



Transport Education Training Authority

*Driven by Vision*



TRANSPORT EDUCATION TRAINING AUTHORITY

# STRATEGIC PLAN 2020 – 2025

# 2024/25

# DRAFT



TRANSPORT EDUCATION AND TRAINING AUTHORITY

# STRATEGIC PLAN 2020–2025

# 2024/25

# UPDATE



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**TETA Strategic Plan  
2024-2025**

Developed by the management of Transport Education and Training Authority (TETA) under the guidance of TETA Board and the Department of Higher Education and Training.

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# LIST OF ABBREVIATIONS/ACRONYMS

AET:	Adult Education and Training
AI:	Artificial Intelligence
APP:	Annual Performance Plan
ATR:	Annual Training Report
BRT:	Bus Rapid Transit
BCG:	Boston Consulting Group Matrix
CBO:	Community-Based Organisations
CET:	Community Education and Training
CoS:	Centre of Specialisation
CGICTPF:	Corporate Governance of Information and Communication Technology Policy Framework
DG:	Discretionary Grant
DHET:	Department of Higher Education and Training
DoT:	Department of Transport
the dtic:	Department of Trade, Industry and Competition
EEA:	Employment Equity Act (55 of 1998)
ERRP:	Economic Reconstruction and Recovery Plan
ETQA:	Education and Training Quality Assurance
EXCO:	Executive Committee
HEI:	Higher Education Institution
HET:	Higher Education and Training
HRD:	Human Resources Development
IMC:	Independent Management Committee
IPAP:	Industrial Policy Action Plan
ISO:	International Organisation for Standardisation
JET IP:	Just Energy Transition Investment Plan
M&E:	Monitoring and Evaluation
MG:	Mandatory Grant
MoU:	Memorandum of Understanding
MTSF:	Medium Term Strategic Framework
NAMB:	National Artisan Moderation Body
NDP:	National Development Plan
NSDP:	National Skills Development Plan
NGO:	Non-Governmental Organisation
NGP:	New Growth Path
NLPE:	Non-levy-Paying Enterprise
NQF:	National Qualifications Framework
NSA:	National Skills Authority
NSF:	National Skills Fund



NSDS:	National Skills Development Strategy
OHASA:	Occupational Health and Safety Act (85 of 1993)
PDI:	Previously Disadvantaged Individuals
PFMA:	Public Finance Management Act (PFMA) (29 of 1999)
PIVOTAL:	Professional, Vocational, Technical and Academic Learning
PM&E:	Performance Monitoring and Evaluation
PRASA:	Passenger Rail Agency South Africa
POPIA:	Protection of Personal Information Act
PYEI:	Presidential Youth Employment Initiative
QCTO:	Quality Council for Trades and Occupations
RPL:	Recognition of Prior Learning
SAIMI:	South African International Maritime Institute
SAMSA:	South African Maritime and Safety Authority
SAQA:	South African Qualifications Authority
SARS:	South African Revenue Service
SDA:	Skills Development Act (97 of 1998) as amended
SDF:	Skills Development Facilitator
SDLA:	Skills Development Levies Act (9 of 1999)
SETA:	Sector Education and Training Authority
SETMIS:	SETA Management Information System
SIPs:	Strategic Integrated Projects
SONA:	State of the Nation Address
SoR:	Statement of Results
SLA:	Service Level Agreement
SMME:	Small, Medium and Micro Enterprises
SSP:	Sector Skills Plan
SWOT:	Strengths, Weaknesses, Opportunities and Threats
TETA:	Transport Education and Training Authority
TVET:	Technical and Vocational Education and Training
UIF:	Unemployment Insurance Fund
WCO:	World Customs Organisation
WIL:	Work Integrated Learning
WMU:	World Maritime University
WPPSET:	White Paper for Post-School Education and Training
WSP:	Workplace Skills Plan



# MINISTER'S FOREWORD



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

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated, and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment, or Training (NEET), which is standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is

framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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

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



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

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

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

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March

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

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 190 000 workplace-based learning (WBL) opportunities;
- 150 000 learners registered in skills development programs;
- 36 375 learners entering artisanal programs;
- 26 500 learners passing artisanal trades;
- 53 000 learners completing learnerships;
- 11 000 learners completing internships; and
- 128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2024/25 financial year.



**Dr BE Nzimande, MP**  
*Executive Authority of Higher Education, Science and Innovation*

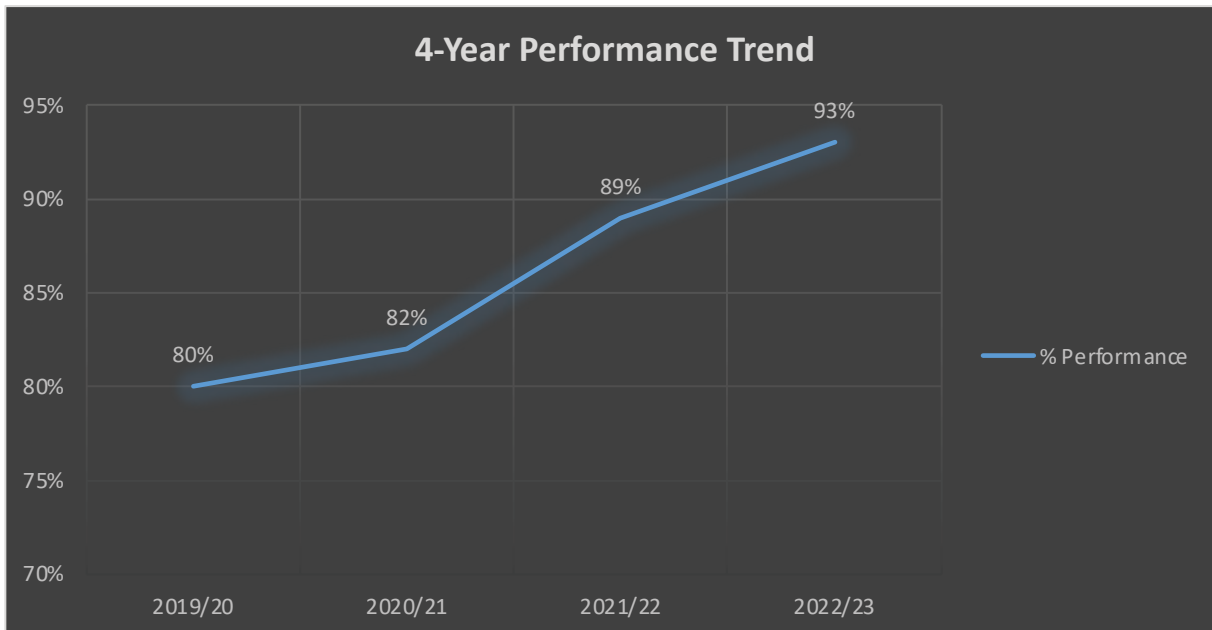




# BOARD CHAIRPERSON'S FOREWORD



Operational environment purposed to advance skills development and training within the Transport sector mirrors the work of the Transport Education Training Authority. The 2024/25 Annual Performance Plan (APP) affords us the final opportunity to conclude our commitments espoused in the 2020-25 TETA Strategic Plan. The trajectory of the SETAs performance suggests an organic and growing performance driven institution as demonstrated below:



At the end of 2019/20 which was the tail end of the NSDS period shows 80% performance for the SETA which has now rose to 93% in the 3rd year of the of the implementation of the NSDP. 2024/25 financial year marks the end of the medium term skills framework expenditure framework and will allow us time to consolidate our performance modalities, review our strategic approaches and frameworks with foresight of the fertile ground presented by the

transport sector coined to be the engin of the South African economy.

The National Skills Development Plan (NSDP), government key priorities and key insights from the Sector Skills Plan (SSP) form the basis through which the 2024/25 Annual Performance Plan was developed. Further, clear cognisance of the Presidential State of The Nation address which amongst others highlights

a social compact and framework to enable joint action in key areas, such as energy, transport and logistics, employment creation and skills development, investment and localisation, social protection, crime and corruption. For TETA, this is expressed in the number of partnerships and collaborations implemented and planned to ensure improved efficiencies in various areas of operations. The White Paper for Post-School Education and Training (WPPSET) and the Economic Reconstruction and Recovery Plan (ERRP) have become central to the mandate of the SETA and will continue to form the backdrop through which the operations of the SETA are founded.

The TETA Board acknowledges the commitment and meticulous articulation of the 2024/25 Annual Performance Plan. The efforts of the board in ensuring proper oversight, governance, alignment and accountability at all levels are comforting. I believe the targets set out in the Annual

Performance achievements of high standard and quality can never be achieved without active and mutually beneficial partnerships with key role players and implementers of our programmes. To avert the anomalies in the data collected for various interventions, it is prudent that each our contract holder exercise due care at the very beginning of data capturing. Issues of double dipping in the skills development system and acts of fraud and unethical behaviours should cease and be preceded by clean governance across all our intervention value chains.

The current challenges in the transport sector exacerbated by violent scenes including burning of buses, trucks and taxi wars continue to concern the institution. The operational environment for the SETA continues to attract adequate levy income to rollout the bare minimum of the mandate of the SETA. Our agile management approach in forging strategic partnerships with key role players to offset training and skills development costs in some areas serves as a mitigating strategy to offset the wider scope of the mandate to achieve more.

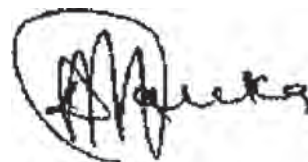
Transformation remains a thorn for the transport sector, the Sector Skills Plan records only 19% of women employed in the sector. The 2024/25 APP will endeavour to close this gap through various indicators, our leadership development programmes and women empowerment seminars will continue to be used as vehicles to transform the sector. Opportunities for SETA participation strategic transformation platforms to influence policy changes and adaptations will be explored.

Our focused youth empowerment programmes that have impacted more than 100 000 patrons in various provinces continue to be key in addressing the youth unemployment and providing access to information. With the growth in e-commerce sector, our new venture creation programmes and motor bike licencing initiatives are the pillars that drive the mandate of the SETA.

As we reach the tail end of this strategic planning cycle, we take this APP as our final commitment in this period to address the dictates of the constitutional mandate, legislative frameworks and associated TETA policies implemented to better the lives of the needy in our society.

Though the quality assurance environment is changing because of the transitional process from legacy qualifications to occupational qualifications we are confident that the industry will partner with us and ensure that we meet the designated timelines.

The board of TETA fully endorses the 2024/25 Annual Performance Plan.



**Ms Dinah Maleka**  
*Signed on behalf of the TETA Accounting Authority*



# CHIEF EXECUTIVE OFFICER'S FOREWORD



The Strategic Planning update for 2020-25 and the APP for 2024/25 concludes the implementation of the 2020-25 strategic plan which marks the end of the medium term strategic framework aligned to the National Skills Development Plan (NSDP) 2030.

In crafting the APP 2024/25, the SETA used the Sector Skills Plan to frame the operational environment, draw credible insights to inform areas of focus and align performance indicators to address sector pain points. The NSDP continues to be the backdrop through which the outcomes and envisaged overall impact of the SETA outputs are measured against, and further serves as a guiding instrument for the SETA to fully align with the objectives of the National Development Plan 2030.

We approach 2024/25 financial year at the backdrop of an increase in the number of People with Disabilities employed by Transport companies that submitted WSP/ATR between 2022 and 2023, from 3 930 persons to 4 116 persons. Though this comes after a declining trend since 2020, when there were 4 699 PwDs reported in the WSP/ATR data. This is a significant priority for the sector to consider and the SETA will align its indicator outcomes to address

this component as far as possible being cognisant of varying challenges in the sector. Furthermore, the sector continues to report the number of men employed in the transport sector as higher than women, and such anomalies will continue to be systemically addressed in the implementation of the SETA strategy and the APP.

Global pandemics, constraint economic growth, global political flares, wars, and eminent national disasters in the Northern parts of Africa and parts of Asia will continue to distort growth and sustainable prospects of the transport sector. Transportation is critical to all aspects of the economy and it supports clusters of agglomerations, increases productivity, enhances job and labour market accessibility, opens new markets for businesses and enhances supply chain efficiency. Further, transport remains the engine of the South African economy, global disruptions significantly affect various industries within the sector and the ripple effects of such disruptions are felt by the companies within the sector. When companies such as Mango Airlines, Comair, SA Express, Greyhound and downsizing implemented in various logics and supply chain multinationals and Passenger Rail of South Africa operating at its lowest in years, the bottom line



of the SETA gets affected to the core and overall skills development and training is bound to be constrained to some extent.

In reviewing the strategic position of the SETA and developing the Annual Performance Plan for 2024/25, the SETA had to be cognisant of the slow economic recovery impacting the Transport sector's vulnerable entities such as SMMEs who currently form over 90% of the transport sector companies. Evidence across the globe has shown that SMMEs have a high failure rate and are not able to compete for skills with large established companies. Our research underpinned by the 2024/25 SSP shows that these challenges are prevalent in the Transport sector and this APP demonstrates initiatives focussed on addressing such challenges and ensuring that the SMMEs have access to the support and skills needed to survive. In addition, since the sector is transitioning to new technological developments under 4IR, it is imperative for the strategy and APP to provide for approaches that ensure that the SMMEs in the sector have the skills they need to survive and be sustainable.

Overall, the economy of the country continues to suffer effects of continuous increases in consumer goods, hiked petrol prices and devastating loadshedding. Though some sectors continue to show resilience, a number of consumers are losing their jobs and most industries remain content and not attracting new businesses nor expanding to promote new opportunities.

The eminent changes necessitated by the national elections in 2024 will have direct influence in the

implementation of the SETA mandate owing to the configuration of the 7th administration. The SETA will ensure proper alignment of its operational practices to emergent national government priorities and related socio-economic dynamics. TETA is cognisant of the underlying responsibilities discharged through the NSDP and the Strategy and Annual Performance Plan will ensure appropriate advancement of the said outcomes, especially at it relates to adequate, appropriate, and high-quality skills to stimulate economic growth, employment creation and social development.

The SETA has focused approaches to ensure integrated approaches centred around organic and mutually beneficial partnerships, coherent implementation of funded programmes and informed co-funding models geared towards offsetting costs related to training and development and addressing emergent national priorities. The current levy income and the subsequent 10,5% administration budget to fund the operations of the SETA is no longer adequate, thus new revenue generating mechanisms need to be explored to sustain the rollout of the SETA mandate.

On this historical evidence, I am confident that we will implement the 2024/25 APP successfully. We can only promise to put in hard work and dedication going forward.



**Mrs Maphefo Anno-Frempong**  
*TETA Chief Executive Officer*

**“ ... our audited performance results have proven that TETA staff members are dedicated and committed to the organisation and are willing to adopt emerging operational changes to advance institutional success. On this historical evidence, I rest my confidence that we will implement the 2023/24 Annual Performance Plan successfully ”**



# OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan

- Was developed by the management of the Transport Education and Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;
- Takes into account all relevant policies, legislation and other mandates for which TETA is responsible.
- Accurately reflects the impact, outcomes and outputs which TETA will endeavor to achieve over the period 2020 – 2025.

**Mrs Morongoe Nkabinde**

Senior Manager: Skills Development  
and Learning Programmes

Signature: .....

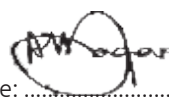


Date: 30 November 2023

**Mr Nchaube Maepa**

Chief Financial Officer

Signature: .....

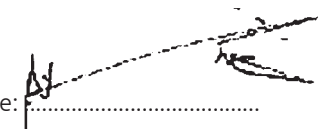


Date: 30 November 2023

**Mr Famanda Shirindza**

Chief Operations Officer

Signature: .....

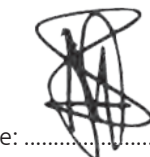


Date: 30 November 2023

**Mrs Maphefo Anno-Frempong**

Chief Executive Officer

Signature: .....



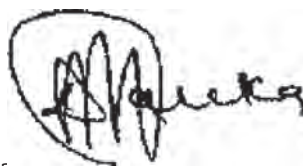
Date: 30 November 2023

Approved by the Accounting Authority:

**Ms Dinah Maleka**

Signed on behalf of the TETA  
Accounting Authority

Signature: .....



Date: 30 November 2023



Transport Education Training Authority  
*Driven by Vision*



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



# STRATEGIC PLAN

# PART A

## OUR MANDATE

*Driven by Vision*



# INTRODUCTION

The Transport Education and Training Authority (TETA) is a public entity established in terms of the Skills Development Act (No. 97 of 1998) responsible for skills development in the transport sector in line with National Development Plan (NDP) imperatives. TETA reports to the Minister of Higher Education, Science and Innovation; and operates under the oversight of National Treasury in terms of financial administration.

The NDP aims to eliminate poverty and reduce inequality by 2030. The plan states that young people deserve better educational and economic opportunities, and focused efforts are required to eliminate gender inequality. Promoting gender equality and greater opportunities for young people are integrated themes that run throughout this plan. South Africa needs a post-school system that provides a range of accessible options for younger and older people. The system should be capable of adapting to changes in technology, industry, population dynamics and global trends. Accelerating economic growth requires science, technology, vocational and technical skills, and these need to be produced quickly. To promote lifelong learning, post-school institutions should accept students who are academically less prepared and provide them with targeted support (NDP 2030).<sup>1</sup>

The primary functions of TETA as set out in section 10 of the Skills Development Act (No. 97 of 1998), as amended, are to:

- develop a Sector Skills Plan;
- facilitate the development, registration and implementation of learnerships, skills programmes and strategic initiatives;
- approve Workplace Skills Plans;
- disburse grants to stakeholders; and
- assure quality of education and training that falls within the scope of the sector.

South Africa's transport sector is divided into eight subsectors. Each subsector falls under the relevant TETA Chamber namely the Road Freight Chamber, Freight Handling Chamber, Aerospace Chamber, Road Passenger Chamber, Taxi Chamber, Maritime Chamber, Forwarding and Clearing Chamber and Rail Chamber.

## TETA Skills Development Priorities

Our strategy will be driven by the following skills development priority frameworks:

- The White Paper for Post-School Education and Training (WPPSET) sets out a vision for an integrated post-school system;
- The MTSF which identifies seven priorities that play a role in achieving the NDP 2030; and
- The NSDP 2030 priorities, relevant DHET strategic outcomes, transformation agenda and transport sector needs.

- Facilitate equitable skills development in the transport sector to ensure empowered workers;
- Ensure access to training, education and workplace opportunities for graduates and the unemployed;
- Align skills development initiatives to emergent needs and national imperatives;
- Facilitate workplace learning and partnerships between employers and educational institutions;
- Collaboration with and support for TVET capacitation;
- Collaboration with Higher Education Institutes; and
- Implement training on road safety to alleviate road carnage.

<sup>1</sup>National Development Plan 2030

TETA strategic plan is further underpinned by the following societal transformation parameters:

**Table 1: Transformation Imperatives**

<b>Gender</b>	Provide more access opportunities for women
<b>Youth</b>	Increase opportunities for youth
<b>Geography</b>	Shift focus to previously disadvantaged rural areas and provinces
<b>Race</b>	Address racial skill disparities
<b>Class</b>	Redress the imbalance brought about by class
<b>People living with disabilities</b>	Avail more training and workplace opportunities for people living with disabilities
<b>Pandemics</b>	Embrace awareness and education advocacy in the subject of pandemics



**The Transport SETA operates within the following legislative mandates:**

### **1. Constitutional Mandates**

In terms of section 29(1) of the Constitution of the Republic of South Africa (No. 108 of 1996) everyone has the right –

- a) to a basic education, including adult basic education; and
- b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

The sections within the Constitution of the Republic of South Africa (No. 108 of 1996) that guide the operations of the Transport SETA include the following:

- Promoting and maintaining high standards of ethics;
- Providing service impartially, fairly, equitably and without bias;
- Utilising resources efficiently and effectively;
- Responding to people’s needs – the citizens are encouraged to participate in policymaking; and
- Rendering an accountable, transparent and development-oriented administration.

