represents the most significant change in the energy sector in its long history, particularly in the electricity sector. Given our current heavy reliance on coal for electricity generation as well as liquid fuel production, transition will require many new skills in areas currently not prioritised in South Africa. The Energy Transition brings with it many risks as well as significant opportunities since it impacts virtually all sectors in all countries and is thus of critical importance to South Africa.

The move away from coal to more efficient and lower carbon-based technologies will inevitably impact on communities that are dependent on the existing infrastructure. By ensuring that the transition is “Just”, the process must actively drive opportunities for growth and social upliftment. The Energy Transition covers four areas, namely, decarbonisation, digitisation, decentralisation, and deregulation.

In light of the above, it is imperative that former plans are not abandoned by government. For example, renewable energy must continue to be a central focus for the long-term which supports a sustainable energy future through, for example, wind, gas and solar, since diversification of the energy mix remains a priority as expressed in the Integrated Resource Plan (IRP) which aims to encourage new entrants and capacity in the energy space.

Green economy interventions are envisaged to support energy security and electricity supply, which will in turn foster cleaner energy transitions, create new green jobs, and support industries and firms. In March of 2021, government announced the names of the first eight successful bidders in the 2,000 MW Risk Mitigation Independent Power Producer (IPP) Procurement Programme, which will provide 1,845 MW from a variety of power generating technologies, whilst a further three bidders would supply an additional 150 MW once approved. Electricity to be supplied will be in the form of wind, solar, natural gas, and coal power. The 2,000 MW programme is expected to create approximately 3,800 new job opportunities and is envisaged to commence with first power connected to the grid from August of 2022 (SABCNews, 2021).

In attempt to further mitigate against pollution caused by toxic emissions, the International Energy Agency (IEA) announced that it will produce the world's first comprehensive roadmap for the energy sector to reach net-zero emissions by 2050 as it further strengthens its leadership role in global clean energy transitions where governments, companies, investors, and citizens will be guided on their role in fully decarbonising the energy sector (Energize, 2021). The energy firm DNG Energy pledged its commitment to supporting a net-zero emitting future by establishing a utility-scale Liquid Natural Gas (LNG) bunkering facility in Coega with the acquisition of vessels and other associated infrastructure used to receive, store, and deliver LNG. LNG is regarded as one of the cleanest fossil-fuels available and the gas-to-power energy solution will become a major contributor to the national power grid whilst offering a cheaper alternative to diesel (where diesel plants are largely responsible for high costs of power generation outside of peak power demand periods). The LNG bunkering facility weighs roughly 8,000 tons and is the largest vessel by weight to ever be built on the African continent. The first gas molecule was previously planned to be delivered in September of 2021 (Energize, 2021).

Increased capacity in any form will require increased supply of the most appropriate skills in response to the significant energy needs of South Africa. Partnering with respective constituencies must remain a priority for the EWSETA in ensuring the provision of the most relevant and appropriate skills in responding to new sectoral developments and related opportunities. Thus, the EWSETA must continue to produce the required competencies and knowledge through education and training in order to inspire a generation geared towards sustainable, effective, efficient, and 'green' long-term solutions.

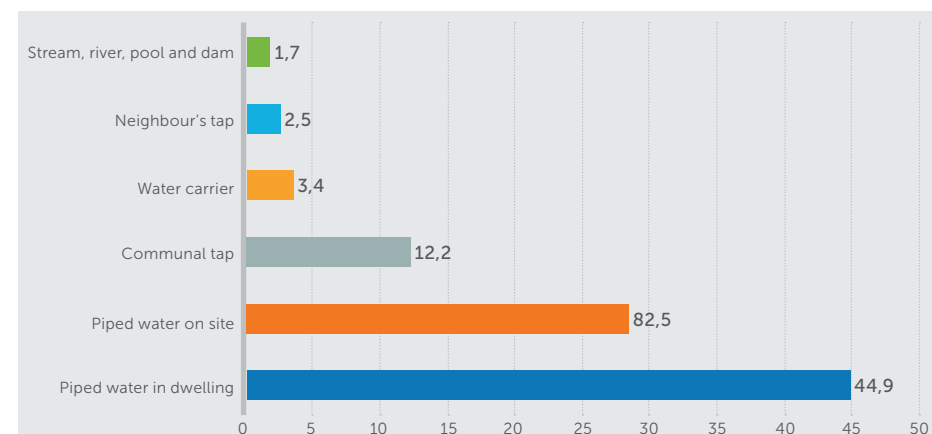
### 8.1.3.8 Water Access and Sanitation

Between 2002 and 2019 access to an improved source of water increased from 84.4% to 88.2% across the country; most notably in Eastern Cape (increase of 17.8%) and KwaZulu-Natal (increase of 10%). In contrast, however, and despite the overall improvement, access to reliable water sources declined in five other provinces, most notably in Mpumalanga (down 5.3%), Limpopo (down 3.8%) and Free state (down 3.7%). Be as it may, households with access to water in the dwelling increased from 4.5 million to 7.7 million households in the same period, and significantly more houses had access to water in 2019 than eighteen years ago.

Through the continued provision and efforts of government, support agencies and existing stakeholders, the proportion of households with access to improved sanitation increased by 20.4% between 2002 and 2019 (increased from 61.7% to 82.1%) - achievements largely owed to the installation of pit toilets with ventilation pipes. The most significant increases were noted in Eastern Cape and Limpopo with increases to 87.6% and 63.4% respectively (StatsSA, 2020).

The diagram below depicts the percentage of households categorised according to selected main water source(s).

**Figure 7 Percentage of households by selected main water source, 2019 (%)**



(Source: Adapted from (StatsSA, 2020))

In 2019 nearly 15% of households relied on a communal or neighbour's tap for main sources of drinking water, and another 1.7% still acquiring water from streams, rivers, pools, and dams.

According to the South African Constitution, Section 27(1)(b), the right to access to sufficient water is accorded to everyone. Water is a basic Human Right for all as entrenched in the South African Constitution (DWS, 2021). Without water engagement the country will continue to face serious water threats that will compromise long-term human and environmental health. Supply and quality of water are largely determined by dominant factors such as demand and use; however, the freshwater cycle boundary is strongly affected by changes in climate (UCT, 2020). It has been projected that South Africa will face a water deficit of 17% by the year 2030 and physical water scarcity by 2025 based on current usage trends and the aggravating effects of climate change (ESI Africa, 2020).

In February of 2021 President Cyril Ramaphosa announced an intention to accelerate the establishment of a National Water Resources Infrastructure Agency, which has been in the making for many years, and will oversee the development and operation of the systems that are crucial for the country's water resource security. This will include operations of the existing dams and main transmission canals and pipelines that are currently run by the Department of Water and Sanitation (DWS); as well as the

operations of specialist infrastructure such as treatment of acid mine drainage currently operated by DWS and the Trans Caledon Authority. The agency will also ensure funding for the construction of major water systems upon which large water users such as metro municipalities, public utilities and big companies are dependent. This approach is aimed at averting maladministration and irregular expenditure of financial resources identified specifically for this purpose. In addition, the agency will allow the systems to be efficiently run where procurement and recruitment processes will be streamlined using processes already proven by the Trans Caledon Tunnel Authority, especially for hiring and retention of much needed specialists and the recruitment of new graduates. In addition, the agency will be responsible for ensuring municipalities maintain focus on the actions required in order to be water secure (Times LIVE, 2021). In future, the DWS will continue to monitor water demand and supply whilst working with the agency in identifying the most appropriate solutions.

The National Water Act (NWA) and the Water Services Act of 1997 provide a framework for sustainable water resource management while enabling improved and broadened service delivery. The National Water and Sanitation Master Plan sets out critical priorities to be addressed by the water sector until the year 2030, which includes measurable outcomes such as roles and responsibilities, time frames, and associated estimate costs. Examples of these priorities include (DWS, 2019):





Building a water secure future is based on five key objectives that define a “new normal” for water and sanitation management in South Africa. These five objectives include the following:

- a. Resilient and fit-for-use water supply: Rethinking how our cities, provinces and country as a whole must become resilient depends on the ability to conceptualise and implement a water sensitive urban design (WSUD) (50Liters, 2019). An approach of this nature would undoubtedly create jobs and prompt the need for new skills.
- b. Universal water and sanitation provision: (1) Achieve universal, sustainable sanitation provision of 100% by 2030, and (2) achieve universal, sustainable, and reliable water supply provision of 100% by 2030 (DWS, 2019).
- c. Equitable sharing and allocation of water resources: Access for all whilst maintaining a sustainable and reliable supply of clean, potable water remains paramount for government planning and management activities based on limited water resources in the country.
- d. Effective infrastructure management, operation, and maintenance: Planning for, developing, and maintaining water infrastructure is a basic requirement in realising effective operations across the water sector.
- e. Reduction in future water demand: The curbing of water demand will require effective and reliable water infrastructure to support reduced need for supply through reuse, recycling, and reduction of wastage.

The national capacity to operate, maintain and manage water supply and sanitation services requires urgent attention. Thus, key actions include: (1) developing and implementing a long-term plan for the turnaround of water supply and sanitation services; (2) planning for effective disaster management; (3) revisiting levels of service for water supply and sanitation services against issues of affordability; (4)

investigating and promoting alternative service delivery models such as BOTT (build, operate, train and transfer), management contracts and concessions; (5) providing direct water services development planning support to WSAs; and (6) developing and implementing Provincial Water Services Delivery Master Plans. Thus, determining the right skills, knowledge and expertise required to respond to the desperate need for a reliable, sustainable, and resilient water infrastructure in South Africa will require mutual collaborative effort across all spheres of government, the EWSETA and related energy and water sector stakeholders.

#### **8.1.3.9 Operation Phakisa**

Launched in 2014 by the government, Operation Phakisa was positioned to unlock various energy options, a programme designed to boost economic growth and create jobs in the context of the NDP. The targeted industries included tourism, fishing, shipping transport, ship repair and building, and oil and gas exploration.

Recent reports have recorded that the Department of Mineral Resources intends to drill up to 30 exploration wells in the next decade, resulting in the production replacement of an estimated 80% of the country's oil and gas import.

Further reports are that the Offshore Oil and Gas Exploration project under Operation Phakisa has made considerable progress; with several national and international companies expressing interest in investing in South African drilling. Gas condensate was found in 2019 off the coast of Mossel Bay, followed by a 2020 discovery of gas near the first site.

The development of this project presents opportunity for the EWSETA in developing skills and capacity within the Oil and Gas sector through partnerships.

Figure 8: Proposed Phases for Operations Phakisa implementation



(Source: Unlocking the Oceans Economy through Aquaculture)

#### 8.1.3.10 Sustainable Infrastructure Development Symposium South Africa (SIDSSA)

The Sustainable Infrastructure Development Symposium (SIDSSA) is a platform that brings together critical role-players in the infrastructure investment space, which are galvanised around a critical goal of accelerating an infrastructure-led economic recovery plan. Infrastructure investment is a vital driver of the future growth of the South African economy. Providing superior quality infrastructure allows an economy to be more efficient, improves productivity, and raises long-term growth and living standards. South Africa requires the right kind of infrastructure investment that will not only contribute to higher long-term development but should address spatial disparities, transform the economy and create much-needed jobs.

The symposium is also a platform to explore partnerships between the public and private sectors and investment opportunities in infrastructure. Furthermore, the symposium is intended to shape the conversations about regulatory and policy reforms, innovative funding models for infrastructure and investing in infrastructure for shared prosperity for all. SIDSSA will also help the South African government to identify the regulatory impediments before final, costly decisions are made. The significant investment to accelerate growth will be made in the following areas: Energy; Water and sanitation; Transport Digital infrastructure; Human settlements, and Agriculture and agro-processing. A well-coordinated and institutionalised infrastructure delivery mechanism involving the public and private sectors will ensure we support projects that can leverage private sector funding. Therefore, loosen the burden on the national fiscus, at a time when every cent in the government coffers counts.

### 8.1.3.11 Hydrogen Fuel Cells Economy

The Platinum Valley Corridor Project is South Africa's version of the Hydrogen Valley – a reference to the Netherlands' Hydrogen Valley Project which has been approved by the Fuel Cells and Hydrogen Joint Undertaking of the European Commission. The corridor would identify concrete project opportunities to kick-start South Africa's hydrogen activities. In partnership with the private sector, DSI, Hydrogen South Africa, and SANEDI ensured that hydrogen fuel cell systems provided electricity to temporary field hospitals and medical facilities supporting COVID-19 patients.

"The proposed hydrogen valley will stretch approximately 835 kilometres from Anglo American's Mogalakwena platinum group metals (PGMs) mine near Mokopane in Limpopo province in the north of South Africa, along the industrial and commercial corridor to Johannesburg and to the south coast at Durban".

South Africa's Hydrogen Valley will identify concrete project opportunities for kick-starting hydrogen activities in promising hubs. The aim is to boost economic growth and job creation, drive the development of new industries, increase value-add to the country's platinum reserves, and reduce the country's carbon footprint. All the project partners will make a significant contribution. Bambili Energy has played a pivotal role in ensuring that the HySA catalyst and membrane electrode assemblies developed by the HySA Catalysis centre of competence are integrated into commercial products through its partnership with global original equipment manufacturers such as Horizon and Element One.

The DSI is also leading the process to develop a hydrogen society roadmap that sets out a vision for an inclusive hydrogen society in South Africa to enable the development of a compact between government, industry, labour and communities. In light of this, EWSETA has embarked on a partnership to facilitate skills development and quality provision guidance in terms of hydrogen fuel cells technology. It is crucial that the registration of the relevant skills programme is prioritise skills delivery in this sense..

### 8.1.4 Stakeholder Analysis

The success of communication and marketing, and other engagement efforts hinge on the appropriate identification of target groups or individuals. Stakeholders are those individuals or groups who have a vested interest in the performance of the EWSETA and use, or affected by, its activities.

EWSETA understands partnerships as mutually empowering relationships and focused on mutual growth, organisational and sector development and above all, on achieving impact. We believe 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. Partnerships can be challenging, and we do make mistakes – but we strive to learn from these, in the hopes that our partnerships evolve and grow stronger.

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". EWSETA understand this to mean a contractual arrangement between EWSETA and one (1) or more parties where the parties agree to a common education, training and/or skills development purpose, aligned to sector imperatives.

Based on the new operational model, partnerships with research institutions and engagement with employers are key in driving EWSETA. The table below outlines the prioritised stakeholder groups and the actions to be taken to ensure successful partnerships.



Table 5: Stakeholder Matrix

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
HET	<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>Set up Knowledge Hub to publish research findings</li> <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)</li> <li>Build strategic partnerships Universities South Africa (USAf)</li> <li>Build strategic partnerships with influential universities and researchers</li> </ul>
Colleges	<ul style="list-style-type: none"> <li>Educators and Management Development programmes</li> <li>Workplace Exposure to Educators</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 TVETs and/or with TVETs and Industry</li> <li>Build strategic partnership with South African Forum for Community Colleges (SAFCC)</li> <li>Forge partnerships with Community Education and Training Colleges (CETCs)</li> </ul>
Research councils	<ul style="list-style-type: none"> <li>Support to roll out short courses</li> <li>Co-fund learners (postgraduate bursaries)</li> <li>Internship funding</li> <li>Co-fund research projects (skills)</li> </ul>	<ul style="list-style-type: none"> <li>Set up Knowledge Hub to publish research findings</li> <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)</li> <li>Collaboration with Universities</li> </ul>
International stakeholders	<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>Identify strategic partners</li> <li>Identify co-funding opportunities</li> <li>Develop International partnership strategy</li> </ul>
Levy-paying employers	<ul style="list-style-type: none"> <li>Capacity building and support for skills planning and delivery</li> <li>Access to EWSETA funds</li> <li>Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered 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</li> <li>Review value proposition</li> <li>Prioritise industry needs - Flexibility and agility</li> <li>Implement partnership model</li> <li>Facilitate partnership for both demand and supply for strategic projects</li> <li>Review workplace approval strategy</li> </ul>

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
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> <li>Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators</li> <li>Approval and accreditation of workplaces</li> </ul>	<ul style="list-style-type: none"> <li>Allocate funding to non-levy-paying employers</li> <li>Understand their environment and challenges</li> <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>
Professional/ Industry Bodies	<ul style="list-style-type: none"> <li>Understand of EWSETA'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> </ul>	<ul style="list-style-type: none"> <li>Can connect their sector employers to EWSETA</li> <li>Commit to professionalise the sector</li> <li>Fund CPD courses</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> </ul>
Community Constituency	<ul style="list-style-type: none"> <li>Capacity building and support for skills planning and delivery</li> <li>Access to EWSETA Discretionary Funds</li> <li>Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators</li> </ul>	<ul style="list-style-type: none"> <li>Build partnership with NEDLAC Community Trust</li> <li>Forge strategic partnerships with energy and water NGOs/CBOs</li> <li>Develop Strategy for NGOs/CBOs</li> </ul>
Unions	<ul style="list-style-type: none"> <li>Capacity building for shop stewards and</li> <li>Access to funding for worker-initiated education and training programmes</li> </ul>	<ul style="list-style-type: none"> <li>InterSETA collaboration for strategic cross cutting programmes</li> <li>Strategic partnerships with Training &amp; Development and /or Employment Committees</li> <li>Develop Union Strategy</li> </ul>

### 8.1.5 PESTEL Analysis

Figure 8 reflects the political, economic, societal, technological, environmental and legislative factors in South Africa that were identified as having a bearing on the effective delivery of skills development solutions in the energy and water sector.

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

Economic changes usually culminate in growth or decline. In the case of growth, increased progress of locally based companies creates a platform for potential job creation. In turn, job creation assimilates job opportunities which directly address unemployment (for those

persons who are capable and available to work and are actively seeking employment). However, in a perpetually challenging economy, South Africa is faced with numerous obstacles such as retrenchments as a direct consequence of organisational downsizing or other such factors. An economy characterised by slow growth means a limited number of available jobs for those seeking employment. The impact will also be felt through a reduction on the levy income which is dependent on the sector organisations' salary bill.

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

Figure 9: PESTEL Analysis





### 8.1.6 Impact of COVID-19 on Energy and Water Sector

The COVID-19 pandemic has had (and continues to have) a devastating impact as infections and deaths grew into the millions. The full effect of the pandemic is yet to be measured.

Lockdowns, for example, have halted employment and left many South Africans with the impossible choice of working to provide food or staying home to stay safe. Forecasts are currently estimating that the pandemic may push up to 1 million people into unemployment.

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

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

The table below is a reflection on the interventions that either have been or are likely to be affected in the sector due to COVID-19 and/or national lockdown.

**Table 6: Interventions likely to be affected in the sector due to COVID-19**

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

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

- research, planning and implementation of skills interventions.
- maximisation of SETA and sector outputs (e.g. focus on maximising workplace-based learning, particularly in areas where opportunities have been compromised by the effects of COVID-19, whilst maintaining a focus on occupationally directed programmes).
- qualification development, which must incorporate entrepreneurship skills; e-learning support to TVETs/HEI access to our e-Learning platforms to reach learners, especially where physical contact with learners is not possible.
- career development services that form a critical component of programme implementation (through, e.g. SETA initiatives, mentorship programmes, etc.).
- development of digital career guidance information that can be made available to young people on the EWSETA website and publicised utilising social media and other media channels.
- development of communications app for Smart mobile devices that will serve as an additional portal for young people to access career guidance information.