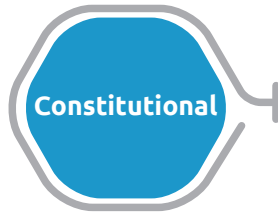


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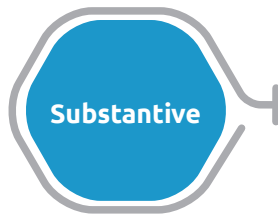


# PART A – OUR MANDATE

## 2. Updates to Institutional Policies and Strategies



- The Constitution of the Republic of South Africa (No. 108 of 1996), section 29(1)
- National Development Plan
  - National Skills Development Plan
  - New Growth Path



- Skills Development Act (No. 97 of 1998)

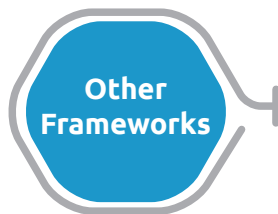


- Skills Development Levies Act (No. 9 of 1999)
  - Grant Regulations No. 35940 of December 2012
- Public Finance Management Act (No. 1 of 1999)
  - National Treasury Regulation
- Income Tax Act (No. 58 of 1962)



**The list below is not exhaustive:**

- National Qualifications Framework Act (No. 67 of 2008)
- Higher Education Act (No. 101 of 1997)
- Further Education and Training Act (No. 98 of 1998)
- White Paper for Post-School Education and Training
- Labour Relations Act (No. 66 of 1995)
- Employment Equity Act (No. 55 of 1998)
- Broad-Based Black Economic Empowerment Act (No. 53 of 2003)
- Promotion of Access to Information Act (No. 2 of 2000)
- The Promotion of Administrative Justice Act (No. 3 of 2000)
- Protection of Personal Information Act (No. 4 of 2013)
- Disaster Management Act; 2002 Act (No. 57 of 2002)
- Administrative Adjudication of Road Traffic Offences (AARTO)
- Corporate Governance of Information and Communication Technology Policy Framework (CGICTPF)
- Economic Recovery and Reconstruction Plan (ERRP)



- National Transport Master Plan 2050
- Human Resources Development Strategy of South Africa
- Medium-Term Strategic Framework (MTSF)
- Industrial Policy Action Plan (IPAP)
- National Skills Accord
- Strategic Integrated Projects
- National Digital Future Skills Strategy
- Job Summit Framework Agreement 2018
- Framework for Strategic Plans and Annual Performance Plans
- Framework for Managing Programme Performance Information
- Presidential Youth Employment Initiative (PYEI)





# PART A – OUR MANDATE

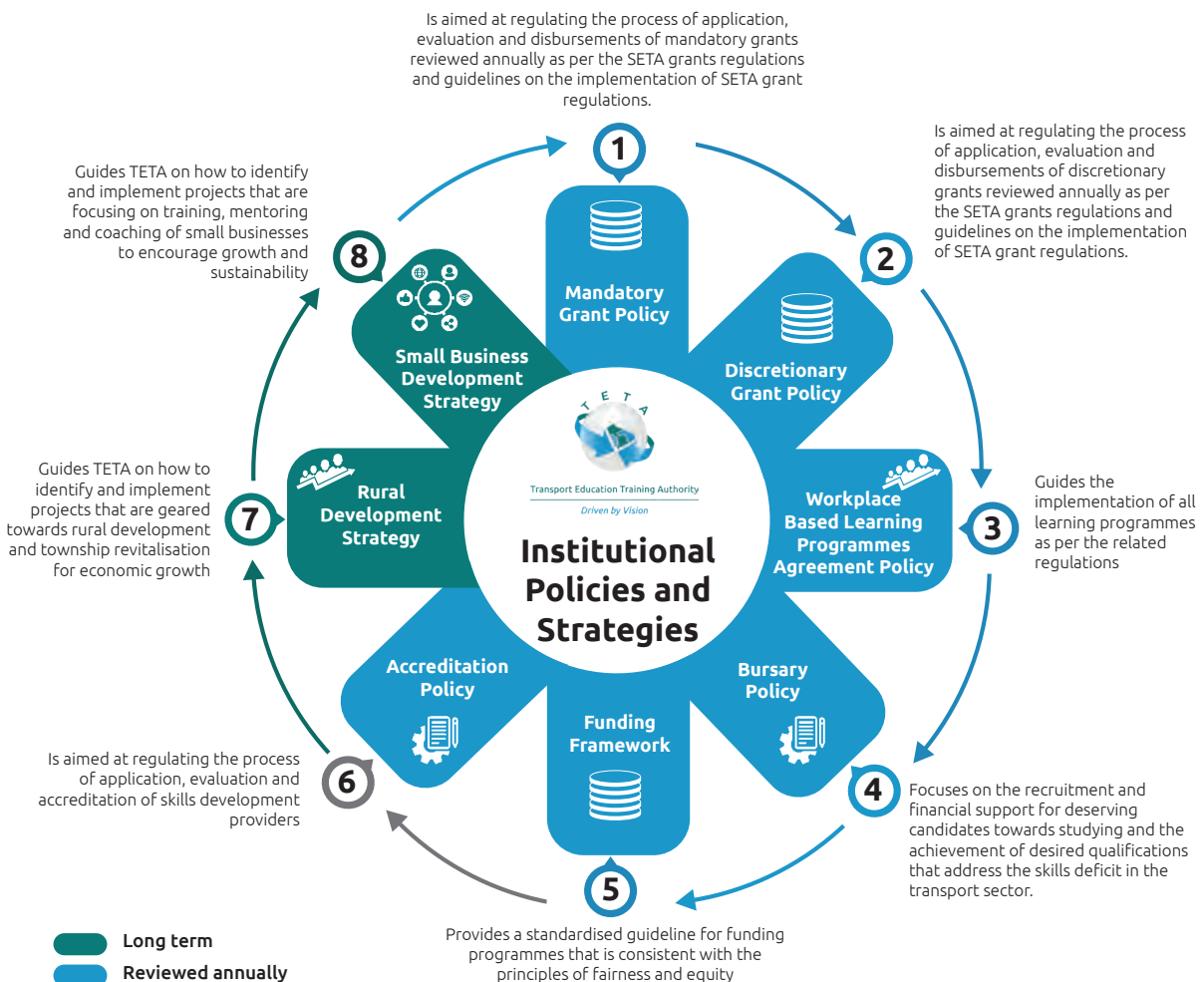
## The objectives of TETA are to:

- Facilitate, coordinate and monitor the implementation of the NSDP in the sector;
- Identify shortage of skills in the sector;
- Support the development of employee skills in the sector;
- Support the improvement of the quality of life and labour market prospects of employees in the sector;
- Increase the levels of investment in skills development and improve returns on such investment;
- Support the improvement of the employment prospects of persons previously disadvantaged by unfair discrimination;
- Promote the development of skills aimed at self-employment; and
- Support and promote the development of artisans, technicians, professionals and persons in other categories.

## 3. Institutional policies and strategies over the five year planning period

The policies listed below are instrumental in the achievement of TETA's mandate and outputs listed in the Annual Performance Plan:

**Diagram 1: Institutional Policies and Strategies**



### 3.1. Emergent policies, legislation and other strategic initiatives

Our strategy seeks to be responsive to dictates of the day, emergent policies and legislative changes.

#### 3.1.1. *Protection of Personal Information (POPI)*

TETA acknowledges the importance of protecting its immense information resources, such as stakeholder information it has accumulated over the years. Further, TETA recognises the need for regulation provided by the POPI Act.

Amongst others, POPIA requires that organisations such as TETA inform data subjects (people whose information is being processed) of the purpose of the collection of the information and to require consent from the data subject for processing such data. TETA's journey towards compliance with POPIA started in 2017 as it embarked on the institutionalisation of data privacy through the POPIA and PAIA project. The project included an awareness workshop for TETA's management and all other staff members on POPIA processes and its implication to TETA in case of non-compliance. The completion of the project saw the development of the POPI policy, review of the PAIA and privacy policy and the appointment of Deputy Information Officers. TETA will continue to monitor compliance with the Act and ensure continuous review of its related policies to enhance compliance.

#### 3.1.2. *Operation Phakisa*

Operation Phakisa is a government vehicle for speedier and more effective implementation of emergent policies and programmes in line with the NDP 2030. Operation Phakisa seeks to give impetus to growing the ocean economy and has the following focus areas:

- Marine transport and manufacturing activities;
- Offshore oil and gas exploration;
- Aquaculture;
- Marine protection and governance;
- Coastal and marine tourism; and
- Small harbour and coastal state land development.

Government's starting point was that South Africa is surrounded by a vast ocean and has not taken advantage of the economic potential of this untapped resource. By revitalising the ocean economy, the Government foresees a significant contribution to both the GDP and job creation by 2033. Under the South African International Maritime Institute (SAIMI), Operation Phakisa brings together multi-stakeholder working groups (teams from government, labour, business, academia, and other sectors) which are tasked with the implementation of the skills development interventions identified in the planning documents of Operation Phakisa.

The job creation potential that comes with Operation Phakisa will place immense demand on TETA and its partners to create pipelines of artisanal and management skills, amongst others.



# PART A – OUR MANDATE

TETA is an active participant in the various working groups and has further entered into a partnership agreement with SAIMI to collaborate in achieving some of the interventions.

### 3.1.3. Aviation Industry Transformation-Letsema

This initiative by the Department of Transport (DoT) “seeks to enhance the equitable participation of previously disadvantaged individuals in the aviation industry through the mobilisation of resources currently located within the aviation industry.”<sup>2</sup>.

In its most granular form, Letsema seeks to facilitate progressive, sustainable and transformative partnerships of stakeholders in the aviation industry in order to address the challenges faced by black pilots. At the heart of Letsema is the transformation of the aviation industry by focusing on three pillars, i.e., Policy Development, Enterprise Development and Skills Development. Through this initiative, black pilots will get exposure and experience, and achieve proficiency and employability within a reasonable time. In the process, Letsema endeavours to remove barriers, racial or otherwise, that have frustrated previous transformation efforts and impeded progression of black pilots beyond private pilot license (PPL) to commercial pilot license (CPL) that render them highly employable in the current aviation dispensation. The role of TETA and its partners in the transformation of the aviation space cannot be overemphasised. TETA will have to champion the development of transformative training, cadetship and mentorship solutions that will ensure a departure from the current pilot training regimes that lack impact to intentional and transformative strategies that are clear, authoritative and inclusive.

### 3.1.4. Corporate Governance of Information and Communication Technology Policy Framework

The Department of Public Service and Administration, in cooperation with the Government Information Technology Officers Council (GITOC), developed a Corporate Governance of ICT Policy Framework which was approved by the Cabinet of the Republic of South Africa on 21 November 2012. This framework is applicable to all organs of state and public institutions. As such, TETA has endeavoured to comply with the CGICT Policy Framework and has since aligned its business processes to the dictates of the POPI Act.

The framework emphasises the need for the executive leadership and management of an organisation to understand the strategic importance of ICT, to assume responsibility for the corporate governance of ICT, and to place the governance of ICT on the strategic agenda.

TETA has successfully implemented the first two (2) phases of the approved CGICTPF, and it is continuously improving its strategic plans, policies and processes in accordance with Phase 3 of the policy framework with the aim “to ensure continuous improvement roadmap depicting the entities’ improvement plans for the CGICT, GICT and strategic alignment arrangements to optimise ICT enablement of service delivery.” The corporate governance of ICT was audited by TETA’s internal audit and all the findings raised have been corrected and are continuously being improved.

<sup>2</sup>Address at the inaugural Aviation Industry Transformation Letsema by Mrs Chikunga, MP, Deputy Minister of Transport, Birchwood Hotel, Gauteng <https://www.gov.za/address-inaugural-aviation-industry-transformation-letsema-mrs-chikunga-mp-deputy-minister-transport>

### 3.1.5. Economic Reconstruction and Recovery Plan (ERRP)

The recently introduced ERRP stresses skills development, science and innovation as not only critical in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. The main objective of the plan is to create jobs, primarily through aggressive infrastructure investment and mass employment programmes; re-industrialise our economy, focusing on growing small businesses; accelerate economic reforms to unlock investment and growth; fight crime and corruption; and improve the capability of the state.

In support of this initiative TETA commits to continue working in partnership with the industry, and government departments to provide skills required to address the ERRP to stabilise the economy of the country. The transport sector is covered under Operations Phakisa: Ocean Economy strategy linked to the Green Economy Interventions.

### 3.1.6. Just Energy Transition Investment Plan (JET IP)

TETA has forged strategic partnerships with institutions core to unlocking the hydrogen economy, and a clear focus in areas identified as key in supporting climate change and carbon emissions remains critical to the implementation of this Annual Performance Plan. For better alignment, TETA will take cue from the JET IP as published by the presidency. The plan is premised on NDP 2030 focusing on tackling the country's systemic challenges of poverty, inequality, and unemployment. It further positions energy transition as an opportunity for South Africa to drive industrial development, innovation, and economic diversification. The JET IP will take place over a number of decades in a well-planned manner, within the framework of the country's energy, climate, and other relevant policies, using both public and private sector resources. The SETA will continue to sort future partnerships to leverage various aspects dictated by the JET IP.



**Table 2: Strategic goals alignment to interventions**

Strategic Goals (programmes)	Interventions
Administrative support services	<ul style="list-style-type: none"> <li>Contract support services</li> <li>Administration services</li> </ul>
Skills planning & research	<ul style="list-style-type: none"> <li>Industry labour research</li> <li>Impact studies</li> <li>Sector Skills Planning</li> <li>Research chair/collaborations</li> <li>Research on the impact of 4th industrial revolution</li> </ul>
Access to occupationally directed programmes	<ul style="list-style-type: none"> <li>Bursaries</li> <li>Apprenticeships</li> <li>Skills programmes</li> <li>Learnerships</li> <li>Internships/work experience</li> <li>Small business support</li> </ul>
Strengthening the quality assurance systems	<ul style="list-style-type: none"> <li>Technical and Vocational Education and Training/ Community Education and Training (TVET/CET) training equipment</li> <li>TVET and CET support</li> <li>Assessor and moderator training</li> <li>Accreditation</li> </ul>

### National Imperatives

NDP	MTSF	NSDP	9-Point Plan	SIPs	SONA Feb 2023	ERRP SS	JET IP
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## 4. Relevant Court Rulings

For the purpose of this document, reference will be made to court rulings that affect the rollout of the strategy.

In the matter of Business Unity South Africa<sup>3</sup>, the Minister of Higher Education and Training,<sup>3</sup> BUSA applied to the court to set aside the Grant Regulations 2012 based on lack of consultation with the National Skills Authority (NSA) by the Minister on the Grant Regulations. The Minister appealed against the judgment in the Labour Appeal Court in Minister of Higher Education and Training v BUSA (2018) 39 ILJ 160 (LAC). TETA has noted these developments and is awaiting a directive from the DHET.

<sup>3</sup> The Labour Court of South Africa, Johannesburg Judgement (Case No: JR 1110/13) in the matter between Business Unity South Africa v. Minister of Higher Education Science and Technology and Others



STRATEGIC PLAN

# PART B

OUR STRATEGIC FOCUS

*Driven by Vision*



# PART B – OUR STRATEGIC FOCUS

## 5 Strategic Intent 2020 – 2025

Our vision, mission and values have been crafted to reflect our intention to drive skills development through partnerships with local and global Human Resource Development (HRD) players at both institutional and industry levels.

**Table 3: Strategic Intent**

<b>Philosophy Statement</b>	Enhancing economic development and financial sustainability through globally aligned skills development, rural development, industry transformation, strategic partnerships, research and innovation
<b>Vision</b>	Inspired visionary leadership through skills development within the transport sector
<b>Mission</b>	Building a forward thinking and globally competitive workforce by facilitating skills development programmes that support the outcomes of the NSDP and respond to emerging skills needs of the transport sector
<b>Values</b>	<ul style="list-style-type: none"> <li>• Trust</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Accountability</li> <li>• Positive attitude</li> <li>• Commitment</li> </ul>

### Key Strategy Drivers



**National priorities**



**Economic development**



**Industry skills needs**



**Transformation**



**Partnerships**

## 6 Situational Analysis

### 6.1 Transport Sector Overview

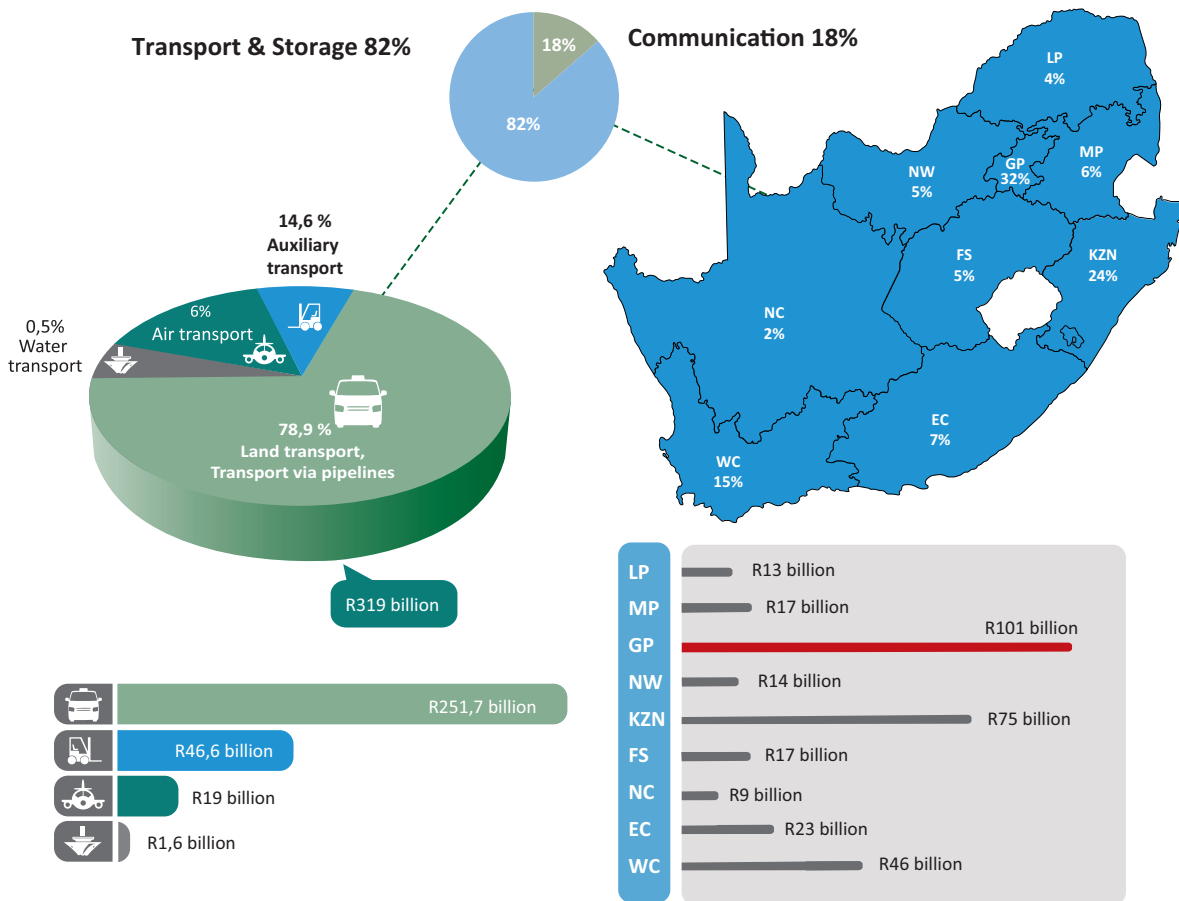
Transportation is critical to all aspects of the economy. It supports clusters of agglomerations, increases productivity, enhances job and labour market accessibility, opens new markets for businesses and enhances supply chain efficiency.