- electronic response activities to meet the information needs of young people.
- prioritise RPL programmes amidst growing uncertainty of the availability of opportunities with respect to job creation, where current employees may be faced with increased responsibilities in the workplace to overcome the effects of reduced staff capacity due to company down-sizing/closures, retrenchments, restructuring, etc.
- further enhance support for SMMEs (particularly micro and small entities) during these challenging times.

## 8.2 INTERNAL ENVIRONMENTAL ANALYSIS

In an endeavour to ensure it remains a high-performing organisation, the EWSETA continuously considers the impact of its internal environment. The Strengths, Weaknesses, Opportunities and Threats (SWOT) planning tool was used to identify the various internal factors that may impact the EWSETA's performance called the Strengths, Opportunities, Aspirations and Results (SOAR) analysis.

### 8.2.1 SWOT Analysis

The SWOT analysis in Figure 10 summarises the strengths and opportunities the EWSETA can strategically leverage to enhance performance; and the weaknesses and threats to be anticipated and mitigated

Figure 10: SWOT Analysis





### 8.2.2 SOAR Analysis

The SOAR analysis in Figure 11 summarises the strengths and opportunities the EWSETA can strategically leverage to enhance 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 driving the organisation is to be a Sector Authority.

Figure 11: SOAR Analysis



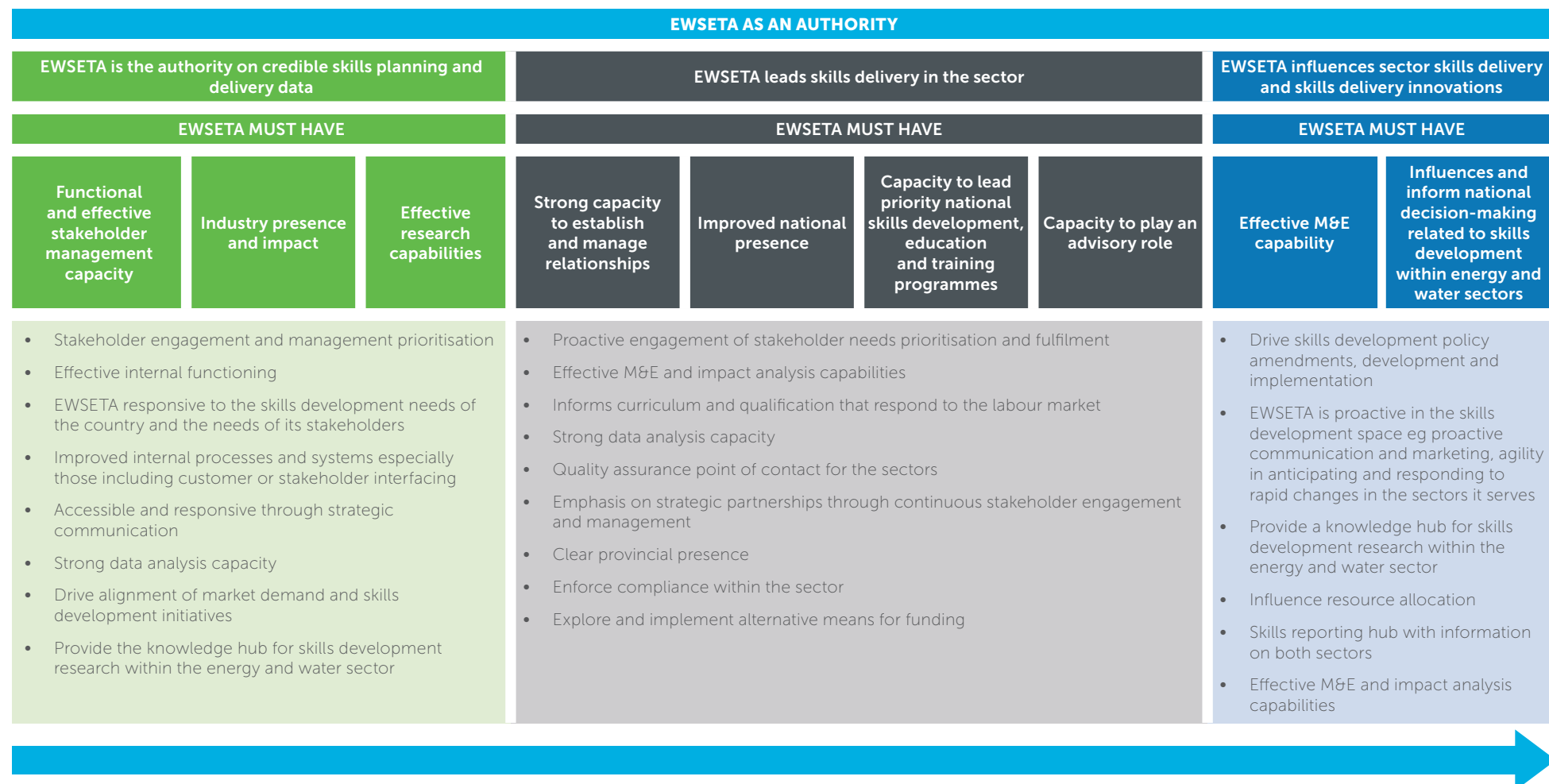
### 8.2.3 Operating Model and Organisational Design

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

As such, the entity undertook an Operating Model and Organisational Design development that looked at EWSETA's organisational system holistically including people, processes and technology, in order to deliver value.

To understand the core and support capabilities required for EWSETA to deliver on its value proposition, aside from assessing the "As Is" state to enable the design of the desired "Future" state, it was first necessary to clarify how an "Authority" for skills and development within the energy and water sector should function. The graphic below depicts three of the key areas that underpin the role of the EWSETA as an "Authority" and ultimately informing the final Operating Model that was developed:

Figure 12: EWSETA as an Authority





Based on the aspirations of the organisation to operate more effectively within its role as a Sector Authority, organisational functioning and capabilities would have to shift in a manner that facilitates our transition. It is evident from the above graphic that the organisation will require an effective partnership strategy and enhanced research implementation and coordination capabilities. Similarly, there is also a need to improve customer/stakeholder centricity and operational efficiencies (excellence).

Collectively, the elements in the proposed Operating Model will ensure the highest sector impact by reconfiguring the skills planning, skills delivery and thought leadership capabilities in a manner that improves both the organisations service delivery proposition and all other associated support capabilities including enabling technology, structure and management events. This will in turn enable the organisation to improve targeted relationships with the key sector and engagement points necessary for a better service delivery proposition.

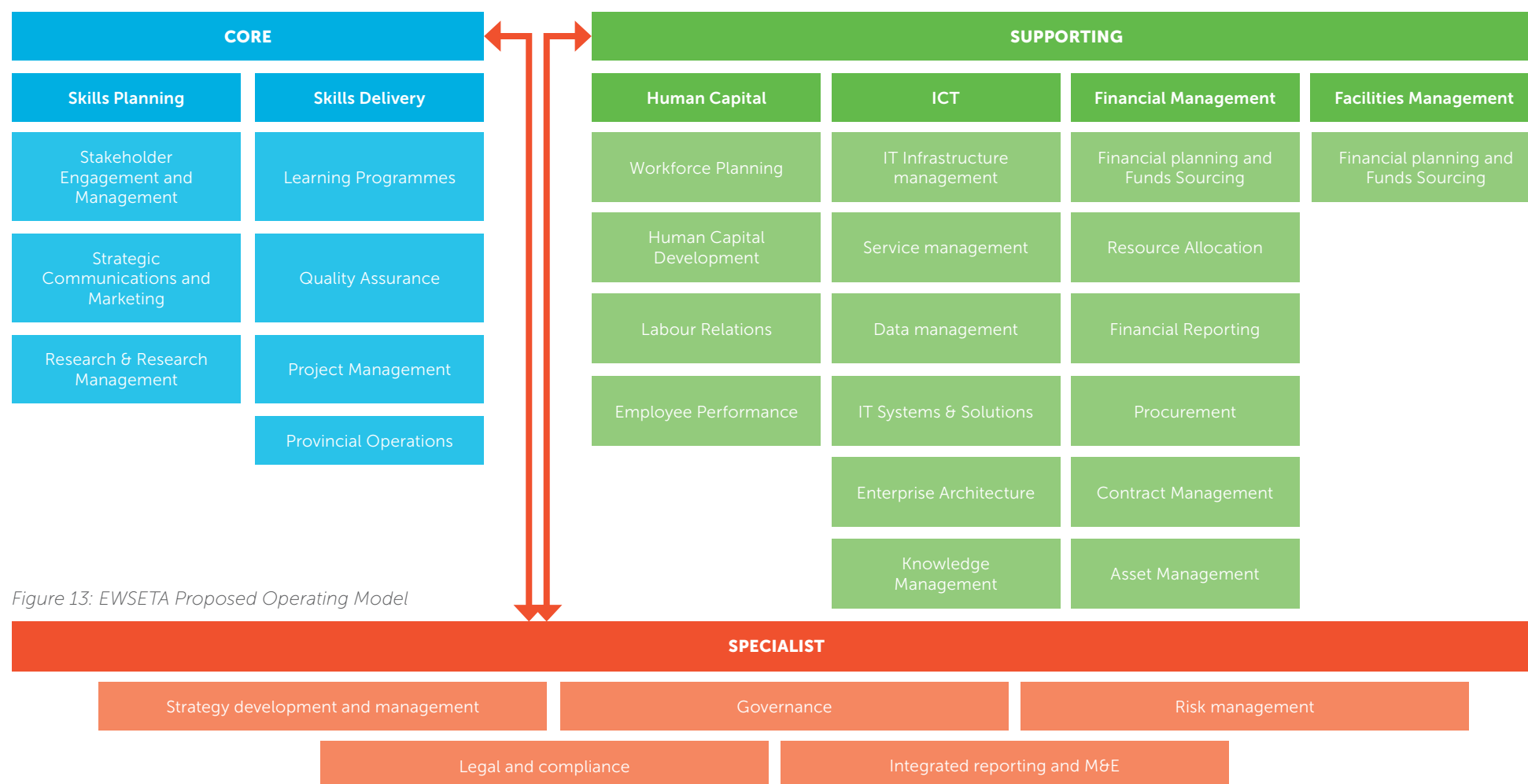


Figure 13: EWSETA Proposed Operating Model

It is important to define who will be responsible to ensure value creation within the organisation and how these functions or capabilities will be organised. As a result, the organisational design effort includes the redesign of the current organisational structure.

An Organisational structure is a visual representation describing what employees do, whom they report to, and how decisions are made across the organisation. The EWSETA would need to be structured in a manner that replicates the design principles of the operating model by enabling improved operational efficiencies and customer or stakeholder centricity. This implies that the proposed structure would be required to bridge the gaps as identified during the as is assessment and propel the organisation towards its desired state or towards functioning as an authority. Based on the as is assessment conducted it was evident that the EWSETA required a fit for purpose structure that would address the challenges experienced by the organisation. These included:

- Improving overall organisational efficiency and effectiveness
- Improving role clarity by reducing existing functional and role duplications evident in the structure
- Improving organisational integration by reducing silo functioning

These improvements would enable the organisation to achieve a suitable level of operational efficiency to function as an authority. Similarly, the proposed structure would have to address the skills needs of the organisation associated with increased sector impact. This implies that more specialist roles and improved stakeholder engagement and partnerships capabilities would need to be incorporated in the structure.

Currently the organisational design which includes the new structure aligned to the Operating Model is being finalised. It is envisioned that once approved by the Accounting Authority, the new structure will be implemented within the 2022/2023 financial period.

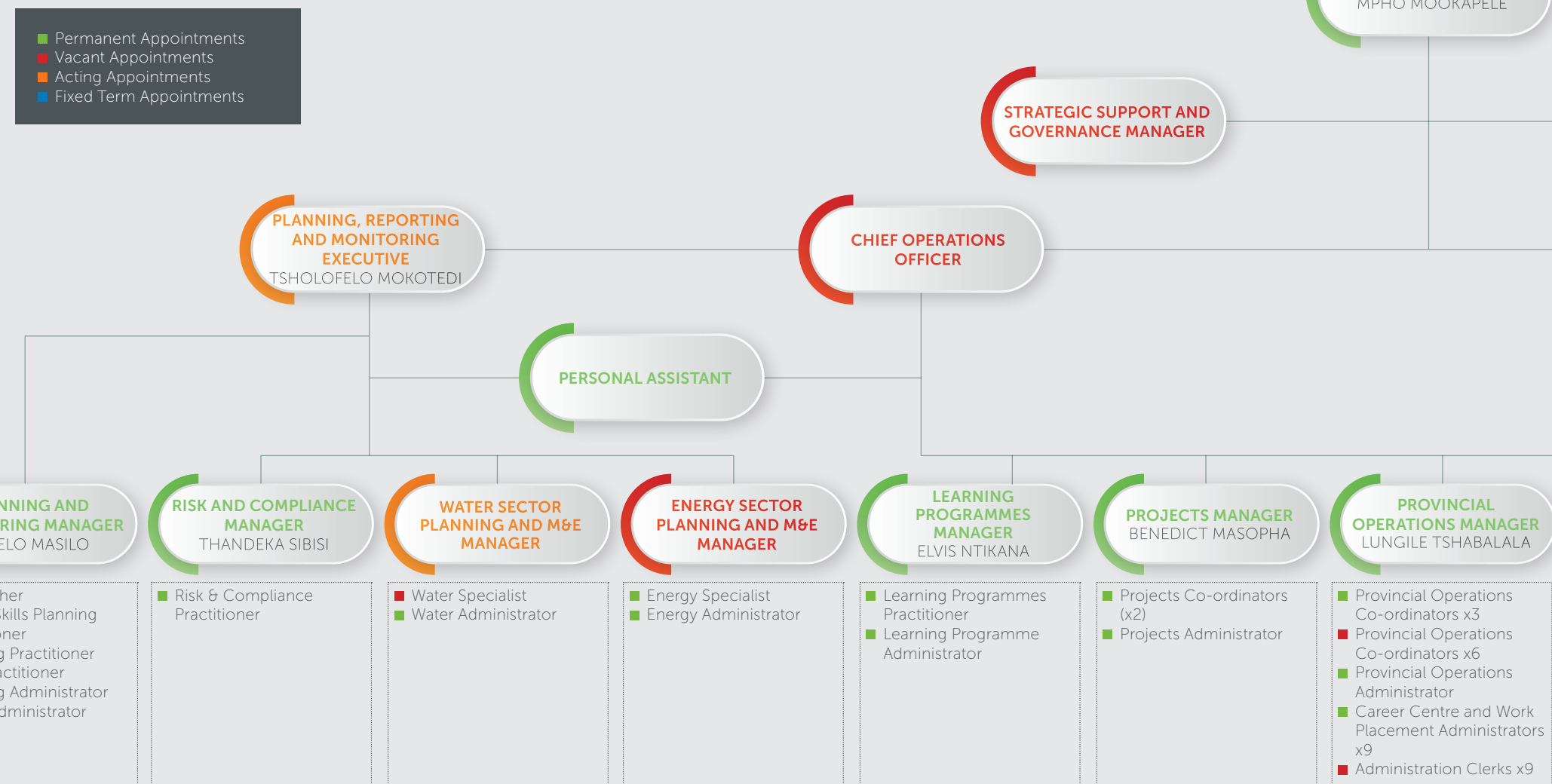
As both the Operating Model and Organisational Design are as yet not officially approved the current EWSETA Structure will continue to be implemented.

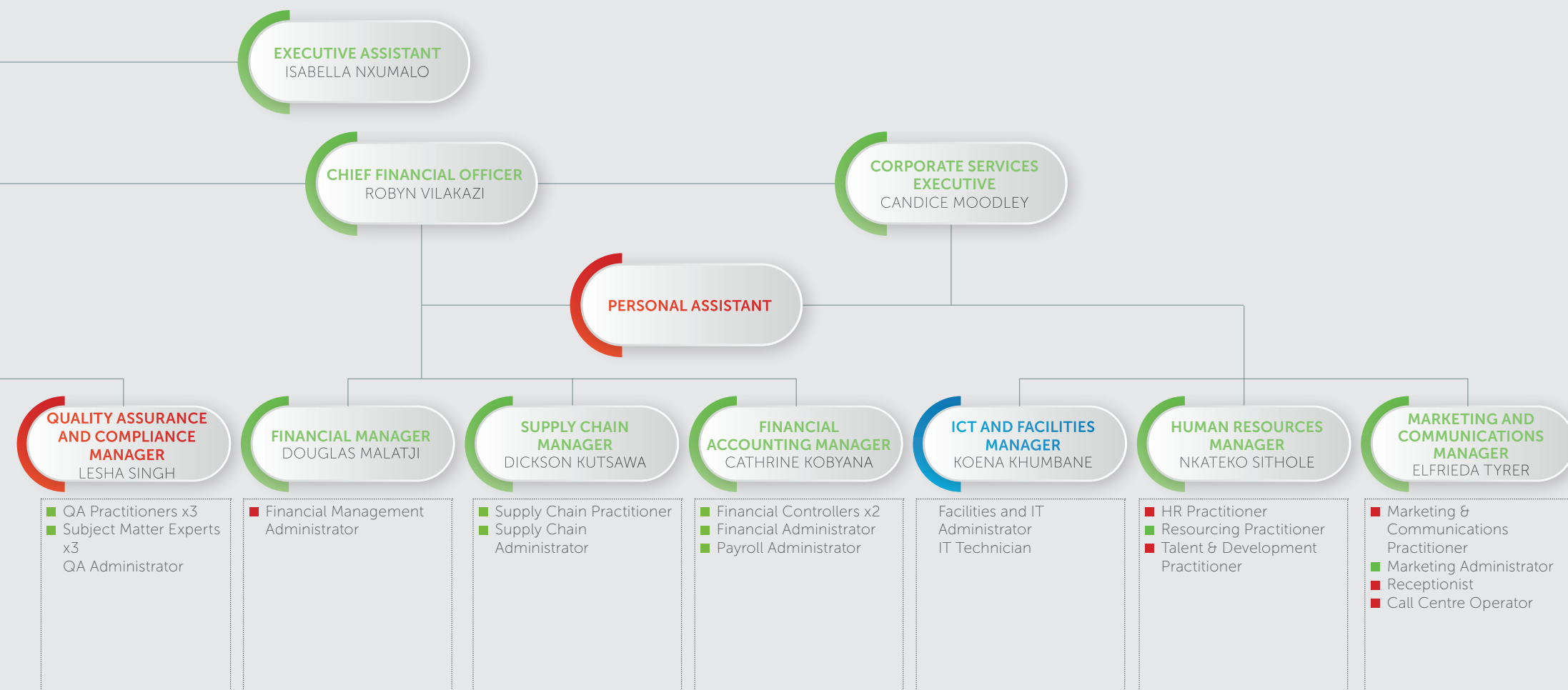




The figure below depicts the current EWSETA organisational structure:

**Figure 12: EWSETA Organisational Structure**





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

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

In addition, it is likely that high risk staff (those with underlying health issues and comorbidities) will continue to be encouraged to work from home for the foreseeable future, this may affect certain branches adversely particularly if certain high-risk staff are functioning in roles that require them to be in the office. Whilst EWSETA continues to encourage a remote working arrangement for our "high-risk" staff, the EWSETA is also cognisant of the adverse impact this may have on the affected team members who may have to support their high-risk colleagues and consequently undertake additional workload.