Organisationally, South Africa’s transport sector is divided into eight chambers/subsectors according to the four modes of transport. They are represented as:

- Land (which consist of rail, road freight, road passenger, taxi);
- Air (which is aerospace);
- Sea (consisting of maritime); and
- Inter-or multi-modal (which has forwarding and clearing, and freight handling).

The contribution of the sector to the country's GDP and employment is significantly high and is shown in the diagram below.

**Diagram 2: Transport subsector GDP contribution**



Source: TETA sector profile

The transport sector contributes approximately 9%, or R319 billion, to the country's GDP. The primary mode of transport that has the highest contribution in terms of GDP is land transport (R251.7 billion) followed by inter-or multi-modal (R46.6 billion). The graph further shows that Gauteng is the leading province with a total contribution of R101 billion, followed by KZN with R75 billion. It can therefore be concluded that Gauteng is the hub of South African's economy.

Data from Statistics South Africa (Stats SA) indicate that between the years 2015 and 2018, the transport sector contributed approximately 6% to employment levels and is ranked as the 7th largest employer in the country (see table 4 below). Higher levels of employment are noted with Gauteng dominant at 42% and the coastal provinces of KwaZulu-Natal, Western Cape and Eastern Cape trailing at 22%, 15% and 8% respectively (Stats SA, 2019). The economy of the coastal region is driven by ocean business and tourism.



# PART B – OUR STRATEGIC FOCUS

## Employment across all sectors over a four-year period

Table 4: Employment across all sectors over a four-year period

	Jul-Sep 2015	Jul-Sep 2016	Jul-Sep 2017	Jul-Sep 2018	Average Contribution (%)
Agriculture	897 099	881 371	810 468	842 122	5
Mining	445 994	437 779	445 979	406 159	3
Manufacturing	1 774 286	1 683 170	1 749 022	1 718 579	11
Utilities	126 989	118 167	153 059	155 911	1
Construction	1 459 951	1 491 336	1 364 717	1 502 138	9
Trade	3 199 886	3 197 673	3 285 634	3 305 204	20
Transport	898 281	915 291	987 869	995 859	6
Finance	2 159 845	2 322 987	2 463 296	2 501 562	14
Community and social services	3 581 822	3 498 878	3 616 279	3 675 269	23
Private households	1 280 398	1 281 476	1 312 555	1 266 650	8

Source: Statistics South Africa, Quarterly Labour Force Survey (2019)

A closer look at the sector’s employment profile reveals that the age group between 35 to 55 years is dominating employment. The lack of evidence to show that there is an increase in numbers of young people entering the market is disturbing because this may result in the loss of institutional knowledge and skills (which is often referred to as “knowledge drain”). The inability to retain or transfer knowledge and expertise could have dire consequences for the transport industry. This failure may see transport companies experiencing high employee turnover, resulting in higher costs for individual companies (associated recruitment and training costs) and an overall decrease in efficiency for the entire transport industry. TETA focuses its programmes for the unemployed on the youth between the ages of 18 and 35 to prepare them for the labour market.

The sector is improving regarding racial transformation; for example, black males have been exceptional across all occupational groups including managerial positions. Nonetheless, the sector’s workforce is characterised by high numbers of male employees, with females constituting only 30% of the total workforce. There are still fewer women than men across occupational groups, particularly in the lower-level skills jobs such as machine operator, driver and elementary jobs. TETA designed programmes such as the International Executive Development Programme (IEDP) for women and women empowerment seminars to address the low levels of female participation in the sector. TETA aligns itself with the transformation imperatives to support women at a target of 54% on all funded programmes. Performance results for the past five years show there is an average of 59% of women trained against the target.



The analysis further reveals that this sector is not doing well regarding the employment of people with disabilities, TETA endeavours to focus on improving in this area. Out of 689 449 people employed in the sector, only 4 205, which is less than 1%, are people living with disability. Of this total number, 6% are employed in managerial positions.

The transport sector, being central to the functioning of most other sectors and industries, is particularly susceptible to and influenced by technological trends. The Fourth Industrial Revolution (4IR) is likely to have the greatest influence on the transport sector. The 4IR is seeing the deployment of cyber-physical systems, merging physical, digital and biological processes to produce artificial intelligence; and automated processes and real-time communication, reactions and ledgers (block chain). For example, in the supply chain space there is a concern with streamlining processes and eliminating ineffective and time-consuming methods of transportation and freight handling. This has direct consequences on the demand and supply of labour in the market. TETA, therefore, should ensure a good understanding of these trends to be able to develop skills programmes that are aligned to the demands of 4IR. This will require constant research and engagement with industry stakeholders and training institutions such as TVET colleges, universities of technology and specialised schools. The current APP includes a target to conduct research on the impact of 4IR in the sector.

In addition to new technologies, Government legislations, policies, priorities and landscapes (such as the NSDP 2030, Industry Policy Action Plan, NGP) have been identified as having key influence on the demand and supply of skills in the sector. Inference from the analysis of these external factors suggest that TETA's role as a skills development facilitator (SDF) has increased.

With regard to the Workplace Skills Programme/Annual Training Report (WSP/ATR) system, it remains the only methodology currently accepted by DHET to estimate the demanded skills in the respective sector. However, the WSP/ATR system has been described as a cumbersome and complicated process; as a result, many companies do not participate. Reportedly, by those who have submitted information, the complicated and time-consuming process often leads to mistakes and information being captured incorrectly. The fact that many companies do not participate in the WSP/ATR process means that TETA does not have accurate information pertaining to employee numbers, training requirements and pertinent skills for each of the chambers. The result of that is planning done in terms of skills development does not take the needs of the entire transport industry into consideration, leading to a mismatch of programmes and industry needs.

The unsatisfactory WSP/ATR participation poses even further challenges in that learners pursuing transport-related qualifications struggle to access workplace experience. Consequently, these learners leave the sector, rendering the funding spent on specific training programmes fruitless.

SETA renowned programmes such as learnerships and artisanship are unit standard-based qualifications which the traditional education institutions (universities and TVET colleges) find difficult to implement. There has been a plan to accredit TVET colleges so they can enrol learners in these programmes, but the capacity is still not adequate to supply the much-needed skills in the sector. NSDP 2030 explains the role of CET colleges in



# PART B – OUR STRATEGIC FOCUS

bridging the skills gap. CET colleges may bridge skills gaps among workers as many companies have concerns around the lack of basic literacy skills of many employees, especially in the lower-skill occupations.

TETA is faced with a unique challenge regarding the contribution of levies and distribution. Firstly, the levy income from the sector has not increased for the past four years. Secondly, in the taxi subsector, very few entities pay skills levies or submit WSP/ATR, but they utilise the same budget as other subsectors contributing levies. This situation renders TETA unable to fund all identified skills due to budgetary constraints as well as high costs associated with training. To increase stakeholder participation, TETA will have to devise proactive strategies.

## The Fourth Industrial Revolution (4IR)

The Fourth Industrial Revolution is characterised by a fusion of the digital and physical worlds; and the use of new technologies such as artificial intelligence (AI), robotics, 3D printing and the Internet of Things (IoT). This new technology has changed the way companies operate and do business. South Africa's Economic industries, transport included, are affected by the 4IR as it brings economic disruptions with uncertain socio-economic consequences. It is therefore important for companies in the different industries to prepare for this era, ensuring sustainability, growth and relevance.

The 4IR is introducing rapid changes into the labour market and production systems requiring those seeking employment to cultivate the skills and occupations necessary for adapting to the needs in the transport sector. The 4IR has changed things for the workforce; to remain competitive they need to consistently build capacity by adding new skills and technical knowledge. As a result, upskilling is required for employees in the sector to expand their capabilities.

To fulfil our mandate of Skills Development in the transport sector, it is important to eradicate the labour-skills mismatch in the sector. Statistics South Africa's Quarterly Labour Force Survey Q3 of 2020 reported that almost half (49,4%) of the transport sector employees are plant and machine operators and assemblers. These are considered low-skilled workers and are most likely threatened to be replaced by the emerging technologies. With the unemployment rate on the rise, there should be measures in place to prevent the employed (especially the low-skilled workers) from losing their jobs and to create opportunities for the unemployed to enter the labour market of the transport sector in the 4IR era. TETA plans to invest in reskilling and upskilling programmes for both the employed and unemployed in the industry to ensure that 4IR technology supplements, not replaces labour.

Research provides the foundation for measures desired to enable businesses to become responsive to the 4IR technology. TETA is conducting extensive research on the impact of 4IR on the transport sector. TETA has entered into a research partnership with the Durban University of Technology and





Enterprise University of Pretoria to conduct 4IR research studies. These research studies will provide evidence-based decision making for TETA concerning skills development interventions relevant to 4IR. The outcome will be an understanding of how 4IR will change operations of companies in the transport sector and mapping skills gaps/needs that will respond to 4IR in all the eight subsectors. The results of the studies will promote readiness of companies for the 4IR era, promoting skilled employees and new entrants in the transport labour market.

## Impact of COVID-19 on the Transport sector

- **Overview**

In April/May 2020 Statistics South Africa conducted a survey on the impact of COVID-19 pandemic on employment, income and hunger in the country<sup>4</sup>. According to this survey, during that period, 60,2% of the respondents reported they were employed on a permanent basis; 5,2% had their business closed due to the pandemic; and 2% lost their jobs. The number of job losses has since increased to about 600 000 (-6,6%) in the formal sector comparing June 2019 to June 2020, according to the Quarterly Employment Statistics<sup>5</sup>, Q2 of 2020 reported in October 2020. Before the lockdown, 76,6% of the employed received income from salaries and wages, this decreased by 9,9 percentage points during the lockdown. Slightly above a quarter (25,8%) of employees experienced a decrease in their income which resulted in a reduction in their spending. COVID-19 increased inequality and poverty, there was an increase from 4,3% to 7,0% of persons who experienced hunger during the lockdown, according to the survey.

- **Impact of COVID-19 on Post School Education and Training**

In his research paper, Prof Hoosen Rasool<sup>6</sup>, explored reforms for post-school education and training (PSET) in South Africa, considering the COVID-19 pandemic. The pandemic resulted in a collapse in economic activity, closure of companies, decreased revenue and distressed communities and has affected post-school education and training. Jobs, occupations, nature of work, employment and skills acquisition have been disrupted by the pandemic and therefore there is a need to re-examine needs, priorities, strategies and plans for PSET to align with a post-COVID-19 world.

The following were COVID-19 implications for PSET:

- Public budget cuts for PSET provision;
- Reprioritisation of spending by PSET institutions and support bodies such as SETAs, Quality Councils and the DHET;
- Public demand for a higher economic return from PSET;
- Reduced skills development levy income;
- Restructuring at PSET institutions;
- Staff reorganisation due to reduced budgets;
- A decline in workplace training activity;

<sup>4</sup><http://www.statssa.gov.za/publications/Report-00-80-03/Presentation%20Impact%20of%20COVID-19%20-%202020%20May%202020.pdf>

<sup>5</sup>[http://www.statssa.gov.za/publications/P0277/QES%20Press%20release%202020\\_Q2.pdf](http://www.statssa.gov.za/publications/P0277/QES%20Press%20release%202020_Q2.pdf)

<sup>6</sup>Rasool, Hoosen. (2020). LABOUR MARKET SERIES PAPER TWO COVID-19, ECONOMY AND LABOUR MARKET: REFORMS FOR POST-SCHOOL EDUCATION AND TRAINING



## PART B – OUR STRATEGIC FOCUS

- Growing shift to online learning, blended learning and other hybrid forms;
- Need for curriculum development to serve multiple learning delivery channels;
- Higher training costs due to social distancing mitigation measures;
- Less student funding;
- Students taking responsibility for their learning and development;
- Scarcity of employment openings;
- Need for life-long learning;
- New occupations will emerge;
- Skilling will overtake credentialing; and
- Graduates will be expected to be work ready.

The study identified the following realistic, measurable and attainable PSET reforms:

- Employ blended learning modalities to decongest campuses, reduce costs and increase student access;
- Make the employment relationship in PSET institutions productive and cost efficient;
- Redesign the skills levy grant system to work effectively and efficiently;
- Merge SETAs to reduce non-training costs and improve outposts;
- Change the learnership, apprenticeship and internship model to make it accessible; and
- Build DHET capacity to conduct labour market research on skills supply and demand.

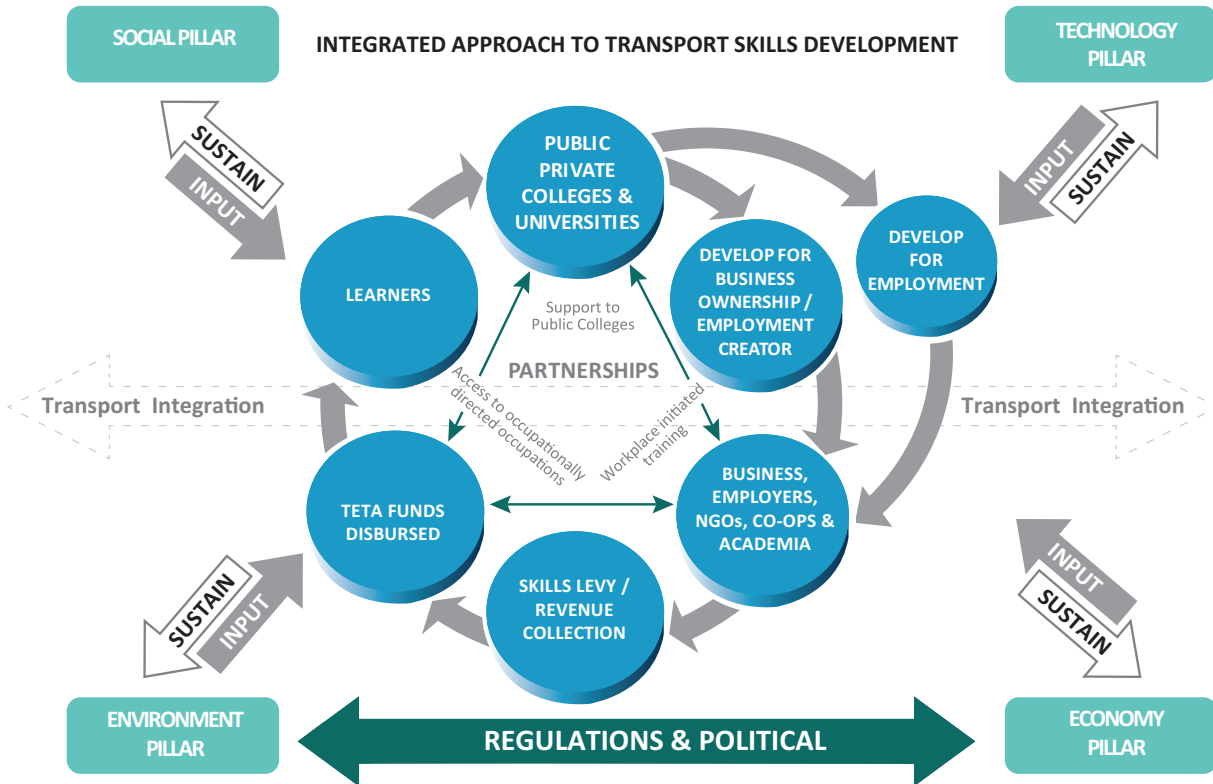
TETA also conducted a research study to assess the impact of COVID-19 on TETA Accredited Training Providers and other Employers/Training Providers. The survey aimed at determining changes in learning methodologies implemented by training providers due to the COVID-19 lockdown regulations; and plans on how the summative assessments will be completed. In addition, it will assist in understanding the depth of disruptions caused by the lockdown regulations and the impact thereof on learners and employers/training providers. The key findings are listed below:

- Blended learning was implemented by slightly more than half of the responding training providers;
- Reported challenges with blended learning were high data costs, access to gadgets and carrying out of the practical modules of the programmed since they cannot be done online. However, the majority of the training providers said they were coping without experiencing any challenges with blended learning;
- 63.8% of training providers did not allow online completion of summative assessments, learners had to complete assessments in compliance with COVID-19 regulations in class;
- Seven out of ten employer/training providers were able to pay stipends to learners during lockdown;
- 90% of stipends were paid in full. The remaining 10% of stipends were either partially paid or not paid at all due to lack of funds or required evidence to release stipends;
- Training providers recommended 3-month contract extensions to complete programmes; and
- Provision of PPE, data, gadgets and additional funding were some of recommendations received from stakeholders.



## 6.2 Performance Delivery Environment

Diagram 3: TETA Pioneering Ecosystem



# PART B – OUR STRATEGIC FOCUS

## 6.3 External Environment Analysis

### 6.3.1 Political, Economic, Socio-cultural and Ethical, Technology and Information, Environmental (Natural), Legal and Regulatory (PESTEL)

The following external factors in South Africa have been identified as having a bearing on the effective delivery of skills development solutions in the transport sector, and therefore, must be addressed by the TETA strategy.

**Table 5: PESTEL Analysis**

Political	Economic	Socio-cultural and Ethical
<ul style="list-style-type: none"> <li>• Possible reconfiguration of SETAs</li> <li>• Labour policy changes</li> <li>• Trade agreements</li> <li>• Effects of geopolitics on execution of TETA mandate</li> <li>• Government Policies introduced by national election outcomes</li> <li>• Emergent government priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Labour disputes and social protests</li> <li>• High inflation impact on the costs of doing business</li> <li>• Company and training centre closures</li> <li>• Fraud and corruption</li> <li>• Lack of competition and barriers to entry</li> <li>• Unstable global economy</li> <li>• SETA mandate stretched without matching budget increases</li> <li>• High unemployment rate</li> <li>• Skills shortage due to pandemics</li> <li>• Destruction of infrastructure</li> <li>• Interruptions of the supply chain</li> <li>• Load shedding</li> <li>• Distressed SOEs leading to reduced training opportunities, and levy contributions</li> <li>• Stakeholders not embracing transformation imperatives</li> <li>• demonstrated resistance to change</li> <li>• Poor economic growth</li> <li>• Double-deeping</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalence of pandemics</li> <li>• Conflict of Interest</li> <li>• Unequal distribution of skills benefits between Urban and Rural</li> <li>• Transport industry disputes</li> <li>• Road carnage</li> <li>• Substance abuse</li> <li>• High rate of unemployment</li> <li>• Wellbeing of sector employees</li> <li>• Low matric pass rate (standards)</li> <li>• Lack of skills transfer in the workplace</li> <li>• Low entrepreneurship skills in the country</li> <li>• Burning of trucks</li> </ul>
Technology and Information	Environmental (Natural)	Legal and Regulatory
<ul style="list-style-type: none"> <li>• Shift to technology increases elitist group of participants</li> <li>• SETMIS and QCTO quarterly management reporting</li> <li>• Fourth industrial revolution (e.g. electric buses), shift to technology/ automation</li> <li>• High cost of data and IT infrastructure limited access to technology and equipment</li> <li>• Insufficient programs aligned to 4IR</li> </ul>	<ul style="list-style-type: none"> <li>• Green economy studies and programs are not widely known</li> <li>• Lack of knowledge about the green economy's regulations and requirements for transportation providers</li> <li>• The green economy puts pressure on transportation companies to conform or risk severe fines</li> <li>• Insufficient focus on renewable energy training</li> <li>• Natural disasters (i.e sink holes and gas explosions)</li> <li>• Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>• Change in legislation (e.g. BBBEE)</li> <li>• Bureaucracy in legislation approvals</li> <li>• Legal disputes between industry and government</li> <li>• Increase in the number of policies that we need to comply (i.e. ERRP)</li> <li>• Ethics code</li> </ul>



This strategy recommitments TETA to continually keep abreast with emerging trends and adjust its programmes and systems to respond promptly and adequately to eminent changes. TETA will integrate new legislative requirements into the design of its control mechanisms and align its programmes accordingly. However, in that process TETA will identify and highlight gaps for the attention of legislators. The information systems will be reviewed, and compliance processes will be continuously strengthened to embrace good governance and compliance in areas such as POPI and the ICT governance framework.