Managers are therefore, being encouraged to ensure that workplans are monitored and support given to staff when needed to ensure that work exhaustion is managed adequately so as to prevent burn-out and other emotional and physical effects.

The ICAS Employee Wellness Programme remains the cornerstone to employees' wellbeing and the newly developed Employee Engagement Strategy "Yenza Kahle" has also taken into account a number of interventions aimed at combatting the lingering negative impact of COVID-19 on staff morale.

EWSETA is also in the final stages of reviewing its Remuneration and Rewards Model which seeks to incentivize, retain and develop talent, creating a motivated, skilled and resilient workforce required to impact the sector as an authority.

Finally, through the EWSETA Disaster Management Committee (DMC), workforce risks have been escalated to the COVID-19 Business Continuity Plan which is monitored regularly to ensure that the mitigation plans are being implemented effectively.

### 8.2.5 Key Skills Change Drivers

Skills demand and supply in the energy and water sector is affected by many different factors. Major change drivers can be viewed as those fundamental factors that significantly influence the sector. Such factors can be in the form of, for example, disaster or crisis (e.g., COVID-19 pandemic); economic affairs; technological advancement; and so on.

Table 7: Major Change Drivers

MAJOR CHANGE DRIVER	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
<b>COVID-19</b>	Disruptions to learner programmes (and associated costs).	<ul style="list-style-type: none"> <li>COVID-19 caused delays in the implementation of training programmes.</li> <li>Business shutdown due to the national lockdown resulted in reduced productivity in terms of operations and training.</li> <li>Changing labour regulations due to COVID-19 negatively impacted training outputs and outcomes.</li> <li>The impact of COVID-19 and the national lockdown resulted in training budgets being redirected to salaries as a measure to mitigate against retrenchments.</li> <li>COVID-19 resulted in the reduction of training budgets; however, the use of Mandatory Grants to assist in supporting ongoing training became even more critical.</li> <li>E-learning and the use of “online” platforms as a means of overcoming contact-learning barriers became necessary. However, the associated financial costs and limited infrastructure made e-learning an expensive and cumbersome solution that many organisations could not afford.</li> <li>Health and safety skills became increasingly important as the sector faced increased risk of transmission of the Coronavirus. Therefore, active promotion of best safety practices and standards became paramount.</li> </ul>	<ul style="list-style-type: none"> <li>Technological capabilities enhanced by digital platforms as a means of reducing physical contact.</li> <li>Training on legal and regulatory prescripts related to COVID-19.</li> <li>E-Learning platforms for enhanced digital/online training.</li> </ul>



MAJOR CHANGE DRIVER	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
<b>ECONOMIC RECONSTRUCTION AND RECOVERY</b>	Increase in job creation and productivity, thereby requiring increase in pool of candidates to address Hard-to-Fill Vacancies (HTFVs).	<ul style="list-style-type: none"> <li>The provision of appropriate skills across related occupations in response to the economic reconstruction and recovery of South Africa has become a critical priority.</li> <li>The need to continue to develop a pool of candidates ready to assume job roles in e.g., engineering, environmental sciences, etc. is paramount.</li> </ul>	<ul style="list-style-type: none"> <li>Wind Turbines Power Plant Process Controllers; Solar Photovoltaic Service Technician; Mechanical Engineers; Fitter and Turner; Biomass Plant Technicians; Electrical Engineering Technician; Safety, Health, Environment and Quality (SHE&amp;Q) Practitioner; Energy Engineering Technologist; water process controllers.</li> <li>Bursaries, Internships, Candidacy, and all forms of professional registration.</li> <li>Apprenticeships: Learnerships and RPL programmes will serve as critical enablers in preparing learners for respective work opportunities stemming from restructuring and recovery of the South African economy.</li> </ul>
<b>TECHNOLOGICAL ADVANCEMENT</b>	Technological changes bring about the need for new work systems, processes, and procedures in the Fourth Industrial Revolution (4IR).	<ul style="list-style-type: none"> <li>New technologies require employees to be trained/retrained/upskilled, which contribute to increased operational and training costs.</li> <li>Work processes and procedures continue to be automated and digitised, thereby requiring training on new work processes.</li> <li>Organisations have been forced to embrace digital technology as a means of delivering learning programmes online/electronically.</li> <li>Resistance to disruptive changes have hindered training efforts within the sector.</li> <li>As it becomes increasingly difficult to accurately determine future skill needs as a result of the pace at which technology is rapidly advancing (i.e., 4IR), it equally becomes increasingly difficult to plan for skills required in future. This further complicates skills development efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Training of workers in response to the introduction of new technologies is required.</li> <li>Digital skills, remote working skills and smart working skills will increasingly become more important; thus, learners need to be prepared for ongoing technological developments.</li> <li>E-learning platforms can serve to support mass training of incumbents; however, this approach is very costly to implement.</li> <li>Continuous development must be encouraged as a way of keeping abreast of emerging technology.</li> </ul>

MAJOR CHANGE DRIVER	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
<b>CLIMATE CHANGE</b>	Climate change tends to have an adverse effect on productivity in the sector, which in turn hinders training objectives.	<ul style="list-style-type: none"> <li>Over the years, climate change has adversely affected productivity. This has resulted in increased associated costs for businesses, which in turn had a negative impact on training objectives and intended outcomes.</li> <li>Previously low dam levels as a direct consequence of dry weather conditions affected provision of water services as well as training thereof.</li> <li>Fluctuating weather conditions have contributed to the erosion of expensive production equipment in the form of rust and other related damage. This has increased costs and curbed training efforts.</li> <li>Undesirable weather conditions have hampered the productivity of e.g., wind farms and related training thereof.</li> </ul>	<ul style="list-style-type: none"> <li>Education and training of professionals and specialists in the energy sector continues to be important.</li> <li>Prioritisation of specialists in the water sector e.g., Hydrologists, will continue to become more important in finding effective ways of sourcing groundwater and addressing water shortages.</li> </ul>
<b>COMPLIANCE / REGULATORY ENVIRONMENT</b>	Regulations largely determine the operations of organisations across the energy and water sector.	<ul style="list-style-type: none"> <li>There are several legal and regulatory prescripts affecting the sector. For example, many sector professionals require special certification which must be continuously updated.</li> <li>For example, professional engineers are required by the Engineering Council of South Africa (ECSA) to maintain their certification through continuous professional development (CPD).</li> <li>Changes in legislation directly affects the procurement of resources needed for business operations. Thus, training of workers becomes critical for factors such as compliance and business continuity.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing training and re-training of workers is important to maintain professional standards.</li> <li>Continuous Professional Development (CPD) training remains critical for professional engineers registered with ECSA.</li> <li>Training of compliance officers and managers across various disciplines in the organisation and creating greater awareness of new regulations is required on an ongoing basis.</li> </ul>

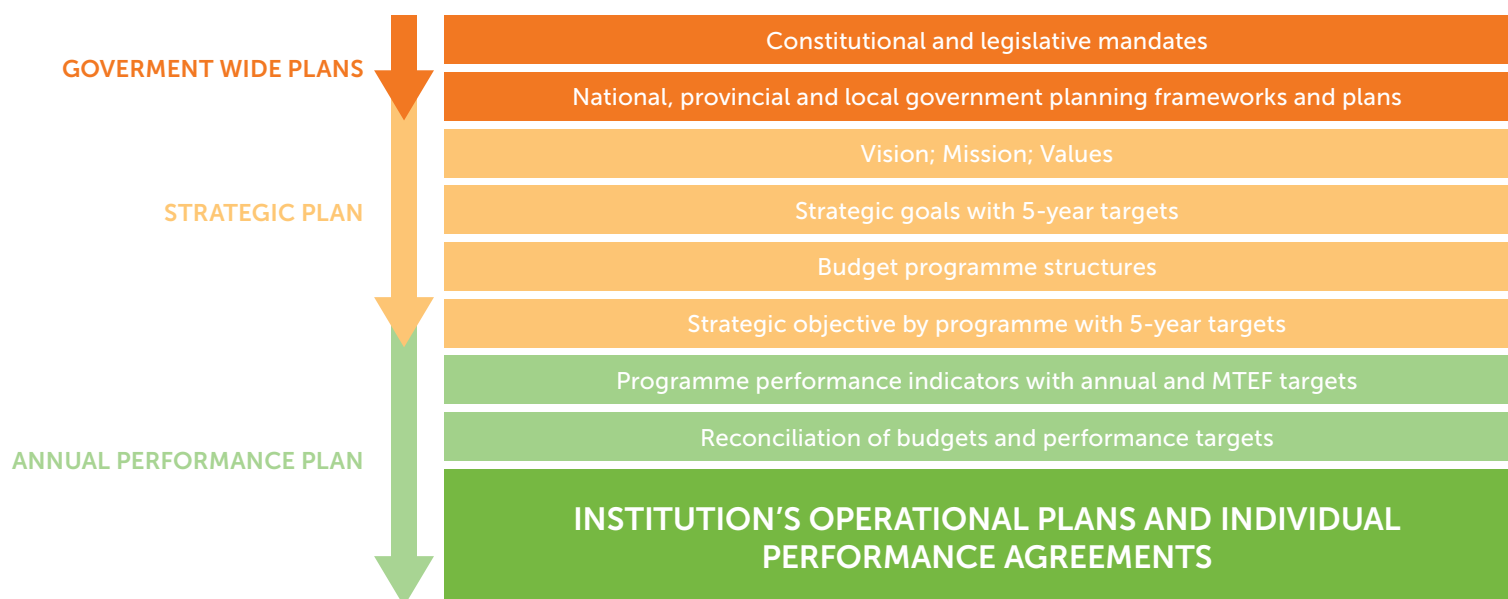
MAJOR CHANGE DRIVER	Anticipated Change	Implications on Skills Development	Type of skill(s) development mechanism required in relation to Change Driver
<b>JUST ENERGY TRANSITION</b>	Socio-economic needs and the positive impacts of a future low-carbon economy The decommissioning of coal power stations will be replaced with a combination of PV, Wind, Gas and Storage.	<ul style="list-style-type: none"> <li>Insight into Theory and Trends.</li> <li>Innovation to accelerate transition.</li> <li>Skills development across Solar PV and Wind Value Chain.</li> <li>Development of new curriculum/qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Short courses on Decarbonisation, Decentralisation, Digitisation and Deregulation.</li> <li>Short courses on SA trends and challenges for a JET, Ecosystem innovation, critical thinking, and Impact laboratory.</li> <li>International Capacity Building Programmes.</li> </ul>

### 8.3 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

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

The framework for Managing Programme Performance Information issued by the National Treasury guide input into the Strategic Plan (SP) and Annual Performance Plans (APP). This process is presented in Figure 15.