Despite the unfavourable macroeconomic outlook with regards to high unemployment and slow growth, TETA will continue, through training initiatives, to ensure that the country has a pool of work-ready artisans and graduates and encourage self-employment through entrepreneurship development.

Technology will be harnessed in the sector to enhance delivery methods, communication with stakeholders and regulatory reporting. Online access will be enabled for application submission, learner registration and reporting.

TETA will harness reporting processes and systems for seamless alignment and regulatory reporting to the DHET SETA Management Information System (SETMIS).

Mobile technology will be used to facilitate timely communication with stakeholders and beneficiaries in the rural and less accessible parts of the country.

TETA will sustain advocacy programmes for a clean environment through monitoring research and funding studies in this area.

HIV/AIDS and COVID-19 are impacting the health of the South African labour industry, with the transport sector being one of the most negatively affected industries, resulting in costly inefficiencies. TETA will continue to support development and implementation of innovative awareness and prevention strategies to arrest the spread of infections in the transport sector.

The government promotes the formation of SMMEs as vehicles of growth to address poverty, unemployment and inequality as stipulated in the NDP. Hence in 2014 the Department for Small Business Development was formed. The establishment of this department in support of the establishment of small businesses will affect existing players in the subsectors of the transport industry.

The transport sector mostly consists of 70% small to medium-sized companies. It is thus imperative that the Transport SETA leverages on SMMEs in order to increase the sector's chance of attaining the NDP's employment targets by 2030. In capital intensive subsectors such as maritime, freight handling, and forwarding and clearing, it is very difficult for small businesses to enter the market. Therefore, there is very little competition from SMMEs.

The transport sector accounts for 26% of global carbon emissions, this number is continually increasing. With greater concern over climate change, as expressed through many international conferences (e.g., the Kyoto Protocol and the Paris Agreement) in the past two decades, the transport sector will have to adapt to new government legislative frameworks and policies which will likely lead to technological and behavioural changes. Therefore, in the long run, attempts to change individual attitudes and behaviours will affect choices made within the sector and consequently the skills required to sustain it.



# PART B – OUR STRATEGIC FOCUS

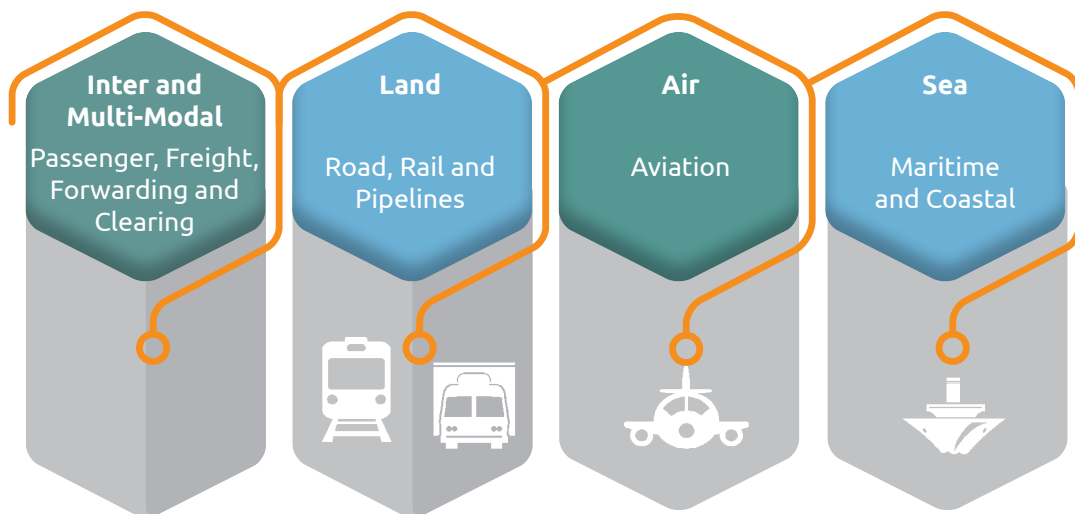
The unprecedented times of COVID-19 resulted in both individuals and companies seeking solutions to survive socially and economically. Research has shown that the focus of transport companies shifted from moving citizens to keeping a core system operational for moving essential workers, goods and services to respond to COVID-19. Shortfall in income from many operators necessitated revenue diversification which at times affected the human capital of many businesses. The majority of companies can no longer afford to operate on full capacity and therefore resorted to retrenchment of staff for survival.

The commuter decreases in public transport significantly affected operators financially. In response, operators increased public transport fares and that affected the livelihood of commuters, especially essential workers. Passenger Rail and Aerospace subsectors were affected by the lockdown restrictions while Road Freight experienced a shift in peak periods due to panic buying and increased home consumption during the lockdown. Transport companies are trying hard to adapt to changes brought about by COVID-19, but it is also worth noting that travel patterns of people will be affected in the long run and therefore it will take longer for transport operators to recover from the pandemic.

### 6.3.2 Transport Subsectors

The transport sector consists of at least four broad subdivisions which are defined by the modes of transport illustrated in the diagram below.

**Diagram 4: Modes of transport**





**Table 6: Modal Classification of TETA Chambers**

Air	Sea	Land
Aerospace	Maritime	Rail, Road Freight, Road Passenger, Taxi

**Intermodal/Multimodal**

*Forwarding & Clearing, Freight Handling*

Logistics	Supply Chain Management
Aerospace, Forwarding and Clearing, Freight Handling, Maritime, Rail, Road Freight, Road Passenger, Taxi	Forwarding and Clearing, Freight Handling
Passenger	Freight
Aerospace, Maritime, Rail, Road Passenger, Taxi	Aerospace, Forwarding and Clearing, Freight Handling, Maritime, Rail, Road Freight

**6.3.3 Transport SETA Subsector Profiles**

The transport sector is demarcated into 8 subsectors. Each subsector falls under relevant Chamber responsibility: Road Freight Chamber, Freight Handling Chamber, Aerospace Chamber, Road Passenger Chamber, Taxi Chamber, Maritime Chamber, Forwarding and Clearing Chamber and Rail Chamber.



**Aerospace**

Aerospace involves the moving of goods and passengers by air. The aerospace industry caters for both cargo and passenger transport and includes military activities, scheduled flights, charter flights, business operated aircraft and recreational flying. It further includes:

- Regulatory services;
- Air traffic services;
- Unmanned aerial vehicles;
- Remotely piloted aircraft system; and
- Airport & Aerodrome Management entities.

South Africa has a well-established aviation industry and network, providing world-class international airports in the major cities of the country, and a significant number of smaller airports throughout the country.



**Forwarding & Clearing**

The forwarding and clearing industry is responsible for activities and supply chains relating to all imports and exports of goods entering or leaving South Africa by all modes of transport. Freight forwarding involves the movement of goods on behalf of importers and exporters, applying supply chain management solutions to ensure effective imports and exports and transportation of goods, and applying warehousing solutions for goods in transit. Freight clearing is concerned with customs clearing for exports and imports, as well as assistance in implementation and adherence to import/ export and related regulations.



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## Freight Handling

Freight handling is an integral part of the supply chain management system and provides vital support services to various sectors. People involved in freight handling play a key role in the movement of goods since they represent the physical link that ensures that the freight is efficiently and safely handled.



## Maritime

Maritime transport involves the shipment of goods and people by vessel on either sea or other waterways. Maritime transport involves the shipment of goods and people by a vessel on either sea or other waterways. Maritime transport of goods includes the transport of containers, general cargo that is loose-packed (break-bulk), bulk goods in the form of single commodities such as minerals and grains, bulk transport of liquids such as oil, as well as ocean and coastal shipping. This includes liner vessels operating on fixed routes and to fixed schedules, charter vessels that are commissioned on demand, and the operations of all fishing activity.

Passenger transport by sea involves transport by ocean liner, ferry and cruise ships, offering round-the-world cruises; repositioning cruises that offer cruises from one home-port to another destination; and area-based or destination cruises, where the ship undertakes cruises within the area of the home-port and returns to the home-port at the end of the cruise.

This subsector is concerned with the handling, storage and stock control of cargo through seaports, airports, distribution centres, factories and other depots.



## Rail

The Rail transport is an industry where employer groups and employee groups are associated for the purpose of manufacturing of rolling stock and infrastructure, assembling of all the components of rolling stock, the transportation of goods, passengers and livestock by rail, the control, management, accomplishment, maintenance and exploitation of railways and rail services; the maintenance, servicing, repair overhaul and testing of locomotives, rolling stock and support services.



## Road Freight

The Road Freight industry involves the movement of goods via roads as well as regulation of movement across borders. Freight are most commonly moved between airports, rail yards, ports and distribution centres, and between pipeline depots and petrol stations (also known as the first mile) and between the distribution centres and retailers'/consumption zones (also referred to as the last mile). Road freight is important in linking the various modes of transport and is key in completing the freight logistics supply chain. It is estimated that Road Freight is responsible for the moving of nearly 80% of all freight in the country on an annual basis. Freight are generally transported by means of various vehicles, which can range from motorcycles with an engine capacity of 125 cubic centimetres or less (drivers licence code A1) to articulated vehicles with a gross combination mass greater than 18 000 kg (drivers licence code EC). These typically include: Dry bulk transport carriers; Abnormal load transporters; Hazardous chemical carriers; Retail fleet (fast moving consumer goods); Courier companies; and Waste material transportation.





### Road Passenger

The Road Passenger industry refers to mass transit of passengers through bus transport. The following activities comprise the Road Passenger sub-sector:


- Transporting passengers by bus or mini-bus at a fee (this, however, excludes the minibus Taxi industry); Long distance bus services; Tour and charter bus services; Cross-border bus services; Intercity bus services; School/learner bus services; Commercial contract bus services; Special hire or private hire bus services; Subsidised and non-subsidised bus services; Scheduled and unscheduled bus services.



### Taxi

The Taxi industry is associated with the transportation of passengers in vehicles other than buses, at a fee. This industry is dominated by the minibus Taxi industry, which is known to be largely unregulated in terms of formal economic practices. The Taxi industry transports by far the biggest number of passengers on any given day, compared to both Rail and bus, carrying approximately 65% of the country’s public transport passengers. In recent times, the Taxi industry has seen radical changes with e-hailing services , labelled as “disruptive innovators”, causing tension amongst the metered Taxi industry. The Taxi industry consists of the following activities: Minibus Taxis; Metered Taxis; E-hail Taxis; Scholar transport; Shuttle services; Chauffeur drivers etc.

**Table 7: Impact of COVID-19 on Transport Sub-sectors**

Subsector	Impact of COVID-19
<p data-bbox="236 1234 399 1267"><b>Aerospace</b></p> 	<ul style="list-style-type: none"> <li>• A reduction in demand, supply interruptions, financial pressure, and workforce impairment;</li> <li>• Low passenger and goods volume due to limited travel due to COVID-19 lockdown restrictions;</li> <li>• Disruption in production as demand of spare parts has decreased since less maintenance is required on aircrafts and airlines are no longer ordering new aircrafts;</li> <li>• Retrenchments of significant proportions of the aerospace workforce;</li> <li>• The industry’s future performance depends on the pace of vaccine roll-out of the vaccines and how quickly international travel resume operations;</li> <li>• IATA has initiated an industry recovery programme which includes activities of looking into how to safely re-open borders, remove travel restrictions and restoring consumer confidence in flying to recover demand;</li> <li>• COVID-19 brought about emerging new technology in the subsector, contributing to quick and efficient check-in at the airline counters;</li> <li>• The new technology calls for repurposing of industry knowledge or job skills; upskilling of the workforce in computer technology to ensure that they are adaptive to the ever-changing technologies; and</li> <li>• Limited opportunities for workplace based learning programmes.</li> </ul>



# PART B – OUR STRATEGIC FOCUS

Subsector	Impact of COVID-19
<p data-bbox="236 392 475 465"><b>Forwarding and Clearing</b></p> 	<ul data-bbox="531 405 1394 987" style="list-style-type: none"> <li>• Affected the levels of functionality of Forwarding and Clearing;</li> <li>• The suspension of activities at the ports and the coastal harbours at the beginning of the lockdown;</li> <li>• Narrowed the margins for companies in the forwarding and clearing hampering on the survival of companies and resulting in retrenchments to cut costs, and for some companies' closure;</li> <li>• Companies need to emphasise issues such as digitalisation, e-commerce and customs legislation must change to reflect an integrated custom regime;</li> <li>• E-commerce due to the lockdown and movement restrictions and to manage isolation as a result the industry require relevant training and education infrastructure to adapt to rapid change taking place in the subsector;</li> <li>• The subsector needs higher skills to replace occupations like the custom entry clerk, which is in danger of extinction;</li> <li>• Implementation of workplace based learning programmes; and</li> <li>• Flexibility/agility e.g., automation of jobs is required in the education and training infrastructure. Change management required for faster adaptation.</li> </ul>
<p data-bbox="225 1070 483 1106"><b>Freight Handling</b></p> 	<ul data-bbox="531 1055 1394 1787" style="list-style-type: none"> <li>• The first few months of the lockdown significantly affected the economic performance of the freight handling subsector;</li> <li>• Reduced business turnover by over 20%;</li> <li>• Companies operating in the restaurant environment were negatively affected by the shutdown because they were not operating during the hard lockdowns. They experienced theft of their parked trucks;</li> <li>• The subsector performance improved following the opening of land, sea and air boarders with increased demand for warehouse;</li> <li>• Some companies were fortunate to be essential workers therefore their warehousing and distribution were in operation during the lockdown. For these companies, it meant they needed preventative health and safety measures; split business into shifts to prevent cross-contamination; hire taxi services to transport staff; all these changes incurred additional costs for the companies;</li> <li>• Cost of products went up because supply chain becomes expensive;</li> <li>• Retrenchment and downsize business operations to mitigate the effect of the pandemic;</li> <li>• The need to have proper IT infrastructure was exacerbated by COVID-19; and</li> <li>• There has been a higher uptake in E-learning and virtual training following the shift to virtual learning arising from COVID-19.</li> </ul>



Subsector	Impact of COVID-19
<p data-bbox="323 409 464 443"><b>Maritime</b></p> 	<ul style="list-style-type: none"> <li>• The subsector halted all operations during the economic shutdown;</li> <li>• Maritime subsector recovered after the global economy commenced export and improved operations shipping in large volumes;</li> <li>• The need to integrate end-to-end skills which calls for agility to navigate different businesses with the subsector became critical;</li> <li>• In the context of COVID-19, Maritime subsector requires human resources with technical skills and the ability to engage in strategic thinking and cope with change;</li> <li>• Adapt to technical innovations driving growth and competitiveness within the industry;</li> <li>• COVID-19 depleted some critical skills in maritime therefore skills development is currently in crisis;</li> <li>• Companies need to have succession planning as an approach to managing emergencies. This is driven by ageing, poor quality of learners and skills mismatch; and</li> <li>• Stakeholders suggested online training of cadets and improved coordination between Department of Trade and Industry and Department of Transport.</li> </ul>
<p data-bbox="363 1142 424 1176"><b>Rail</b></p> 	<ul style="list-style-type: none"> <li>• In the areas of manufacturing of rail, freight by rails and passenger by rail;</li> <li>• During the lockdown level 4 and 5, small businesses in the rail subsector had no income;</li> <li>• Overhead lines were stolen and PRASA infrastructure was vandalised because dysfunctional management failed to renew contract of security company;</li> <li>• PRASA could not operate its coaches due to lack of electricity;</li> <li>• Train drivers were demoralized psychologically and emotionally;</li> <li>• Essential services companies operated at reduced capacity during the lockdown;</li> <li>• Passenger rail is still experiencing the impact of COVID-19 because companies are operating partially;</li> <li>• Required skills training for diesel and electrical train drivers and development of rail infrastructure; and</li> <li>• Infrastructural constraints: the sub-sector had to adapt technology and shift to online training.</li> </ul>





# PART B – OUR STRATEGIC FOCUS

Subsector	Impact of COVID-19
<p data-bbox="252 405 453 443"><b>Road Freight</b></p> 	<ul data-bbox="528 405 1390 880" style="list-style-type: none"> <li>• The subsector benefited exponentially from the pandemic;</li> <li>• The subsector responded to challenges brought by restriction of movement by offering reliable online and parcel delivery services to customers;</li> <li>• Introduced technologically driven innovations like warehousing technology, motorised bikes to deliver goods to customers;</li> <li>• Working from home increased demand for computer hardware and software for home delivery;</li> <li>• COVID-19 exposed the need to transition from legacy learnership programme into developing an occupational curriculum because workplace learning and access to practical training were affected by the pandemic; and</li> <li>• The approach to training needs to change to incorporate an online training curriculum and company hierarchy should reflect the new normal brought about by COVID-19.</li> </ul>
<p data-bbox="229 949 475 987"><b>Road Passenger</b></p> 	<ul data-bbox="528 949 1358 1205" style="list-style-type: none"> <li>• Reducing bus passenger transport demand resulting from the lockdown restrictions and the regulations for the pandemic;</li> <li>• Working from home affected the volume of passengers: Fewer passengers resulted in financial constraints e.g. standard licensing fees still need to be paid despite less functionality; and</li> <li>• Operators within the subsector reduced operations which led to retrenchments of workers while some companies considered closure.</li> </ul>
<p data-bbox="320 1308 389 1346"><b>Taxi</b></p> 	<ul data-bbox="528 1308 1369 1603" style="list-style-type: none"> <li>• Limited operations that affect financial viability and skills development e.g., work-integrated learning disturbed because of COVID-19;</li> <li>• 30% reduction in minibus taxi operation;</li> <li>• Meter taxi business suffered almost 80% loss of income;</li> <li>• Vehicles repossessed by banks because operators could not honour loans condition; and</li> <li>• COVID-19 exposed skills gap in the industry. Taxi industry did not have rapid emergency response.</li> </ul>





## 6.4 Organisational Environment

### 6.4.1 Internal Environment Analysis

TETA has a staff complement of 115, with 69 (60%) being female, 46 (40%) being male, 40 (34,78%) being youth and 1 (0,87%) people living with disability to execute its mandate

### Human Resources Management Mandate

TETA organisational structure



#### 6.4.2. Priorities and their impact

Investment in training and development of personnel is a priority for TETA, as it translates into improved organisational performance, staff confidence and skills. TETA will continue to invest in human capital, with a focus on:

- Internal staff bursaries;
- Workshops aligned to personal development plans and industry-specific matters, such as trend updates; and
- Submission of WSP/ATR to ETDP SETA.

TETA continually creates an environment that is conducive for its employees to thrive. TETA set a target to retain 85% of its permanent staff annually. Staff retention ensures that TETA has a consistent knowledge base. In the 2020/21 financial year TETA, managed to retain 93% of its permanent and fixed term contract staff. The organisational structure shall be reviewed on a needs basis in line with the dictates of operations to achieve set organisational goals.