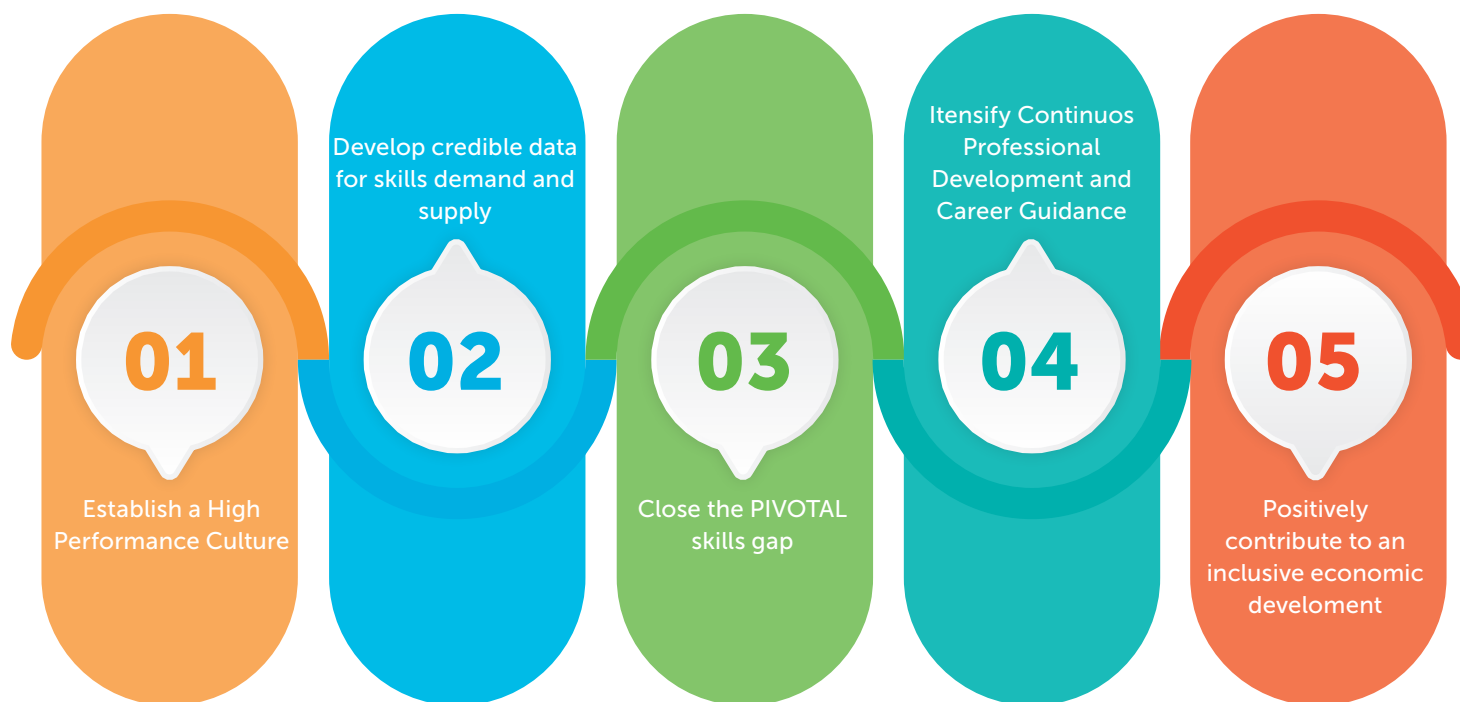
*Figure 15: Different levels of planning that encompasses the outcomes approach*



## 8.4 EWSETA STRATEGIC PILLARS

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

*Figure 16: EWSETA Strategic Pillars*





# MEASURING OUR PERFORMANCE

# MEASURING OUR PERFORMANCE

## 9. INSTITUTIONAL PERFORMANCE INFORMATION

The EWSETA has the following four budget programmes:

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

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

### 9.1 IMPACT STATEMENT

#### Impact statement

Improved economic participation.

### 9.2 MEASURING OUR OUTCOMES

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH				
Outcomes	Outcome indicators	Baseline	Five-year target	
1. Improved SETA performance	1.1 Annual stakeholder satisfaction survey index.	90%	90%	
	1.2 AGSA audit outcome.	Unqualified audit opinion	Unqualified audit opinion	
	1.3 Development and Implementation of an Operating Model and Organisational Design	N/A	100% Implementation of Organisational Design Strategy	
2. Enhanced learning programmes for occupations in high demand	2.1 (%) Learners confirming their learning programme is directly related to the work they undertake.	N/A	80%	
	2.2 (%) Increased employability of completers/ graduates	N/A	70%	
3. Improved organisational learning on performance of programmes	3.1 Rating of organisational learning by employees.	N/A	80% positive rating	

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH				
Outcomes	Outcome indicators	Baseline	Five-year target	
4. Increased access for occupations in high demand within the energy and water sector by 2024	4.1 Ratio of discretionary grant budget allocated to high (H), intermediate (I) and elementary (E) level skills.	H: I: E = 10:70:20	H: I: E = 25:60:15	
	4.2 Number of learners enrolling in EWSETA occupations in high demand.	6 976	7 000	
5. Increased skills capacity through workplace-based learning	5.1 Number of workplace-based learning interventions.	150	200	
	5.2 Number of workers participating in learning programmes.	5 635	6 000	
6. Increased economical participation of CBOs/ NGOs/NPOs/ SMMEs within the energy and water sector	6.1 Number of CBO/NGOs/ / NPOs/SMMEs supported with training interventions	139	175	
	6.2 Number of entrepreneurship enterprises and cooperatives developed.	26	50	

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH				
Outcomes	Outcome indicators	Baseline	Five-year target	
7. Increased support for the growth of college system	7.1 Number of public colleges supported.	25	35	
8. Increased uptake of careers in energy and water sectors	8.1 Number of career guidance events/activities where EWSETA is exposed to high school learners	N/A	200	
	8.2 Workshops with career development practitioners where details on careers in energy and water sectors are provided	New Indicator	40	
9. Updated qualifications that are aligned to the current skills training needs	9.1 Number of new qualifications developed as per Industry needs.	18	20	

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

#### 9.2.1.1 Improved SETA performance

- To enable a professional culture that promotes our values as part of the EWSETA DNA and thus, driving the strategic goal of a high-performance culture.
- To ensure that in all we do we eliminate unfair discrimination and unfair labour practices.
- To foster employee engagement and build employee relations through best practices, strong policies and proactive dispute resolution which aims to promote a mutually beneficial environment for all.
- To maintain a focus on training and development of staff.
- That EWSETA is established as an 'employer of choice'.
- A key area of growth for the EWSETA is increased employer participation in EWSETA skills development initiatives. Through the effective use of a wide range of printed and digital communication tools, employers will be exposed to information that will assist them accessing mandatory and discretionary grant funding.
- Through the EWSETA's own experience in conducting career guidance roadshows in rural communities, recommendations in various national policy documents, as well as recommendations from the Accounting Authority, it is evident that young people in rural communities have a desperate need for career guidance information.
- Meeting the numerous governance and compliance requirements as stipulated by the numerous authorities governing the actions of South Africa's SETAs, often requires input from the marketing department in regards the physical presentation of documents as many of the documents are distributed externally and therefore a reflection on the EWSETA.

#### 9.2.1.2 Enhanced learning programmes for occupations in high demand

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

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

**Table 8: EWSETA Research Priorities**

Research Priorities	Key Research Topics	Benefits of Research Outcomes
Impact Studies	Impact Study (conducted every two years)	<ul style="list-style-type: none"> <li>• Establish learner whereabouts/ outcomes post-completion of learning programmes</li> <li>• Provide guidance with respect to continuous improvement of learning programmes</li> <li>• Enhance EWSETA service delivery</li> </ul>
Tracer Studies	Tracer Study (conducted every year)	
Scientific Methodology for Determining: Priority Occupations / Hard-To-Fill-Vacancies/ Skills Forecasting	<ul style="list-style-type: none"> <li>• Methodology for Determining Hard-To-Fill vacancies / Sectoral Priority Occupations List</li> <li>• Linking Education and Work</li> <li>• Determining Future Skills in the Energy and Water Sector: A Scientific Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Establish effective mechanisms for determining HTFVs which can be standardised across the SETA landscape</li> <li>• Identify occupations in high demand (OIHD) which contribute to the national list of OIHD</li> <li>• Specify short-to-medium term skills demand</li> </ul>
Labour Market Intelligence Survey (including the effects of COVID-19 on skills development)	<ul style="list-style-type: none"> <li>• HTFVs: A survey to gain further insight into the nature of HTFVs within the energy and water sector.</li> <li>• COVID-19: A survey to monitor the effects of COVID-19 on skills development.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect quantitative data related to Hard-to-Fill Vacancies (HTFVs) in relation to the nature and scope of HTFVs within the energy and water sector.</li> <li>• collect primary data in relation to COVID-19, and how this pandemic may influence skills development imperatives now and in future.</li> </ul>



Research Priorities	Key Research Topics	Benefits of Research Outcomes
Artificial Intelligence and the Fourth Industrial revolution	<ul style="list-style-type: none"> <li>Influence of Emerging Technologies and Artificial Intelligence Skills in the Sector</li> </ul>	<ul style="list-style-type: none"> <li>Offer new insights into technological advancements in relation to sectoral skills</li> </ul>
Costing	<ul style="list-style-type: none"> <li>Cost-Based Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Assess the relative costs of programme delivery with respect to programme outcomes</li> <li>Provide insight into the most successful programmes in terms of cost and desired outcomes thereby enhancing financial planning</li> </ul>

### 9.2.1.3 Improved organisational learning on performance of programmes

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

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

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

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

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

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

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

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

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

- Establish research collaborations with and in support of TVETs, SMMEs and Cooperatives and encourage support for entrepreneurial development
- Increase supply of professional engineers and environmental engineers to effectively support industrial development and the 4IR
- Support skills required for increasing water networks, especially to previously unserved areas.
- Support skills related to the energy mix and Just Energy Transition.
- Respond to skills supporting the emerging economies in the energy and water sector (e.g. hydrogen economy).
- Increase the supply of qualified incumbents in fields such as hydrology and hydrogeology as South Africa's water scarcity challenges increase.

- Improve representation within professional and technical learning programmes as a means of promoting equitable representation across sectoral occupations in response to biased historic imbalances
- Promote learning interventions which serve to address transformation imperatives
- Standards, policies, and systems to ensure that quality learning programmes are produced

#### **9.2.1.5 Increased skills capacity through workplace-based learning**

The role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education. Through effective delivery model, Stakeholder Engagements Strategy and Partnership Model, EWSETA will ensure that the bridge between education and training institutes and the world of work is adequately addressed. Qualifications and curriculum responding to the labour market, support TVET colleges infrastructure development (equipment/workshops) approval of workplaces and also making sure that eligible workplaces are approved to offer workplace-based learning of quality. This will be achieved through partnerships with Universities (and UoT's); Colleges and Employers.

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

- Establish partnerships with the intention of identifying and addressing skill needs, particularly through workplace learning, as well as to support national strategies and plans.
- Mobilise multiple stakeholders to more effectively identify and respond to sectoral skill needs.
- Transfer the required skills and competencies to learners through work integrated learning opportunities.
- Linking education and work through formalised partnerships aimed at bridging the gap between theoretical education and practical application.
- Prioritise establishment of the required partnerships with public HEIs and TVET colleges

- Formed collaborative research partnerships which aim to enhance/support qualification development, as well as occupationally directed programmes in lieu of identified sectoral skill needs
- Evaluate the level of mentorship activities experienced by learners, with reference to workplace-based learning interventions.
- Standards, policies, and systems to ensure that quality learning programmes are produced

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

The EWSETA is of the strong view that 'the challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available but in developing the skills and competencies of the youth and potential entrepreneurs in general. Small enterprises make up the majority of organisations within the energy and water sector; therefore, it is now more critical than ever to further enhance support for SMMEs (particularly micro and small entities) during these challenging times. Entrepreneurship skills should be given special attention, especially considering 4IR.

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

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

### 9.2.1.7 *Increased support for the growth of college system*

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

- Establish and maintain of EWSETA regional offices in TVET colleges.
- Support TVET and CET colleges infrastructure development (workshops and technology).
- Exposing TVET and CET college lecturers to industry through skills programmes.
- Support TVET and CET Managers training on curriculum related studies
- Awarding bursaries to lecturing staff at TVET colleges for study at universities offering accredited TVET college lecturer qualifications.
- Support establishment and maintenance of Centres of Specialisation (CoS).
- Support for youth, adult language and numeracy skills to enable further training through CETs.
- Support local small business and cooperatives through CETs.
- Skills support initiatives for CBOs, NGOs, and NPOs through CETs

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

The EWSETA will implement the following interventions:

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

The following interventions will be implemented:

- Promote the professionalisation of existing workers who do not possess formal qualifications

- Encourage worker-initiated training in key areas such as 4IR and digital/technological skills
- Align employee skills with those in high demand by training/retraining incumbents in relevant occupations/specialisations through, e.g. Learnerships and/or Skills Programmes
- Promote skills development in support of change drivers such as 4IR, climate change, COVID-19, etc.
- Increase the number of partnerships geared towards lifelong learning

### 9.2.1.9 *Increased uptake of careers in energy and water sectors*

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

Interventions to be implemented by the EWSETA:

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

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

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

The following interventions will be put in place:

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

### 9.2.2 The Impact

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

*Figure 17: EWSETA Logframe*

If we have this	And we do these	Then the first thing to happen in the short term	And this will lead to in the medium term	So what?
Problem/Opportunity	Activities	Outputs	1st Level Outcomes	2nd Level Outcomes
<ul style="list-style-type: none"> <li>• Worker</li> <li>• Low quality of life</li> <li>• Low prospects of work or labour mobility</li> <li>• No workplace learning opportunities</li> <li>• Retrenched workers re-entry into the market</li> <li>• Employer</li> <li>• Low quality of training in/for workplace</li> <li>• Low productivity</li> <li>• Less competitive</li> <li>• Social/Economic</li> <li>• Promote self employment</li> <li>• Slow service delivery</li> <li>• Unemployed/Youth</li> <li>• Rising unemployment</li> <li>• Low opportunities for new entrants into labour market</li> </ul>	<ul style="list-style-type: none"> <li>• Grants allocation</li> <li>• Entrepreneurial training</li> <li>• Rural development projects</li> <li>• Internships</li> <li>• Skills programmes</li> <li>• Learnerships</li> <li>• Skills programmes</li> <li>• Learnerships</li> <li>• Candidacy programmes</li> <li>• Bursaries</li> <li>• RPL programmes</li> <li>• Partnerships (Employer, TVET, HEI, CET)</li> <li>• CoS programmes</li> <li>• Lecturer/Manager programmes for TVET and CET</li> <li>• AET programmes</li> <li>• Co-operative, small business support</li> <li>• CBO/NGO/NPO support</li> <li>• Career and vocational guidance</li> </ul>	<ul style="list-style-type: none"> <li>• % grant allocations</li> <li>• Number of entrepreneurial interventions/beneficiaries</li> <li>• Number of rural projects</li> <li>• Number of beneficiaries: Internships</li> <li>• Number of beneficiaries: Learnerships</li> <li>• Number of beneficiaries: Skills programmes</li> <li>• Number of beneficiaries: Candidacy</li> <li>• Number of bursary beneficiaries</li> <li>• Number of RPL beneficiaries</li> <li>• Number of partnerships</li> <li>• Number of AET</li> <li>• Number of co-operatives/ small business</li> <li>• Number of CBO/NGO supported</li> <li>• Number of career guidance interventions/beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• Desirable matched skills</li> <li>• Successful programme completion</li> <li>• Increase in employability</li> <li>• Effective skills application in the workplace</li> <li>• Learning programme improvements</li> <li>• Increase in the percentage of learners (TVET, UoT, HEI) achieving relevant qualifications</li> <li>• Increase in the percentage of learners (TVET, UoT, HEI) with access to structured workplace experience</li> <li>• Increased productivity</li> <li>• Reduction in scarce and critical skills</li> <li>• Increased uptake of EWSETA completers</li> </ul>	<ul style="list-style-type: none"> <li>• Improved level of qualified people in the SA workforce</li> <li>• Graduate employment opportunities</li> <li>• Learners employed in appropriate occupations</li> <li>• Increased learning capacity</li> <li>• Job satisfaction</li> <li>• Economically active labour force within the sector</li> <li>• Sustained, permanent employment</li> <li>• Improved quality of life</li> <li>• Improved and sustainable livelihoods</li> </ul>



## 9.3 KEY RISKS AND MITIGATIONS

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

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

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

## 9.4 PUBLIC ENTITIES

The EWSETA is not responsible for any public entities.

# PART D

## TECHNICAL INDICATOR **DESCRIPTIONS**



<b>Indicator title</b>	<b>1.1 Annual stakeholder satisfaction survey index</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>Research through a desktop survey that targets employers representing the sectors served by the EWSETA to measure amongst other indicators the participation in EWSETA programmes and awareness of EWSETA mandate.</li> </ul>
<b>Source of data</b>	<ul style="list-style-type: none"> <li>Survey responses</li> </ul>
<b>Method of calculation or assessment</b>	<ul style="list-style-type: none"> <li>Quantitative. Customer satisfaction index represented as a %.</li> </ul>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>Employer database is available and reliable</li> </ul>
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>90% positive rating</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>Corporate Services Executive</li> </ul>

<b>Indicator title</b>	<b>1.2 AGSA audit outcome</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>The indicator measures the AG's audit opinion on the financial statements and on the performance information.</li> </ul>
<b>Source of data</b>	<ul style="list-style-type: none"> <li>Annual Report</li> </ul>
<b>Method of calculation or assessment</b>	<ul style="list-style-type: none"> <li>This is a statement of AG's audit opinion on the financial statements and performance information contained in the Annual Report.</li> </ul>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>The reported performance information is reliable and valid.</li> </ul>
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>Unqualified audit opinion.</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>Chief Financial Officer</li> </ul>

<b>Indicator title</b>	<b>1.3 Development and Implementation of Organisational Model and Organisational Design</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>A Strategy that aims to increase organisational effectiveness and efficiency.</li> </ul>
<b>Source of data</b>	<ul style="list-style-type: none"> <li>Structure</li> <li>Business Operational Model</li> </ul>



Method of calculation or assessment	• Simple count of strategies developed
Assumptions	• Organisational strategy is approved
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• N/A
Desired performance	• 100% implementation of Organisational Design Strategy.
Indicator responsibility	• Corporate Services Executive

Indicator title	<b>2.1 (%) Learners confirming their learning programme is directly related to the work they undertake.</b>
Definition	• The indicator measures the alignment/matching of the skills needs identified by the EWSETA to industry demand
Source of data	• Evaluation studies
Method of calculation or assessment	• Quantitative and qualitative
Assumptions	• There are jobs available in the energy and water sector; and accurate skill needs reported by employers.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• N/A
Desired performance	• 80% of learners confirming their learning programme is directly related to the work they undertake.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	<b>2.2 Increased employability of completers/graduates</b>
Definition	• The indicator measures the alignment/matching of the skills needs identified by the EWSETA to industry demand
Source of data	• Tracer Studies • Impact Studies
Method of calculation or assessment	• Quantitative and qualitative
Assumptions	• There are jobs available in the energy and water sector • Accurate skill needs are reported by employers.