#### 6.4.3. Internal Environment

This section discusses TETA's capacity issues and key determinants of performance. It also provides analyses of the Transport SETA as an entity and how it is impacted by its environment. The Strengths, Weaknesses, Opportunities and Threats (SWOT) and Boston Consulting Group Matrix (BCG) matrices were used to identify various factors that may impact TETA's performance. These were then integrated into TETA's business strategy development.

The outputs of these analyses provided an important guideline to develop the critical success factors, objectives and strategies of Transport SETA that will not only strengthen organisational capacity and coherent delivery, but also enhance the way the organisation views and understands its mandate.

#### 6.4.4. Effects of COVID-19 on employees

- The pandemic changed the way in which work is being done; work had to be performed from home and some operations were done virtually;
- TETA employees were challenged with finding ways to meet performance targets and achieve goals under the new normal;
- Hard lockdown because of the pandemic impacted employees' work-life balance as they adjusted to working from home; and
- TETA employees were not spared from loss and sickness during the pandemic which impacted their psychological and mental wellbeing.

##### 6.4.4.1 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

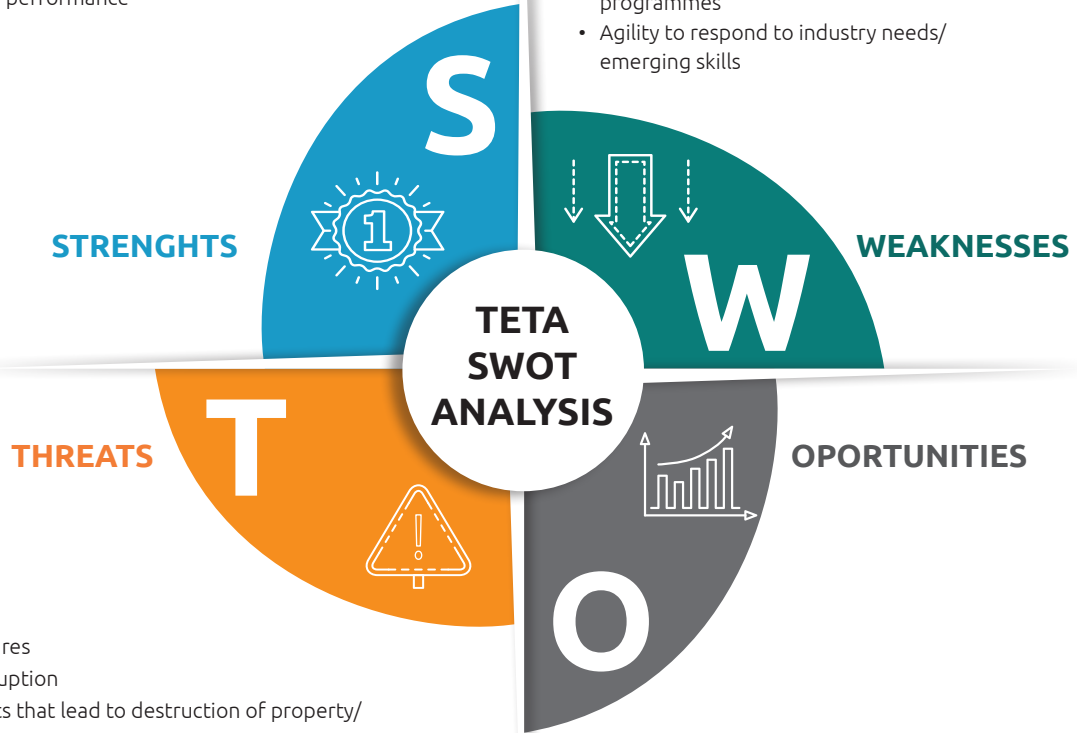
TETA is continually faced with challenges, some of which are beyond its control. These challenges have the potential to limit TETA's ability to achieve expected performance in the execution of its mandate, such as achieving Service Level Agreement (SLA) targets.

The SWOT analysis was used to contextualise TETA's internal and external environments as illustrated in the matrix below. In essence, the SWOT analysis identifies areas of strengths and opportunities that TETA can leverage in the design and implementation of its strategies. Weaknesses and threats afford the organisation a chance to reflect on how to turn these into opportunities. The results of the SWOT analysis are discussed below, with suggested mitigations for the challenges identified. Equally, the opportunities and strengths can be harnessed and leveraged to enhance TETA's organisational performance in the execution of its mandate.



- Green economy research
- Partnerships (co-funding)
- Sound governance and strategic leadership
- Sound internal controls
- Positive employee wellness
- High rate of disbursement of funds
- Capable, knowledgeable, dedicated and vibrant workforce
- Consistent high performance

- The absence of inter-ministerial cooperation
- Lack of intergrated information technology systems
- Low mandatory grant participation
- Limited administration budget to offset operational costs
- 3rd-Party reliance for emplementation of programmes
- Agility to respond to industry needs/ emerging skills



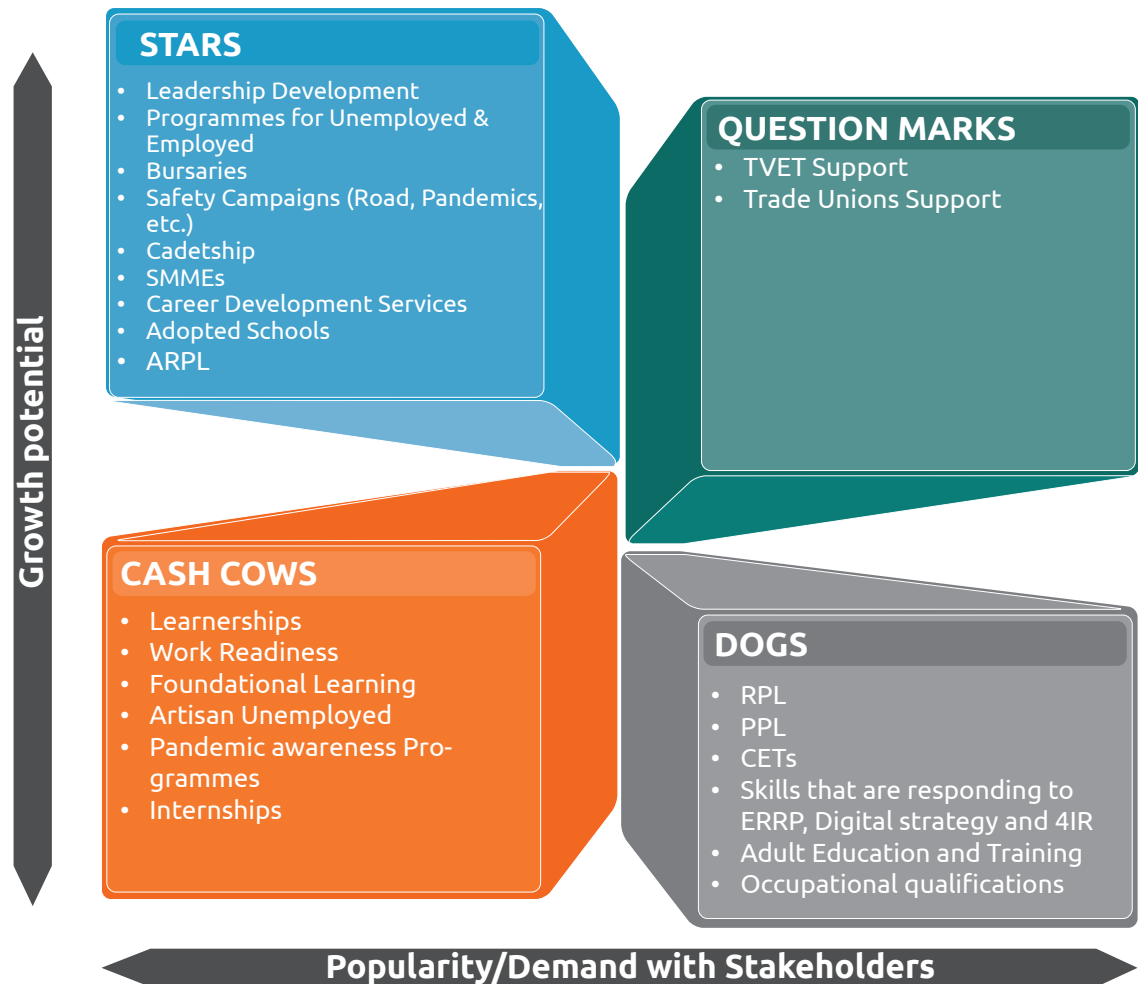
- Company closures
- Fraud and corruption
- Violent protests that lead to destruction of property/ infrastructure, burning of trucks and buses
- Insufficient number of training providers accredited to train on occupational qualifications
- Expiry of legacy qualifications affecting certification
- Loadshedding affecting stakeholder productivity
- High Level of crime

- 4th Industrial Revolution
- Availability of new markets
- Green and Hydrogen economy
- Community college support in soft skills
- Re-skilling, up-skilling and training on new skills
- Entrepreneurship
- Integrated management system
- Business process re-engineering
- Revenue diversification and assurance
- Mobilising new stakeholder to pay levies to TETA
- Leveraging ocean economy
- Taxi Industry formalisation
- Growing SMMEs to Medium Companies



### 6.4.5 Boston Consulting Group Matrix

The BCG Matrix was applied to determine the level of resonance of TETA's skills development programmes with stakeholders. The resulting plot indicates programmes to prioritise for implementation based on mileage for the sector and their scope in addressing stakeholder needs.



*The BCG Matrix tells us the following*

**Stars:** These programmes are growing significantly in stature and enrolment.

**Question Marks:** These are the up-and-coming programmes that may be on the path to becoming Stars with proper advocacy to stimulate uptake by industry players.

**Cash Cows:** These are popular programmes but exhibit no propensity to grow significantly and require no advocacy for industry uptake.

**Dogs:** These are characterised by either non-performance, under-subscription, or newly introduced programmes with little traction.

The outputs of the BCG analysis are important in that they highlight programmes that are likely to achieve higher traction and impact for the transport sector; and consequently, derive the highest value per rand invested by TETA. The matrix also tells us which programmes TETA needs to promote aggressively to increase stakeholder participation and achieve national targets.



#### 6.4.6. Top Key Strategic Risks

Based on the consolidation of inputs from various fora, such as stakeholder engagements and strategy planning sessions, the following factors have been identified as critical to TETA's achievement of its mandate.

- Reliance on an external service provider for information technology support;
- Slow economic recovery which affects the levy payments as a result of economic downturn, recession and other pandemic impact;
- Insufficient administration income to optimally meet the SETA's mandate, human resource and operational needs;
- Stakeholder non-performance, leading to non-achievement of TETA's mandate;
- QCTO revoking delegation of quality assurance functions;
- Inadequate initiatives that promote the 4th Industrial Revolution, both sectorally and nationally;
- Change in political leadership and political unrest;
- Damage to rail and logistics infrastructure (social issues), road infrastructure;
- Electricity challenges;
- Finalisation of the BUSA matter on the payment of mandatory grants;
- Slow pace of transformation;
- Information governance, including non-compliance with POPI Act;
- Reliance on levies as a primary source of income to fund the organisation; and
- Geopolitical changes affecting implementation of strategic partnerships.

### 6.5 Sectoral Challenges and Opportunities

The transport sector is characterised by challenges that require innovative approaches to address skills development, equitable access to training opportunities and environmental awareness. The sector is faced with gender imbalance, casualisation of work, recurrent strike actions, HIV/Aids, the COVID-19 pandemic and exemption of many companies from paying levies. TETA, in conjunction with sector stakeholders, are continually working to find solutions to mitigate these challenges.

SECTORAL CHALLENGES		OPPORTUNITIES	
<b>ECONOMY</b>			
Economic recession Slow economic growth Reduced Investment Opportunities Airlines going under business rescue. Global Crises, i.e. Supply Chain Blockages Job Losses		Africa Free Trade Agreement;	
<b>4TH INDUSTRIAL REVOLUTION</b>			
Cyber Crime Inequality Electricity Outages Gap in Technical Skills Data Sensitivity Handling Data Growth		Artificial Intelligence Digitisation Access to Broadband	
<b>SECTOR COMPETIVENESS</b>			
Green Energy Levy Contribution Parities		Well Developed Infrastructure	



# PART B – OUR STRATEGIC FOCUS

## 6.5.1 Transport sector future outlook

The future outlook of the Transport sector, especially in the emerging context of COVID-19, will depend on numerous interrelated factors. These factors include the impact of the economic recession and coronavirus (COVID-19) and the fourth industrial revolution.

- **Economic recession and COVID-19** – Statistics South Africa reported that the economy experienced its third successive quarter of negative economic growth, declining by 2% in the first quarter of 2020. The contraction of the economy was followed by a -1.4% in the fourth quarter of 2019, and -0.8% in the third quarter of 2019. Additionally, downgrade hit the economy in the first quarter of 2020 with the announcement from the Moody rating agency.

The rating agency dropped South Africa to sub-investment grade at Ba1, and it equally put a negative outlook on the rating, which is equivalent to the BB+ negative of Fitch<sup>7</sup>.

The negative outlook means significant upside pressure on government debt and the cost of borrowing. For the Transport sector, investment in rail, pipelines, road, airports, ports and operations of public transport freight is likely to be significantly reduced or non-existence given that the South African government has been the primary source of funding in the Transport sector. As a percentage of GDP, the fiscal windfall for FY 2020/2021 is expected to be the largest since the end of apartheid. The poor performance of the economy and the effect of the total shutdown of the economy due to the spread of COVID-19 is likely to have a lasting impact on the Transport sector. During this period, the number of daily flights, and ports, rail, road transport and freight fell by 80%, with all passenger traffic completely shut down.

It remains an undeniable fact that the transport sector is in survival mode with the airline, airport and ground-handling companies struggling to secure funds to pay employees and meet other financial obligations necessary to ensure the sustainability of their operations. In addition, some airlines have closed, restructured and retrenched employees.

The sector will likely experience job losses with the truck drivers, technicians, pilots, and other skilled personnel becoming unemployed due to the economic recession and the length of time many businesses would require getting back to full capacity. At the same time, the Transport sector contribution to the economy is likely to be affected as the demand for transport services post-COVID-19 fails to return to or surpass previous years' demand levels. Furthermore, it remains unclear what kinds of restrictions that governments in different parts of the world will impose on staff and passengers of maritime and air travel. The nature and shape of the Transport sector post-COVID-19 is impossible to determine as this would mostly depend on how quickly the world can find a cure or vaccine for the virus.

- **Fourth industrial revolution** – Technological innovation is going to drive the outlook of the transport sector. The 4IR is happening against South Africa's developmental context characterised by the rising cost of production, relatively low productivity levels, lack of high skills labour and uncertainty about Government policy (Campbell 2017). The stakeholders who participated in the virtual SSP workshops conducted by TETA in June 2020 canvassed this view. The development of AI, digitisation, networks

<sup>7</sup>The sovereign wealth funds, pension funds and other investors use the crediting rating to assess the credit worthiness of a country. A Negative Outlook has a significant impact of South Africa's borrowing costs. <https://www.fitchratings.com/research/islamic-finance/fitch-downgrades-south-africa-to-bb-outlook-negative-03-04-2020>





of autonomous vehicles (AVs), block chain and the IoT is already changing the interaction between humans and systems, and it will continue to drive the future growth of the industry. While subsectors like aerospace and freight logistics have adopted technology and innovation as a mechanism for driving competitiveness, other industry operators (i.e., logistics and taxi) are slower in making the necessary shift. Investment in technology and innovation are key to the future output of the sector. Adoption of technologies would ensure the optimisation of transport operations as high-quality data and analytics become readily available for transport planning and operations.

- **Sector Competitiveness** - The transport sector is a key contributor to South Africa's competitiveness in global markets. The sector is considered vital for economic growth and social development with well-developed transport infrastructure – airports, seaports, road networks and rail networks. Moreover, the country's transport infrastructure is modern and among the most developed in Africa. It has the second-largest air and the largest rail networks in Africa, and the roads are in relatively good state. The country provides the preferred stopover for ships from and to Europe, the Americas, Asia, Australasia, and the coasts of Africa (GCIS 2019). The Atlantic and Indian oceans act as major shipping lanes, and close to 96% of South Africa's export go through the sea.

South Africa has eight commercial ports (i.e., Richards Bay and Durban in KwaZulu-Natal; East London, Port Elizabeth and the Port of Ngqura in the Eastern Cape; and Mossel Bay, Cape Town and Saldanha in the Western Cape) acting as channels for trade between South Africa and its Southern African partners as well as hubs for traffic to and from Europe, Asia, the Americas and the east and west coasts of Africa (GCIS 2019). For example, South Africa recently experienced a large-scale transport infrastructural projects with the docking of its largest ship ever on 09 May 2021 in East London – a 200 meters long Roll on Roll off vessel with additional capacity to transport 600 passengers. However, tariffs have remained high in comparison to global benchmarks. A re-positioning of South African ports and reducing tariffs could attract further transshipment traffic to and from Europe, the Americas, Asia, Australasia, and Africa's coasts.

South Africa's 10 airports handle more than 98% of the country's commercial traffic, with 200 000 aircraft landings and 10 million departing passengers annually. These are the OR Tambo International in Johannesburg, Cape Town International, and the King Shaka International, outside Durban. The seven smaller airports are domestic airports: Port Elizabeth, East London, George, Kimberley, Upington, Pilanesberg, Lanseria (Midrand), Gateway (Polokwane), Nelspruit and Kruger (Mpumalanga). South African Airways (SAA) was once the second-largest air carrier on the continent, with connections to more than 28 cities (STATSSA 2019) before it collapsed.

However, there is a possibility that SAA will start operations again under a new airline comprising governmental and private ownership. It is expected that the domestic and regional flights will start operation on 01 July 2021, while the international flights are planned for operation from 01 November 2021.

The road continues to be the transport mode for the majority of goods. For instance, South Africa boasts a massive road network of about 747 000 km, the longest network of roads of any African country. Nearly 185 000 km are provincial roads, and the municipal network totals about 66 000 km. The construction of roads and maintenance is under the South African National Roads Agency (SANRAL). At the same time, the DoT has the overall responsibility for policy development and coordination.



Furthermore, the competitiveness of the South African Transport sector is reflected in its extensive rail network capacity. It boasts the 14th longest rail network globally, connecting ports within South Africa and rail networks in the Sub-Saharan Africa region. This infrastructural capacity represents 80% of Africa total rail network. However, according to stakeholders who participated in the rail sector virtual strategic engagement in May 2021, the rail infrastructure suffered major vandalism during the COVID-19 lockdown, threatening the productivity and revenue base of the rail sector.