<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>• Target for women: N/A</li> <li>• Target for children: N/A</li> <li>• Target for youth: N/A</li> <li>• Target for people with disabilities: N/A</li> </ul>
<b>Spatial transformation (where applicable)</b>	• N/A
<b>Desired performance</b>	• An absorption rate of at least 70% of WIL completers/graduates into the labour market
<b>Indicator responsibility</b>	• Planning, Reporting and Monitoring Executive

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

<b>Indicator title</b>	<b>4.1 Ratio of discretionary grant budget allocated to high, intermediate and elementary level skills.</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>• Discretionary grants budget awarded to EWSETA occupations in high demand</li> <li>• NQF Level 5 and above= high level</li> <li>• NQF level 4 = Intermediate level</li> <li>• NQF level (AET, Matric Intervention and NQF level 1-3(Unit Standard bases Skills programme) = elementary level</li> </ul>
<b>Source of data</b>	• EWSETA Commitment schedule
<b>Method of calculation or assessment</b>	<ul style="list-style-type: none"> <li>• Budget allocated for high level skills/Total EWSETA DG budget</li> <li>• Budget allocated for intermediary level skills/Total EWSETA DG budget</li> <li>• Budget allocated for elementary level skills/Total EWSETA DG budget</li> </ul>

<b>Assumptions</b>	<ul style="list-style-type: none"> <li>• Total EWSETA budget is known and available</li> <li>• Partners are available to implement the projects</li> <li>• That there is an approved SSP document has the list of high demand skills</li> </ul>
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>• Target for women: 54%</li> <li>• Target for children: N/A</li> <li>• Target for youth: 85%</li> <li>• Target for people with disabilities: 4%</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>• Higher levels skills 25%</li> <li>• Intermediate 60%</li> <li>• Elementary 15%</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>• Chief Operations Officer</li> </ul>

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

<b>Indicator title</b>	<b>5.1 Number of workplace-based learning interventions.</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>• Workplace-based learning in high demand</li> <li>• Higher levels skills</li> <li>• Intermediate</li> <li>• Elementary</li> </ul>
<b>Source of data</b>	• SETMIS (Quarterly Performance Reports)
<b>Method of calculation or assessment</b>	• Simple count of learners entering workplace-based intervention (quantitative)
<b>Assumptions</b>	• Projects approved towards implementation of workplace-based interventions
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>• Target for women: 54% and above</li> <li>• Target for children: N/A</li> <li>• Target for youth: 85% and above</li> <li>• Target for people with disabilities: 1 - 4%</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>• Contribution to spatial transformation priorities: N/A</li> <li>• Description of spatial impact: N/A</li> </ul>
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>• Higher levels skills 25%</li> <li>• Intermediate 60%</li> <li>• Elementary 15%</li> </ul>
<b>Indicator responsibility</b>	• Chief Operations Officer

<b>Indicator title</b>	<b>5.2 Number of workers participating in learning programmes.</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>• Workers participating learning programmes</li> <li>• Higher levels skills</li> <li>• Intermediate</li> <li>• Elementary</li> </ul>
<b>Source of data</b>	• SETMIS (Quarterly Performance Reports)
<b>Method of calculation or assessment</b>	• Simple count of workers entering learning programmes (quantitative)
<b>Assumptions</b>	• Projects approved towards implementation of workers entering programmes
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>• Target for women: 54% and above</li> <li>• Target for children: N/A</li> <li>• Target for youth: 85% and above</li> <li>• Target for people with disabilities: 1 - 4%</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>• Contribution to spatial transformation priorities: N/A</li> <li>• Description of spatial impact: N/A</li> </ul>

<b>Desired performance</b>	<ul style="list-style-type: none"> <li>95% of the approved DG projects</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>Chief Operations Officer</li> </ul>

<b>Indicator title</b>	<b>6.1 Number of CBO/NGOs/ /NPOs/SMMEs supported with training interventions</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>Number of CBOs/ NGOs/ NPOs/SMMEs supported with training interventions funded by EWSETA.</li> </ul>
<b>Source of data</b>	<ul style="list-style-type: none"> <li>SETMIS (Quarterly Performance Reports)</li> <li>Support CBOs/ NGOs/ NPOs/SMMEs with quality skills training and development.</li> </ul>
<b>Method of calculation or assessment</b>	<ul style="list-style-type: none"> <li>Records of CBOs/ NGOs/ NPOs/SMMEs participating in EWSETA training interventions (quantitative).</li> </ul>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>Research undertaken to identify training needs of CBO/NGOs/ /NPOs/SMMEs</li> <li>Projects approved toward implementation of training interventions to support CBO/NGOs/ /NPOs/SMMEs</li> </ul>
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>Contribution to spatial transformation priorities: N/A</li> <li>Description of spatial impact: N/A</li> </ul>
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>DG approved training intervention</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>Chief Operations Officer</li> </ul>

<b>Indicator title</b>	<b>6.2 Number of entrepreneurship enterprises and cooperatives developed.</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>Number. of learners supported to develop entrepreneurship enterprises and cooperatives</li> </ul>
<b>Source of data</b>	<ul style="list-style-type: none"> <li>SETMIS (Quarterly Performance Reports)</li> <li>Support development of entrepreneurship enterprises and cooperatives</li> </ul>
<b>Method of calculation or assessment</b>	<ul style="list-style-type: none"> <li>Records of entrepreneurship enterprises and cooperatives developed (quantitative).</li> </ul>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>Research undertaken to identify training needs of entrepreneurship enterprises and cooperatives</li> <li>Projects approved toward implementation of training interventions to support entrepreneurship enterprises and cooperatives</li> </ul>
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>Contribution to spatial transformation priorities: N/A</li> <li>Description of spatial impact: N/A</li> </ul>



<b>Desired performance</b>	<ul style="list-style-type: none"> <li>Approved DG allocation process</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>Chief Operations Officer</li> </ul>

<b>Indicator title</b>	<b>7.1 Number of public colleges supported.</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>Number of Public Colleges supported with implementation of learning programmes</li> </ul>
<b>Source of data</b>	<ul style="list-style-type: none"> <li>SETMIS (Quarterly Performance Reports)</li> <li>Commitment schedule</li> </ul>
<b>Method of calculation or assessment</b>	<ul style="list-style-type: none"> <li>Records of Public Colleges supported (quantitative)</li> </ul>
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>Research undertaken to identify training needs Public College</li> <li>Projects approved toward implementation of learning programmes to support Public College</li> </ul>
<b>Disaggregation of beneficiaries (where applicable)</b>	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
<b>Spatial transformation (where applicable)</b>	<ul style="list-style-type: none"> <li>Contribution to spatial transformation priorities: N/A</li> <li>Description of spatial impact: N/A</li> </ul>
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>Learning Programmes to support public colleges</li> </ul>
<b>Indicator responsibility</b>	<ul style="list-style-type: none"> <li>Chief Operations Officer</li> </ul>

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

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

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

<b>Indicator title</b>	<b>8.1 Number of career guidance events/activities where EWSETA is exposed to high school learners</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>Participation in events organised for the purpose of delivering career guidance or access to high school learners in schools.</li> </ul>

Source of data	<ul style="list-style-type: none"> <li>Signed attendance registers</li> </ul>
Method of calculation or assessment	<ul style="list-style-type: none"> <li>Physical count</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Sufficient financial and human resources</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	<ul style="list-style-type: none"> <li>NA</li> </ul>
Desired performance	<ul style="list-style-type: none"> <li>Increased awareness of and interest in careers within energy and water sectors</li> </ul>
Indicator responsibility	<ul style="list-style-type: none"> <li>Marketing and Communications Manager</li> </ul>

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Method of calculation or assessment	<ul style="list-style-type: none"> <li>Physical count</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Sufficient financial and human resources</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: N/A</li> <li>Target for children: N/A</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	<ul style="list-style-type: none"> <li>NA</li> </ul>
Desired performance	<ul style="list-style-type: none"> <li>Career development practitioners capacitated to deliver information on careers in the energy and water sectors</li> </ul>
Indicator responsibility	<ul style="list-style-type: none"> <li>Marketing and Communications Manager</li> </ul>

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Method of calculation or assessment	<ul style="list-style-type: none"> <li>Development of a number the qualification profiling document, profiling report and scoping document</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Data stored in the MIS is reliable, valid and timely</li> </ul>

Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"><li>• Target for women: N/A</li><li>• Target for children: N/A</li><li>• Target for youth: N/A</li><li>• Target for people with disabilities: N/A</li></ul>
Spatial transformation (where applicable)	<ul style="list-style-type: none"><li>• Contribution to spatial transformation priorities: N/A</li><li>• Description of spatial impact: N/A</li></ul>
Desired performance	<ul style="list-style-type: none"><li>• Signed DQP SLA</li></ul>
Indicator responsibility	<ul style="list-style-type: none"><li>• Chief Operations Officer</li></ul>