**6.6. TETA Skills Development Priorities**

Our strategy will be driven by the following skills development priority framework drawn from the dictates of the NSDP, contemporary national priorities, transformation agendas and transport sector needs

**Diagram 5: TETA Skills Development Priorities**



# PART B – OUR STRATEGIC FOCUS

**Table 8: TETA Skills Development Priorities**

Priorities	Strategic Objectives	Objective Statement
<b>4th Industrial Revolution</b>	Implement research strategy	<ul style="list-style-type: none"> <li>TETA will aggressively search and identify new occupations and skills gaps that are emerging as a result of technological changes;</li> <li>Development of qualifications and training material aligned to the changing technology; and</li> <li>TETA will re-align its practices to the utilisation of electronic and digitised systems.</li> </ul>
<b>Road safety</b>	Increase road safety through awareness programmes and impactful accident prevention projects.	<ul style="list-style-type: none"> <li>TETA will commission a study that will inform the strategic partnership framework TETA should adopt to optimise skills development in the sector.</li> </ul>
<b>Employer participation</b>	Increasing the approved workplaces to ensure more workplace based interventions.	<ul style="list-style-type: none"> <li>TETA will conduct geographic mapping to locate all TETA committed funds and use that to identify areas where satellite offices can be opened.</li> </ul>
<b>Transformation</b>	Support rural development, including NGOs, CBOs and other organisations in rural areas. This includes efforts towards the realisation of TETAs transformation imperatives which include gender and disability.	<ul style="list-style-type: none"> <li>The rural development strategy has been developed to assist implement adequate and relevant projects for rural development; and</li> <li>TETA also aims to introduce efforts towards the realisation all other transformation imperatives.</li> </ul>
<b>SMME/ Entrepreneurship</b>	Improve the competitiveness and job creation propensity of SMMEs by creating greater access to skills development initiatives.	<ul style="list-style-type: none"> <li>In the short term, it is recommended that TETA support SMMEs during the COVID-19 pandemic through special projects, where funding is provided for SMMEs to implement health and safety protocols as required by the Government.</li> </ul>
<b>Strategic partnerships</b>	Promote the growth of the sector to be responsive to sector, local, regional and national skills needs and priorities.	<ul style="list-style-type: none"> <li>TETA will commission a study that will inform the strategic partnership framework TETA should adopt to optimise skills development in the sector.</li> </ul>
<b>Pandemics</b>	TETA to partner with the QCTO and SAQA to ensure that simulation training in all viable qualifications is accredited in order to be on par with the global changes in training environment.	<ul style="list-style-type: none"> <li>Pandemic has meant that virtual learning and simulators become common places and crucial tools for learning programmes, however the TETA-QCTO-SAQA environments needs to put processes and structures in place to ensure that businesses/training providers can move towards this way of operating.</li> </ul>
<b>Revenue Diversification</b>	Increase co-funding partnerships in response to decline levy income caused by COVID-19 TETA will support and develop proposals that entails external funding directed at funding TETA strategic priorities.	<ul style="list-style-type: none"> <li>Increase co-funding partnerships in response to decline levy income caused by Covid 19 TETA will support and develop proposals that entails external funding directed at funding TETA strategic priorities.</li> </ul>
<b>Africa Free Trade Agreements</b>	TETA to partner with the African countries to ensure relevance in terms of trading and supply chain management.	<ul style="list-style-type: none"> <li>Increased opportunities for all transport sector companies.</li> </ul>
<b>TVET Partnership</b>	Facilitate the Private Public Partnership between the colleges and the stakeholders in various provinces where colleges are situated.	<ul style="list-style-type: none"> <li>In the short term, it is recommended that TETA support TVET Colleges through special projects, where assistance is provided to TVET colleges to open doors for skills development programmes; and</li> <li>Benchmarking opportunities and leveraging on skills training across different countries</li> </ul>



Priorities	Strategic Objectives	Objective Statement
<b>Training Material Curriculum Review</b>	TETA to partner with TVETs, SAQA, QCTO, DHET and Employers so that training material curriculum is reflective of the permanent changes brought on by the pandemic and the 4IR needs of the sector.	<ul style="list-style-type: none"> <li>Stakeholders in the transport sector and research studies commissioned by TETA identified the need to review the curriculum in order to address the issue of skills mismatch in the sector.</li> </ul>
<b>Green Transport</b>	Road transport has been identified as the primary source of transport-related CO <sub>2</sub> emissions in South Africa, contributing 91.2% of total transport GHG emissions; therefore TETA committed to making a significant impact in reducing GHG emissions by implementing the Green Transport Strategy of SA (2018-2050)	<ul style="list-style-type: none"> <li>TETA has planned to conduct a research study on Green Transport to identify the readiness of Transport sector to embrace Green Transport and initiatives to assist in the reduction of carbon emissions. The study will also profile green skills for the Transport sector to inform skills development requirements</li> </ul>

In addition to these priorities, our strategic plan is underpinned by the following societal transformation parameters:

**Table 9: Transformation Imperatives**

<b>Gender</b>	Provide more access opportunities for women
<b>Youth</b>	Increase opportunities for youth
<b>Geography</b>	Shift focus to previously neglected rural areas
<b>Race</b>	Address racial skill disparities
<b>Class</b>	Redress the imbalance brought about by class
<b>People with disabilities</b>	Avail more training and workplace opportunities for people living with disabilities
<b>Pandemics</b>	Embrace awareness and education advocacy in the subject of pandemics



# STRATEGIC PLAN

## PART C

MEASURING OUR  
PERFORMANCE

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# PART C – MEASURING OUR PERFORMANCE

## 7 Institutional Performance Information

### 7.1 Overall Impact Statement

A tangibly skilled and competent workforce contributing to increased production, economic growth and reduced inequality, poverty, road fatalities, HIV and COVID-19 infections, as well as a healthier workforce in the transport sector.

We have high impact projects aiming to drive the transport sector and the country at large over the medium to long term.

**Table 10: TETA outcomes alignment to the NSDP**

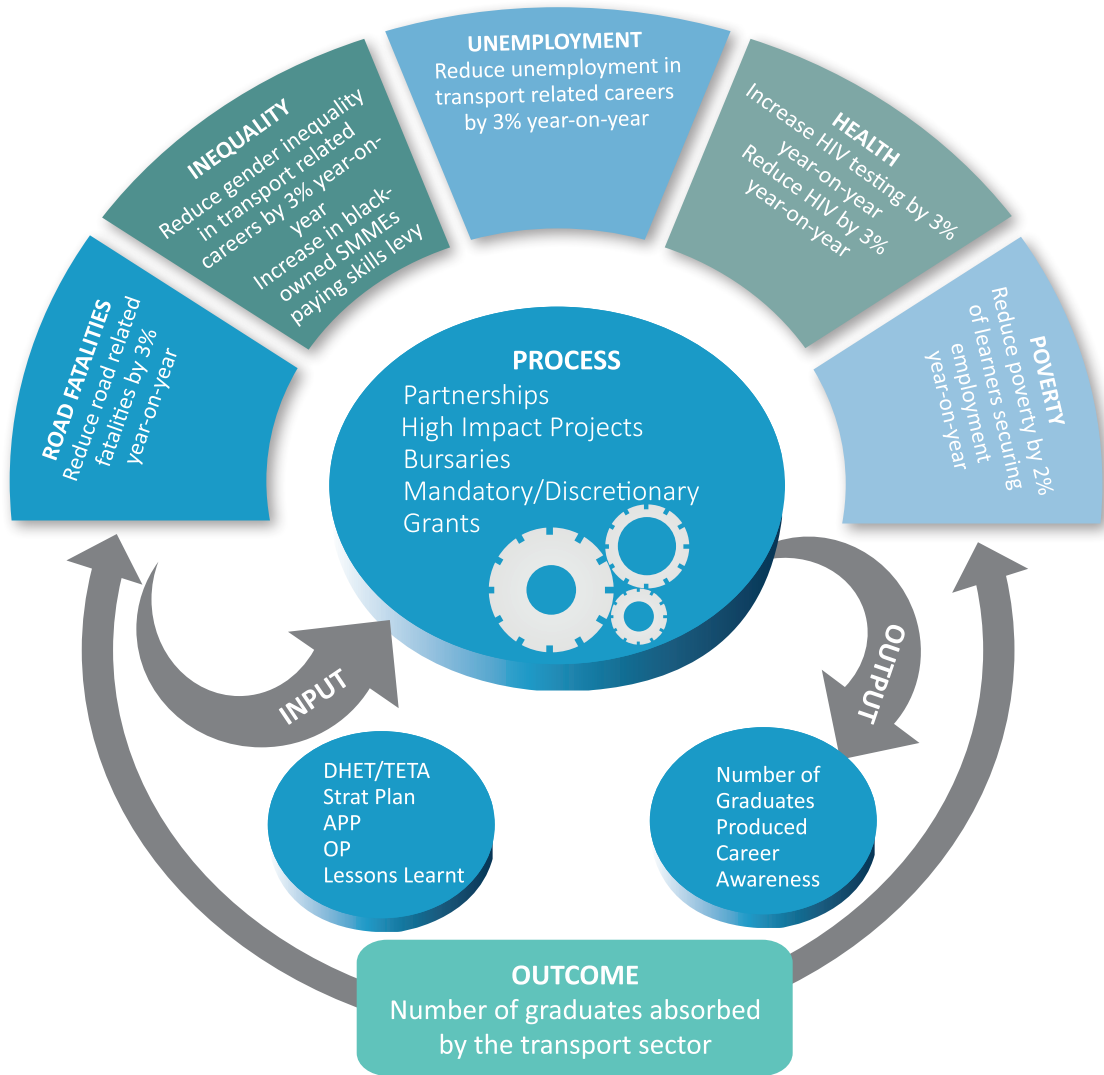
<b>Outcome 1</b>	Identify and increase production of occupations in high demand
<b>Outcome 2</b>	Linked education institutions and the workplace
<b>Outcome 3</b>	Improving the level of skills in the South African workforce
<b>Outcome 4</b>	Increase access to occupationally directed programmes
<b>Outcome 5</b>	Support the growth of the public college institutional type as a key provider of skills required for socio-economic development
<b>Outcome 6</b>	Skills development support for entrepreneurship and cooperative development
<b>Outcome 7</b>	Encourage and support worker initiated training
<b>Outcome 8</b>	Support career development services
<b>Outcome 9</b>	Support transport safety interventions
<b>Outcome 10</b>	Provide administrative support services





Visible, Tangible and Measurable

Diagram 6: Impact Wheel



7.2.1 Identify and increase production of occupations in high demand

<b>Impact Statement</b>	Aligned post-school education and training system to the needs of the transport sector.
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Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Identify and increase production of occupations in high demand	A researched and updated list of occupations in high demand is made available	Current list of the hard-to-fill vacancies	Annual submission of updated list of occupations to DHET and public
	Number of stakeholder capacitation sessions conducted	188	179



### 7.2.2 *Linked education institutions and the workplace*

<b>Impact Statement</b>	Economically active citizens
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#### *Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Linking education and the workplace	Increase in approved workplaces	95	330
	Established partnerships between education, workplace and TETA	0	69

### 7.2.3 *Improving the level of skills in the South African workforce*

<b>Impact Statement</b>	A skilled and productive South African workforce
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#### *Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Improved level of skills in the South African workforce	Increased level of skills in the South African workforce	10 369	7 825

### 7.2.4 *Increase access to occupationally directed programmes*

<b>Impact Statement</b>	Decreased unemployment
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#### *Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased access to occupationally directed programmes	Occupational qualifications implemented	80	31
	Increase access for intermediate and high level skills	20 845	14 200

### 7.2.5 *Support the growth of the public college institutional type as a key provider of skills required for socio-economic development*

<b>Impact Statement</b>	Skilled and capable TVET and CET colleges
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#### *Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased support to TVET and CET colleges as the key provider of occupational skills	TVET colleges capacitated to deliver occupational qualifications	8	8
	CET colleges capacitated to deliver occupational qualifications	0	2
	Maintained SETA offices in TVET colleges	6	3



# PART C – MEASURING OUR PERFORMANCE

## 7.2.6 Skills development support for entrepreneurship and cooperative development

<b>Impact Statement</b>	Sustainable organisations
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### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased access to business development programmes	SMMEs and cooperatives supported	1 926	1 000
	CBOs, NPOs and NGOs supported	155	31

## 7.2.7 Encourage and support worker initiated training

<b>Impact Statement</b>	Stable labour force for economic growth
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### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Improved worker initiated training	Trained trade unions	0	10
	Supported worker initiated education and training	0	24

## 7.2.8 Support career development services

<b>Impact Statement</b>	Aligned career choices to industry demands
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### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Supported career development services	The number of career development programmes supported	36	182

## 7.2.9 Support transport safety interventions

<b>Impact Statement</b>	Reduced transport related fatalities
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### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased transport safety interventions	Transport safety interventions supported	8	32



### 7.2.10 Provide administrative support services

<b>Impact Statement</b>	Sustainable institution
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#### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-year-target
Institutional mandate met	Compliance with applicable laws and regulations	100%	100%
	Efficient and functional ICT systems	100%	90%
	Motivated and competent workforce	80%	80%
	Accessibility of TETA nationally (establishment of satellite offices)	0	4

### 7.2.11 Alignment of the TETA SP and APP to the strategic outcomes of the DHET

The TETA forms part of the post school and education system and in implementing NSDP 2030, the following DHET strategic outcomes are also supported.

**Table 11: Alignment of TETA SP and APP to DHET strategic outcomes**

DHET Strategic Outcomes	TETA Outcomes
OUTCOME 1: Expanded access to PSET Opportunities	OUTCOME 2 and 4: Programme 3 of the Annual Performance Plan
OUTCOME 2: Improved success and Efficiency of the PSET System	OUTCOME 4: Programme 3 of the Annual Performance Plan
OUTCOME 4: A responsive PSET system	OUTCOME 2, 3 and 4: Programme 3 of the Annual Performance Plan
	OUTCOME 2: Programme 4 of the Annual Performance Plan



# PART C – MEASURING OUR PERFORMANCE

## 7.2.12 Key Risks

**Table 12: Key Risks and Risk Mitigation**

Outcome	Key Risk	Risk Mitigation
Increased access to occupations in high demand through skills interventions	<ul style="list-style-type: none"> <li>Inadequate research conducted by the SETA;</li> <li>Lack of adequate research on the impact of 4th Industrial Revolution; and</li> <li>Inability to fund and place truck drivers.</li> </ul>	<ul style="list-style-type: none"> <li>Expert Research Chair appointed to assist the organisation with key research needs; and</li> <li>Specific research study planned on the 4th Industrial Revolution.</li> </ul>
Linked education and the workplace	<ul style="list-style-type: none"> <li>Lack of strategy to link education and the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Strategy will be developed to address tri-party agreements between the SETA, employer and educational institutions.</li> </ul>
Improved level of skills in the South African workforce	<ul style="list-style-type: none"> <li>Inability to balance production and training by the employer resulting in slow implementation of contracts.</li> </ul>	<ul style="list-style-type: none"> <li>Establish and improve successful partnerships with employers.</li> </ul>
Increased access to occupationally directed programmes	<ul style="list-style-type: none"> <li>Stakeholder non-performance, leading to non-achievement of TETA's mandate.</li> </ul>	<ul style="list-style-type: none"> <li>Increase contract and stakeholder management; and</li> <li>Increase SETA presence through satellite offices to provide more stakeholder support.</li> </ul>
Increased support to TVET and CET Colleges as the key provider of occupational skills	<ul style="list-style-type: none"> <li>Lack of capacity in the TVET and CET colleges to roll out occupational qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Capacitate colleges through infrastructure, training and advocacy support.</li> </ul>
Increased access to business development programmes	<ul style="list-style-type: none"> <li>Lack of integrated SMME Development and Implementation Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Revise current strategy to take into account linkages and incubation.</li> </ul>
Improved worker initiated training	<ul style="list-style-type: none"> <li>Inadequate support for trade unions.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to identify the needs of the trade unions for adequate support.</li> </ul>
Increased transport safety interventions	<ul style="list-style-type: none"> <li>Non-achievement of the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Support strategic partnerships and initiatives aimed at reducing road fatalities.</li> </ul>
Institutional mandate met	<ul style="list-style-type: none"> <li>10.5% administration cost not adequate to cover the operational costs of the organisation; and</li> <li>Financial sustainability threatened as a result of decreasing levy payments.</li> </ul>	<ul style="list-style-type: none"> <li>Increase stakeholder participation to increase the skills development levy income, resulting in more funding available for administration expenses.</li> </ul>



### 7.2.13 Explanation of Planned Performance Over the Five-Year Planning Period

The planned performance over the five-year planning period as captured in the Institutional Performance Information is geared at ensuring maximum impact and the achievement of the objectives of the following key policy mandates:

Policy Mandates	Core mandate
The Medium-Term Strategic Framework (MTSF) (2019 – 2024)	<p>The MTSF is a high-level government strategic document that guides the five – year implementation and monitoring of the NDP 2030. It identifies the priorities to be undertaken during the MTSF period, and how these will ensure the achievement of the 2030 vision.</p> <p>The MTSF sets targets for implementation of the priorities and interventions for the five-year period and states outcomes and indicators to be monitored. There are seven priorities set by MTSF. TETA forms part of post school education and training and supports Priority 2 of MTSF thus, Education, Skills and Health. TETA’s Strategic Plan considered priorities of MTEF in the planned performance.</p>
The White Paper for Post School Education and Training (WPPSET)	<p>The WPPSET provides a framework within which the stakeholders of the post-school system operate. It brings education and training; skills development; and the world of work together. The WPPSET promotes and facilitates links between colleges and employers through the establishment of functional stakeholder forums and chambers. These consultative platforms provide an important role in the responsiveness and relevancy of labour market needs and curriculum design.</p>
The National Skills Development Plan (NSDP) 2030	<p>The NSDP ensures that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development through the development of a sector relevant and well-researched SSP that will inform priority areas for partnerships and skills interventions. The NSDP projects a 10-year planning horizon as aligned to NDP vision 2030. The NSDP outlines eight outcomes that inform TETA Strategic Plan five-year target.</p>

TETA plans performance over a five-year period that is geared at ensuring maximum impact as guided by key policy mandates. Compliance with applicable laws and regulations is at the centre of implementation. Investing in an efficient and functional ICT system that is responsive makes TETA an agile organisation especially in the ever-changing world of work and to improve service delivery. Several interventions, for





example, ICT capability and maturity assessment, will be put in place to improve the digital environment of the organisation.

The goal of the post-school system as articulated in the NSDP 2030 document is to have a system that provides quality learning opportunities to young people and adults who want to upgrade their careers or acquire new skills. To advocate and achieve this goal TETA will conduct and disseminate labour market research with special focus/reference to Occupations in High Demand (OIHD) and recommend relevant training interventions through a SSP developed within the NSDP 2030 framework. The SSP is one of the tools used by the sector and the SETA for planning and guiding decision making; it also informs the SETA strategic planning.

The role that TETA plays as an authority assists in facilitating linkages between education and the workplace or industry.

TETA will ensure that several labour market (industry-based) studies are conducted, including but not limited to tracer studies, sector profile, skills mismatch, and the impact of the 4IR on future skills. These studies will assist the development of an accurate and updated list of OIHD within the transport sector.

Transformation in the sector is key, as such TETA endeavours to address this through upskilling of women and learners from previously disadvantaged backgrounds. Training people living with disabilities remains a challenge for the organisation. This is due to the recruitment processes by employers and training providers which may not address this priority.

The NSDP 2030 has re-emphasised the role of the post-school sector to respond to skills needs of all sectors of society including business, industry and Government and directed SETAs to research and disseminate to the sector an updated list of OIHD. Through this outcome indicator, a researched and updated list of OIHD will be made available to all sectors in general and transport in particular. Financial resources, successful partnerships and participation of the industry will assist in achieving set outcomes and help contribute towards the envisaged impact. The reduction of levy income for the past two years due to unfavourable economic conditions influences the achievement of set outcomes.

TETA aligns itself with the transformation imperatives to support women at a target of 54% on all funded programmes. In addition, our funding model prioritises the previously disadvantaged beneficiaries with the following percentages; 85% - Black, 54% - Women, 4% - People with disabilities and Youth.

#### *7.2.13.1 Contribution towards the implementation of the ERRP Skills Strategy*

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRPSS) has been developed to ensure effective implementation of the ERRP and that the plan is not compromised by skills shortages. Skills development is an important enabler for ensuring the successful implementation of the plan. In response to the ERRP, TETA



participates in the re-skilling of individuals that have lost jobs due to company closures in the sector; supporting SMMEs and providing skills to individuals to enable them to venture into starting their own businesses. TETA's support for economic stimulus programmes and the Economic Reconstruction and Recovery Plan (ERRP) started in the year 2020-21 financial year based on projects already contracted for implementation in back yard mechanics, women empowerment, entrepreneurship, ecommerce, logistics and online delivery services.

TETA funded various Rural Development learning and development programmes in 5 provinces. TETA has partnered with one of the on-line delivery business giants to train more than 3 000 motorbike drivers nationally for online delivery employment opportunities and own businesses creation purposes. Partnerships with TVET colleges and employers enabled funding for learners to be trained and supported as SMMEs. TETA has partnered with the BANKSETA for the last mile delivery opportunities which will indenture about 1200 learners to the tune of 84 million rands. There are other various economic recovery partnerships with delivery partners which are still in the pipeline and will be implemented and reported during the 2022/23 fiscal year. TETA commits to continue working in partnerships with the industry, and government departments to provide skills required to address the ERRP to stabilize the economy of the country.



### 7.2.13.2 District Development Model

Area of Intervention		Five-year planning period				
Area of Intervention	Project description	Province	District Municipality	Location GPS coordinates	Project Leader	Social Partners
Skills training, youth employment and entrepreneurship	This is a youth empowerment programme in the form of events to link unemployed youth with employment opportunities and entrepreneurship opportunities (EMPOWAYouth)	Limpopo	Mopani District Municipality (Giyani)	Latitude: -23° 18' 8.86" S Longitude: 30° 43' 7.25" E	Strategic Projects and Stakeholder Relations Manager	Local Municipalities, NGOs, Faith based Organisations, TVET colleges and Private Companies
		Gauteng	City of Johannesburg Metro (Orange Farm)	Latitude: -26.459383 Longitude: 27.8604472		
		Kwa-Zulu Natal	Zululand District Municipality (Ulundi and Nongoma Local Municipality)	Latitude: -27° 53' 32.99" S Longitude: 31° 38' 31.79" E		
		North West	Ngaka Modiri Molema	Latitude: -25° 54' 59.99" S Longitude: 25° 49' 59.99" E		
		Free State	Mangaung Metro	Latitude: -29.100000 Longitude: 26.216700		
		Eastern Cape	Amathole District Municipality	Latitude: -32.55895000 Longitude: 27.45919000		
		Mpumalanga	Nkangala District Municipality	Latitude: -28.425095 Longitude: 24.334143		
		Notthern Cape	Frances Baard District Municipality	Latitude: -28.425095 Longitude: 24.334143		
		Western Cape	City of Cape Town Metro	Latitude: -33.918861 Longitude: 18.423300		





STRATEGIC PLAN

# PART D

TECHNICAL INDICATOR  
DESCRIPTIONS

*Driven by Vision*



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

## Outcome 1: Identify and increase production of occupations in high demand

Indicator Title	A researched and updated list of occupations in high demand is made available
Definition	Occupations in high demand refers to Sectoral Priority Occupations and Interventions (SPOI) that have shown relatively strong employment growth, and/or are experiencing shortages in the labour market or which are expected to be in demand in the future
Source of Collection	Updated list of SPOI
Method of Calculation/Assessment	Quantitative – SSP Approved by DHET
Assumptions	Assuming funding will be available
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	To produce an updated list of OIHD
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	Number of stakeholder capacitation sessions conducted
Definition	Workshops held to capacitate stakeholders on key SETA processes (Mandatory Grant, Contract Management, Discretionary Grant and any key process that require implementation by stakeholders)
Source of Collection	Invitations, presentations and attendance registers (includes virtual platform attendance registers)
Method of Calculation/Assessment	Quantitative - Count the number of capacitation sessions conducted
Assumptions	Stakeholder attendance of the capacitation sessions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Stakeholder to understand the SETA's plans and processes
Indicator Responsibility	Skills Development and Learning Programmes Manager





## Outcome 2: Linked education institutions and the workplace

Indicator Title	Increase in approved workplaces
Definition	Increase partnerships to ensure more learners can be placed in approved workplace-based host companies
Source of Collection	Workplace approval letter issued by the relevant quality assurer
Method of Calculation/Assessment	Quantitative - Count the number of workplace approved letters
Assumptions	Companies will submit applications
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Establish a link between educational institutions and workplaces to ensure learners requiring workplace experience have sufficient approved workplaces
Indicator Responsibility	ETQA Manager

Indicator Title	Established partnerships between education, workplace and TETA
Definition	Increased partnerships between education, workplace and/or TETA to ensure more learners can be placed in approved workplace-based host companies
Source of Collection	Service level agreements/Memorandum of understanding
Method of Calculation/Assessment	Quantitative - Count the number of SLAs/MoUs signed
Assumptions	Workplaces and educational institutions will be interested in signing the agreements and deliver in terms of the obligations of the agreements
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Establish a link between educational institutions and workplaces to ensure learners requiring workplace experience have sufficient approved workplaces
Indicator Responsibility	ETQA Manager



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	Increased level of skills in the South African workforce
Definition	Training interventions implemented to increase the level of skills in South Africa workforce
Source of Collection	Research conducted
Method of Calculation/Assessment	The research results
Assumptions	Financial funds available to perform the research
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Provide more access opportunities for women</li> <li>• Increase opportunities for youth</li> <li>• Shift focus to previously neglected rural areas</li> <li>• Address racial skill disparities</li> <li>• Redress the imbalance brought about by class</li> <li>• Avail more training and workplace opportunities for people living with disabilities</li> </ul>
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Increase in skilled labour force in the transport sector
Indicator Responsibility	Chamber Executive Officers

## Outcome 4: Increase access to occupationally directed programmes

Indicator Title	Occupational qualifications implemented
Definition	<ul style="list-style-type: none"> <li>• Registering, developing the qualification material and accrediting the training providers to roll out the occupational qualifications</li> <li>• Occupational qualifications - means a qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment</li> </ul>
Source of Collection	Number of qualifications developed, including material and accreditation of training providers based on the sector demands highlighted during the research performed
Method of Calculation/Assessment	Quantitative - Count the number of qualifications developed (registered, materials developed and training providers credited)
Assumptions	The industry will indicate the demand for suitable qualifications
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Occupational qualifications implemented to ensure a skilled South African workforce
Indicator Responsibility	ETQA Manager



Indicator Title	Increase access for intermediate and high level skills
Definition	Learners must be exposed to intermediate and high level skills to ensure that the 4th industrial revolution's impact in the transport sector is minimal High level skills – are learning interventions at an exceptional knowledge level, usually between level 9 to 10
Source of Collection	Completions of internships, workplace experience for both HEI and TVET
Method of Calculation/Assessment	Quantitative - Count the number of completions of internships, workplace experience for both HEI and TVET
Assumptions	Learners that are competent receive quality workplace experience
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Provide more access opportunities for women</li> <li>• Increase opportunities for youth</li> <li>• Shift focus to previously neglected rural areas</li> <li>• Address racial skill disparities</li> <li>• Redress the imbalance brought about by class</li> <li>• Avail more training and workplace opportunities for people living with disabilities</li> </ul>
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Increase the access of occupationally directed programmes
Indicator Responsibility	Chamber Executive Officers

## Outcome 5: Support the growth of the public college institutional type as a key provider of skills required for socio-economic development

Indicator Title	TVET colleges capacitated to deliver occupational qualifications
Definition	<ul style="list-style-type: none"> <li>• TVET colleges supported through capacity building by means of training equipment, accreditation processes, training of learners, academic staff and other support required by the institutions in delivering training</li> <li>• Occupational qualifications - A qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment</li> </ul>
Source of Collection	SLA between TETA and TVET colleges and proof of payment for support provided
Method of Calculation/Assessment	Quantitative - Count the number of TVET colleges supported
Assumptions	TVET colleges will provide the deliverables in terms of the SLA timely
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Provide more access opportunities for women</li> <li>• Increase opportunities for youth,</li> <li>• Shift focus to previously neglected rural areas,</li> <li>• Address racial skill disparities,</li> <li>• Redress the imbalance brought about by class</li> <li>• Avail more training and workplace opportunities for people living with disabilities</li> </ul>
Spatial Transformation (where applicable)	Rural
Reporting Cycle	Annually
Desired Performance	TVET colleges are capacitated to provide quality training to learners
Indicator Responsibility	ETQA Manager



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	CET colleges capacitated to deliver occupational qualifications
Definition	<ul style="list-style-type: none"> <li>CET colleges supported through capacity building by means of training equipment, accreditation processes, training of learners, academic staff and other support required by the institutions in delivering training</li> <li>Occupational qualifications - A qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment</li> </ul>
Source of Collection	SLA between TETA and CET colleges and proof of payment for support provided
Method of Calculation/Assessment	Quantitative - Count the number of CET colleges supported
Assumptions	CET colleges will provide the deliverables in terms of the SLA timely
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Provide more access opportunities for women</li> <li>Increase opportunities for youth,</li> <li>Shift focus to previously neglected rural areas,</li> <li>Address racial skill disparities,</li> <li>Redress the imbalance brought about by class</li> <li>Avail more training and workplace opportunities for people living with disabilities</li> </ul>
Spatial Transformation (where applicable)	Rural
Reporting Cycle	Annually
Desired Performance	CET colleges are capacitated to provide quality training to learners
Indicator Responsibility	ETQA Manager

Indicator Title	Maintained SETA offices in TVET Colleges
Definition	Measure of the level of service provided to local stakeholders (individual learners, companies or government departments)
Source of Collection	Lease/partnership agreements
Method of Calculation/Assessment	Quantitative - Count of lease/partnership agreements
Assumptions	Financially sustainable to maintain the SETA offices
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Provide more access opportunities for women</li> <li>Increase opportunities for youth,</li> <li>Shift focus to previously neglected rural areas</li> </ul>
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Assist learners, education institutions and companies while increasing provincial visibility
Indicator Responsibility	Chamber Executive Officers



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

## Outcome 6: Skills development support for entrepreneurship and cooperative development

Indicator Title	SMMEs and cooperatives supported
Definition	<ul style="list-style-type: none"> <li>Registered independently owned and operating non-levy paying small enterprises and cooperatives supported through coaching, mentoring and skills development</li> <li>Co-operatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on co-operative principles.</li> <li>Rural areas - are a spatial category, associated with certain patterns of human activity, but with those associations being subject to continuous change</li> </ul>
Source of Collection	Contract between TETA and non-levy paying entity and cooperatives
Method of Calculation/Assessment	Quantitative - Count of small non-levy paying entities and cooperatives funded
Assumptions	Annually updated SARS business categorisation criteria
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Businesses owned by the youth</li> <li>Business owned by women</li> <li>Businesses owned by black people</li> <li>Business owned by people living with disabilities</li> <li>Youth cooperatives and women</li> </ul>
Spatial Transformation (where applicable)	Small business in various sectors of the economy
Reporting Cycle	Quarterly
Desired Performance	Support small non-levy paying entities and cooperatives on skills to enhance continuity
Indicator Responsibility	Strategic Support Manager

Indicator Title	CBOs, NPOs and NGOs supported
Definition	Support organised groups for purposes other than generating a profit upliftment in various forms as NGO, NPOs and CBOs skills and capacity building
Source of Collection	Contract between TETA and CBOs, NPOs and NGOs
Method of Calculation/Assessment	Quantitative - Count of CBOs, NPOs and NGOs funded
Assumptions	Registered NPOs with Department of Social Development and CIPC
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Groups and Individuals with conditions that need assistance</li> <li>Abused women NPOs, NGOs and CBOs</li> <li>Women NPOS, NGOs and CBOs</li> <li>Youth NPOs, NGOs and CBOs</li> <li>People with disabilities NPOs, NGOs and CBOs</li> <li>Children NPOs, NGOs and CBOs</li> </ul>
Spatial Transformation (where applicable)	NPOs supporting disadvantaged groups and individuals in various districts and municipalities in the various provinces
Reporting Cycle	Quarterly
Desired Performance	CBOs, NPOs and NGOs capacitated and empowered to improve the living conditions of poor communities so that they are able to sustain themselves in the long term
Indicator Responsibility	Strategic Support Manager



## Outcome 7: Encourage and support worker initiated training

Indicator Title	Trained trade unions
Definition	To support trade unions through various skills interventions
Source of Collection	Contract between TETA and trade unions, proof of payment
Method of Calculation/Assessment	Quantitative - Count of trade unions funded
Assumptions	Up to date Department of Labour register of trade unions data available
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Registered unions</li> <li>Union members affiliated and registered with a recognised trade union</li> </ul>
Spatial Transformation (where applicable)	Unions registered per sector of the economy
Reporting Cycle	Quarterly
Desired Performance	Capacitated and skilled trade unions on application of labour related laws to protect members and reduce labour conflict
Indicator Responsibility	Strategic Support Manager

Indicator Title	Supported worker initiated education and training
Definition	Worker initiated education and training consisting of self-learning activities aimed at improving worker's skills
Source of Collection	Contract between TETA and workers associations and individuals, proof of payment
Method of Calculation/Assessment	Quantitative - Count of worker associations and individuals funded
Assumptions	Various employers database of employed individuals and registered voluntary workers associations
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Personal development plans of individual employees employed in various entities</li> <li>Employees with no formal qualifications</li> <li>Newly employed workers (graduates) who need to acquire new knowledge in the workplace</li> <li>Women empowerment targeted training in the workplace</li> </ul>
Spatial Transformation (where applicable)	Worker support initiated education and training within the transport sector in the various provinces where transport related companies are concentrated
Reporting Cycle	Quarterly
Desired Performance	Increased on-the-job employee knowledge and skills for maximum productivity in the workplace
Indicator Responsibility	Strategic Support Manager





# PART D – TECHNICAL INDICATOR DESCRIPTIONS

## Outcome 8: Support career development services

Indicator Title	The number of career development programmes supported
Definition	Refers to career development initiatives culminating into programmes or activations targeted at the youth to advance awareness into transport related careers
Source of Collection	Attendance registers, invitation or motivation
Method of Calculation/Assessment	Number of programmes or activations
Assumptions	Budget is available
Disaggregation of Beneficiaries (where applicable)	Youth
Spatial Transformation (where applicable)	Rural focus
Reporting Cycle	Quarterly
Desired Performance	Rollout of career development services benefiting the target audiences
Indicator Responsibility	Corporate Services Manager

## Outcome 9: Support Transport Safety Interventions

Indicator Title	Transport safety interventions supported
Definition	Implemented collaborative partnership formed in support of road safety initiatives
Source of Collection	MoU and SLA
Method of Calculation/Assessment	Quantitative - Count of SLAs
Assumptions	None
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Reduce fatalities on South African Roads
Indicator Responsibility	Chamber Executive Managers



## Outcome 10: Provide administrative support services

Indicator Title	Compliance with applicable laws and regulations
Definition	Compliance means complying with all financial laws, regulations and reporting frameworks to ensure efficiency in administration of financial information
Source of Collection	Audit Report by Auditor General
Method of Calculation/Assessment	Qualitative - The audit opinion will be the base for calculating achievement
Assumptions	Effective and efficient financial system
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Compliance with laws and regulations – Auditor General Clean Audit
Indicator Responsibility	Chief Financial Officer

Indicator Title	Efficient and functional ICT systems
Definition	<ul style="list-style-type: none"> <li>TETA ICT systems (AX, Indicum, VIP and Paper trail) are fully implemented, functional and provide efficiency in all the required core processes to both internal and external stakeholders</li> <li>Consider a complete overhaul of this definition to have it at an outcome level rather than output, lets pitch it at the expected level</li> </ul>
Source of Collection	Monthly system reports
Method of Calculation/Assessment	<ul style="list-style-type: none"> <li>An average of 80% availability on all core systems in terms of the SLA</li> <li>Number of working days that the system was available as per systems report                             <ul style="list-style-type: none"> <li>(A) Number of total working days</li> <li>(B) Availability of the system</li> </ul> </li> <li>Percentage of availability of the system = <math>A/B*100</math></li> <li>Average = Aggregated percentages of all core system/ number of core systems</li> </ul>
Assumptions	All mentioned core ICT systems are fully implemented
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Functional ICT systems with Minimum system downtime/disruptions
Indicator Responsibility	IT Manager



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	Motivated and competent workforce
Definition	Retention of 85% of the current (Permanent and Fixed Term contracts only) members at the end of the strategic cycle
Source of Collection	Employee list report
Method of Calculation/Assessment	Quantitative – (A) Count the number of permanent and fixed-term contract at the beginning of the financial year (B) Count the number of permanent and fixed-term contract staff at the end of the financial year (excluding new appointment) (C) Percentage of annual permanent and fixed term staff retention = (B/A) x 100
Assumptions	TETA remain financially stable to retain all staff
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Retain motivated and competent staff
Indicator Responsibility	Corporate Services Manager

Indicator Title	Accessibility of TETA nationally (establishment of satellite offices)
Definition	To increase visibility and support of training across provinces
Source of Collection	Lease, or partnership agreements with TVET colleges and provincial departments
Method of Calculation/Assessment	Numerical
Assumptions	Funding availability
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	To improve support to stakeholders
Indicator Responsibility	Chief Financial Officer





Transport Education Training Authority

*Driven by Vision*

TRANSPORT EDUCATION AND TRAINING AUTHORITY

# ANNUAL PERFORMANCE PLAN **2024/25**



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# MINISTER'S FOREWORD



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

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated, and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment, or Training (NEET), which is standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is

framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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

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



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

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

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

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March

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

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 190 000 workplace-based learning (WBL) opportunities;
- 150 000 learners registered in skills development programs;
- 36 375 learners entering artisanal programs;
- 26 500 learners passing artisanal trades;
- 53 000 learners completing learnerships;
- 11 000 learners completing internships; and
- 128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2024/25 financial year.



**Dr BE Nzimande, MP**

*Executive Authority of Higher Education, Science and Innovation*

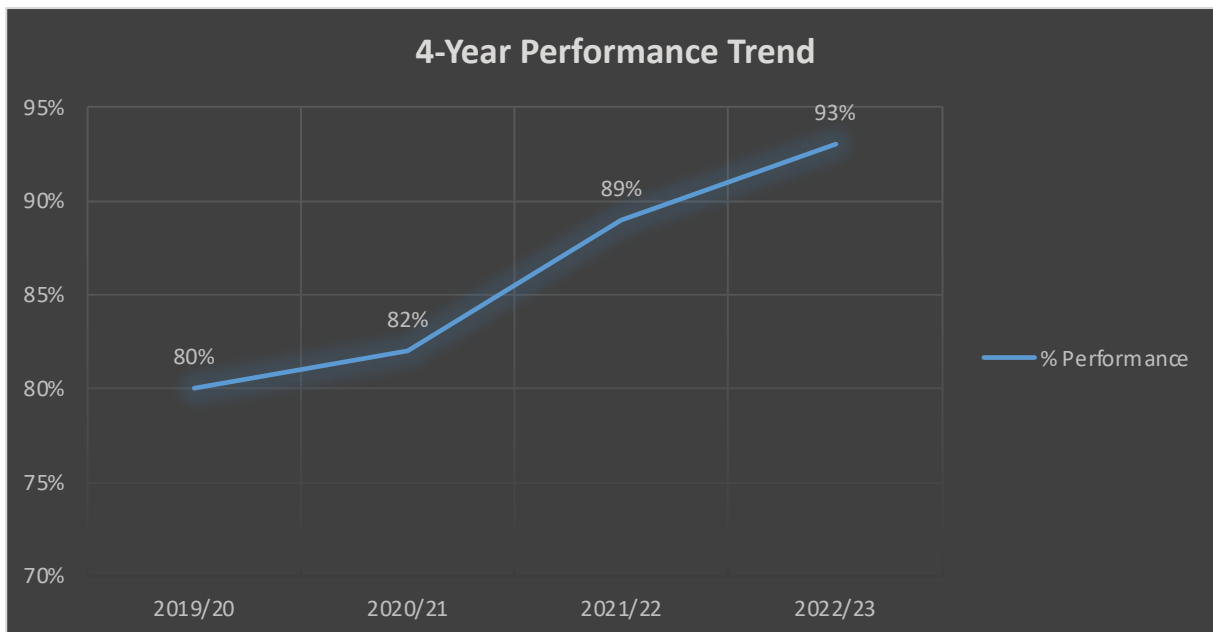




# BOARD CHAIRPERSON'S FOREWORD



Operational environment purposed to advance skills development and training within the Transport sector mirrors the work of the Transport Education Training Authority. The 2024/25 Annual Performance Plan (APP) affords us the final opportunity to conclude our commitments espoused in the 2020-25 TETA Strategic Plan. The trajectory of the SETAs performance suggests an organic and growing performance driven institution as demonstrated below:



At the end of 2019/20 which was the tail end of the NSDS period shows 80% performance for the SETA which has now rose to 93% in the 3rd year of the of the implementation of the NSDP. 2024/25 financial year marks the end of the medium term skills framework expenditure framework and will allow us time to consolidate our performance modalities, review our strategic approaches and frameworks with foresight of the fertile ground presented by the

transport sector coined to be the engen of the South African economy.

The National Skills Development Plan (NSDP), government key priorities and key insights from the Sector Skills Plan (SSP) form the basis through which the 2024/25 Annual Performance Plan was developed. Further, clear cognisance of the Presidential State of The Nation address which amongst others highlights

a social compact and framework to enable joint action in key areas, such as energy, transport and logistics, employment creation and skills development, investment and localisation, social protection, crime and corruption. For TETA, this is expressed in the number of partnerships and collaborations implemented and planned to ensure improved efficiencies in various areas of operations. The White Paper for Post-School Education and Training (WPPSET) and the Economic Reconstruction and Recovery Plan (ERRP) have become central to the mandate of the SETA and will continue to form the backdrop through which the operations of the SETA are founded.

The TETA Board acknowledges the commitment and meticulous articulation of the 2024/25 Annual Performance Plan. The efforts of the board in ensuring proper oversight, governance, alignment and accountability at all levels are comforting. I believe the targets set out in the Annual

Performance achievements of high standard and quality can never be achieved without active and mutually beneficial partnerships with key role players and implementers of our programmes. To avert the anomalies in the data collected for various interventions, it is prudent that each our contract holder exercise due care at the very beginning of data capturing. Issues of double dipping in the skills development system and acts of fraud and unethical behaviours should cease and be preceded by clean governance across all our intervention value chains.

The current challenges in the transport sector exacerbated by violent scenes including burning of buses, trucks and taxi wars continue to concern the institution. The operational environment for the SETA continues to attract adequate levy income to rollout the bare minimum of the mandate of the SETA. Our agile management approach in forging strategic partnerships with key role players to offset training and skills development costs in some areas serves as a mitigating strategy to offset the wider scope of the mandate to achieve more.

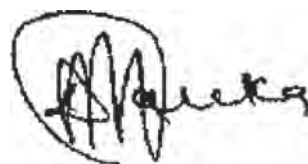
Transformation remains a thorn for the transport sector, the Sector Skills Plan records only 19% of women employed in the sector. The 2024/25 APP will endeavour to close this gap through various indicators, our leadership development programmes and women empowerment seminars will continue to be used as vehicles to transform the sector. Opportunities for SETA participation strategic transformation platforms to influence policy changes and adaptations will be explored.

Our focused youth empowerment programmes that have impacted more than 100 000 patrons in various provinces continue to be key in addressing the youth unemployment and providing access to information. With the growth in e-commerce sector, our new venture creation programmes and motor bike licencing initiatives are the pillars that drive the mandate of the SETA.

As we reach the tail end of this strategic planning cycle, we take this APP as our final commitment in this period to address the dictates of the constitutional mandate, legislative frameworks and associated TETA policies implemented to better the lives of the needy in our society.

Though the quality assurance environment is changing because of the transitional process from legacy qualifications to occupational qualifications we are confident that the industry will partner with us and ensure that we meet the designated timelines.

The board of TETA fully endorses the 2024/25 Annual Performance Plan.



**Ms Dinah Maleka**

*Signed on behalf of the TETA Accounting Authority*



# CHIEF EXECUTIVE OFFICER'S FOREWORD



The Strategic Planning update for 2020-25 and the APP for 2024/25 concludes the implementation of the 2020-25 strategic plan which marks the end of the medium term strategic framework aligned to the National Skills Development Plan (NSDP) 2030.

In crafting the APP 2024/25, the SETA used the Sector Skills Plan to frame the operational environment, draw credible insights to inform areas of focus and align performance indicators to address sector pain points. The NSDP continues to be the backdrop through which the outcomes and envisaged overall impact of the SETA outputs are measured against, and further serves as a guiding instrument for the SETA to fully align with the objectives of the National Development Plan 2030.

We approach 2024/25 financial year at the backdrop of an increase in the number of People with Disabilities employed by Transport companies that submitted WSP/ATR between 2022 and 2023, from 3 930 persons to 4 116 persons. Though this comes after a declining trend since 2020, when there were 4 699 PwDs reported in the WSP/ATR data. This is a significant priority for the sector to consider and the SETA will align its indicator outcomes to address

this component as far as possible being cognisant of varying challenges in the sector. Furthermore, the sector continues to report the number of men employed in the transport sector as higher than women, and such anomalies will continue to be systemically addressed in the implementation of the SETA strategy and the APP.

Global pandemics, constraint economic growth, global political flares, wars, and eminent national disasters in the Northern parts of Africa and parts of Asia will continue to distort growth and sustainable prospects of the transport sector. Transportation is critical to all aspects of the economy and it supports clusters of agglomerations, increases productivity, enhances job and labour market accessibility, opens new markets for businesses and enhances supply chain efficiency. Further, transport remains the engine of the South African economy, global disruptions significantly affect various industries within the sector and the ripple effects of such disruptions are felt by the companies within the sector. When companies such as Mango Airlines, Comair, SA Express, Greyhound and downsizing implemented in various logics and supply chain multinationals and Passenger Rail of South Africa operating at its lowest in years, the bottom line



of the SETA gets affected to the core and overall skills development and training is bound to be constrained to some extent.

In reviewing the strategic position of the SETA and developing the Annual Performance Plan for 2024/25, the SETA had to be cognisant of the slow economic recovery impacting the Transport sector's vulnerable entities such as SMMEs who currently form over 90% of the transport sector companies. Evidence across the globe has shown that SMMEs have a high failure rate and are not able to compete for skills with large established companies. Our research underpinned by the 2024/25 SSP shows that these challenges are prevalent in the Transport sector and this APP demonstrates initiatives focussed on addressing such challenges and ensuring that the SMMEs have access to the support and skills needed to survive. In addition, since the sector is transitioning to new technological developments under 4IR, it is imperative for the strategy and APP to provide for approaches that ensure that the SMMEs in the sector have the skills they need to survive and be sustainable.

Overall, the economy of the country continues to suffer effects of continuous increases in consumer goods, hiked petrol prices and devastating loadshedding. Though some sectors continue to show resilience, a number of consumers are losing their jobs and most industries remain content and not attracting new businesses nor expanding to promote new opportunities.

The eminent changes necessitated by the national elections in 2024 will have direct influence in the

implementation of the SETA mandate owing to the configuration of the 7th administration. The SETA will ensure proper alignment of its operational practices to emergent national government priorities and related socio-economic dynamics. TETA is cognisant of the underlying responsibilities discharged through the NSDP and the Strategy and Annual Performance Plan will ensure appropriate advancement of the said outcomes, especially at it relates to adequate, appropriate, and high-quality skills to stimulate economic growth, employment creation and social development.

The SETA has focused approaches to ensure integrated approaches centred around organic and mutually beneficial partnerships, coherent implementation of funded programmes and informed co-funding models geared towards offsetting costs related to training and development and addressing emergent national priorities. The current levy income and the subsequent 10,5% administration budget to fund the operations of the SETA is no longer adequate, thus new revenue generating mechanisms need to be explored to sustain the rollout of the SETA mandate.

On this historical evidence, I am confident that we will implement the 2024/25 APP successfully. We can only promise to put in hard work and dedication going forward.



**Mrs Maphefo Anno-Frempong**  
TETA Chief Executive Officer

**“ ... our audited performance results have proven that TETA staff members are dedicated and committed to the organisation and are willing to adopt emerging operational changes to advance institutional success. On this historical evidence, I rest my confidence that we will implement the 2023/24 Annual Performance Plan successfully ”**



# OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan

- Was developed by the management of the Transport Education and Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;
- Takes into account all relevant policies, legislation and other mandates for which TETA is responsible.
- Accurately reflects the impact, outcomes and outputs which TETA will endeavor to achieve over the period 2024/2025.

**Mrs Morongoe Nkabinde**

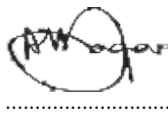
Senior Manager: Skills Development  
and Learning Programmes

Signature: 

Date: 30 November 2023

**Mr Nchaupe Maepa**

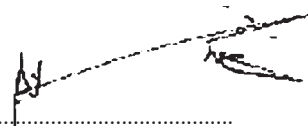
Chief Financial Officer

Signature: 

Date: 30 November 2023

**Mr Famanda Shirindza**


Chief Operations Officer

Signature: 

Date: 30 November 2023

**Mrs Maphefo Anno-Frempong**

Chief Executive Officer

Signature: 

Date: 30 November 2023

Approved by the Accounting Authority:

**Ms Dinah Maleka**

Signed on behalf of the TETA  
Accounting Authority

Signature: 

Date: 30 November 2023



Transport Education Training Authority

*Driven by Vision*



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# INTRODUCTION

The Transport Education and Training Authority (TETA) is a public entity established in terms of the Skills Development Act (No. 97 of 1998) responsible for skills development in the transport sector in line with National Development Plan imperatives. TETA reports to the Minister of Higher Education, Science and Innovation; and operates under the oversight of National Treasury in terms of financial administration.

The National Development Plan (NDP) aims to eliminate poverty and reduce inequality by 2030. The plan states that young people deserve better educational and economic opportunities, and focused efforts are required to eliminate gender inequality. Promoting gender equality and greater opportunities for young people are integrated themes that run throughout this plan. South Africa needs a post-school system that provides a range of accessible options for younger and older people. The system should be capable of adapting to changes in technology, industry, population dynamics and global trends. Accelerating economic growth requires science, technology, vocational and technical skills, and these need to be produced quickly. To promote lifelong learning, post-school institutions should accept students who are academically less prepared and provide them with targeted support (NDP 2030)<sup>1</sup>.

The primary functions of TETA as set out in section 10 of the Skills Development Act (No. 97 of 1998), as amended, are to:

- develop a Sector Skills Plan;
- facilitate the development, registration and implementation of learnerships, skills programmes and strategic initiatives;
- approve Workplace Skills Plans;
- disburse grants to stakeholders; and
- assure quality of education and training that falls within the scope of the sector.

South Africa's transport sector is divided into eight subsectors. Each subsector falls under the relevant TETA Chamber namely the Road Freight Chamber, Freight Handling Chamber, Aerospace Chamber, Road Passenger Chamber, Taxi Chamber, Maritime Chamber, Forwarding and Clearing Chamber and Rail Chamber.

## TETA Skills Development Priorities

Our strategy will be driven by the following skills development priority framework:

- The White Paper for Post-School Education and Training (WPPSET) that sets out a vision for an integrated post-school system;
- The Medium-Term Strategic Framework (MTSF) which identifies seven priorities that play a role in achieving the NDP 2030; and
- The National Skills Development Plan 2030 priorities, relevant DHET strategic outcomes, transformation agenda and transport sector needs.

- Facilitate equitable skills development in the transport sector to ensure empowered workers;
- Ensure access to training, education and workplace opportunities for graduates and the unemployed;
- Align skills development initiatives to emergent needs and national imperatives;
- Facilitate workplace learning and partnerships between employers and educational institutions;
- Collaboration with and support for TVET capacitation;
- Collaboration with Higher Education Institutes; and
- Implement training on road safety to alleviate road carnage.



<sup>1</sup>National Development Plan 2030



TETA strategic plan is further underpinned by the following societal transformation parameters:

**Table 1: Transformation Imperatives**

<b>Gender</b>	Provide more access opportunities for women
<b>Youth</b>	Increase opportunities for youth
<b>Geography</b>	Shift focus to previously disadvantaged rural areas and provinces
<b>Race</b>	Address racial skill disparities
<b>Class</b>	Redress the imbalance brought about by class
<b>People with disabilities</b>	Avail more training and workplace opportunities for people with disabilities
<b>Pandemics</b>	Embrace awareness and education advocacy in the subject of pandemics



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ANNUAL  
PERFORMANCE PLAN  
**PART A**  
OUR MANDATE



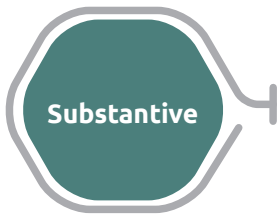
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# PART A – OUR MANDATE

## 1. Updates to the relevant legislative and policy mandates



- The Constitution of the Republic of South Africa (No. 108 of 1996), section 29(1)
- National Development Plan
  - National Skills Development Plan
  - New Growth Path



- Skills Development Act (No. 97 of 1998)

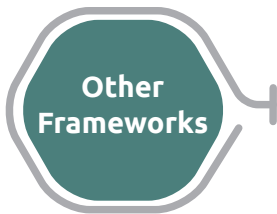


- Skills Development Levies Act (No. 9 of 1999)
  - Grant Regulations No. 35940 of December 2012
- Public Finance Management Act (No. 1 of 1999)
  - National Treasury Regulation
- Income Tax Act (No. 58 of 1962)



### The list below is not exhaustive:

- National Qualifications Framework Act (No. 67 of 2008)
- Higher Education Act (No. 101 of 1997)
- Further Education and Training Act (No. 98 of 1998)
- White Paper for Post-School Education and Training
- Labour Relations Act (No. 66 of 1995)
- Employment Equity Act (No. 55 of 1998)
- Broad-Based Black Economic Empowerment Act (No. 53 of 2003)
- Promotion of Access to Information Act (No. 2 of 2000)
- The Promotion of Administrative Justice Act (No. 3 of 2000)
- Protection of Personal Information Act (No. 4 of 2013)
- Disaster Management Act; 2002 Act (No. 57 of 2002)
- Administrative Adjudication of Road Traffic Offences (AARTO)
- Corporate Governance of Information and Communication Technology Policy Framework (CGICTPF)
- Economic Recovery and Reconstruction Plan (ERRP)



- National Transport Master Plan 2050
- Human Resources Development Strategy of South Africa
- Medium-Term Strategic Framework (MTSF)
- Industrial Policy Action Plan (IPAP)
- National Skills Accord
- Strategic Integrated Projects
- National Digital Future Skills Strategy
- Job Summit Framework Agreement 2018
- Framework for Strategic Plans and Annual Performance Plans
- Framework for Managing Programme Performance Information
- Presidential Youth Employment Initiative (PYEI)



## 2. Updates to Institutional Policies and Strategies

The policies listed below are instrumental in the achievement of TETA’s mandate and outputs listed in the Annual Performance Plan:

**Diagram 1: Institutional Policies and Strategies**



In order to give effect to the above listed policies, TETA developed Standard Operating Procedures for ease of implementation. These policies are reviewed and updated where necessary, to ensure that they address the strategic intent of the organisation.

## 3. Relevant Court Rulings

For the purpose of this document, reference will be made to court rulings that affect the rollout of the strategy.

In the matter of Business Unity South Africa<sup>3</sup>, the Minister of Higher Education and Training,<sup>3</sup> BUSA applied to the court to set aside the Grant Regulations 2012 based on lack of consultation with the National Skills Authority (NSA) by the Minister on the Grant Regulations. The Minister appealed against the judgment in the Labour Appeal Court in Minister of Higher Education and Training v BUSA (2018) 39 ILJ 160 (LAC). TETA has noted these developments and is awaiting a directive from the DHET.





ANNUAL  
PERFORMANCE PLAN  
**PART B**  
OUR STRATEGIC FOCUS



*Driven by Vision*

# PART B – OUR STRATEGIC FOCUS

The strategic focus for the Annual Performance Plan (APP) for 2023/24 is underpinned by the analysis of the current situation within the transport sector, the scanning of the external environment which is done through a PESTEL analysis as well as the assessment of our internal environment through the SWOT analysis.

## 3. Updated Situational Analysis

Transportation is critical to all aspects of the economy. It supports clusters of agglomerations, increases productivity, enhances job and labour market accessibility, opens new markets for businesses and enhances supply chain efficiency.

Organisationally, South Africa's transport sector is divided into eight chambers/subsectors according to the four modes of transport. They are represented as:

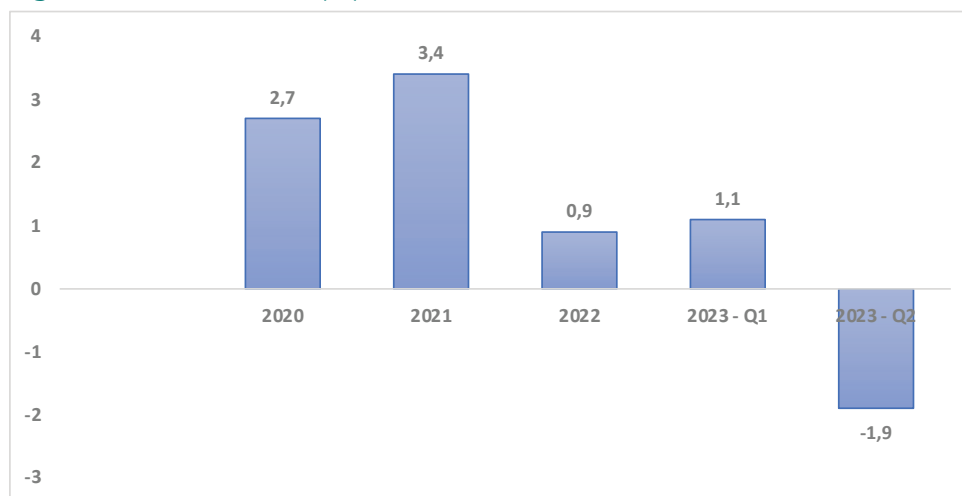
- Land (rail, road freight, road passenger, taxi);
- Air (aerospace);
- Sea (maritime); and
- Inter-or multi-modal (forwarding and clearing, and freight handling).

### Transport sector GDP contribution

The Gross Domestic Product data indicates fluctuations in economic performance over the six quarters. The economic growth was 1,9% in the first quarter of 2022, which was slightly higher than pre-pandemic levels. The economic growth decline in second quarter of 2022 was impacted by the devastating floods in KwaZulu-Natal (April 2022), and recovery was shown in 2022Q3.

The South African economy grew by 0,4% in the first quarter of 2023 after it recorded a decline by -1,3% in the last quarter of 2022. The GDP further increased to 0,6% in the second quarter of 2023. Four sectors; including Transport, storage, and communication; recorded negative growth in quarter 2 of 2023.

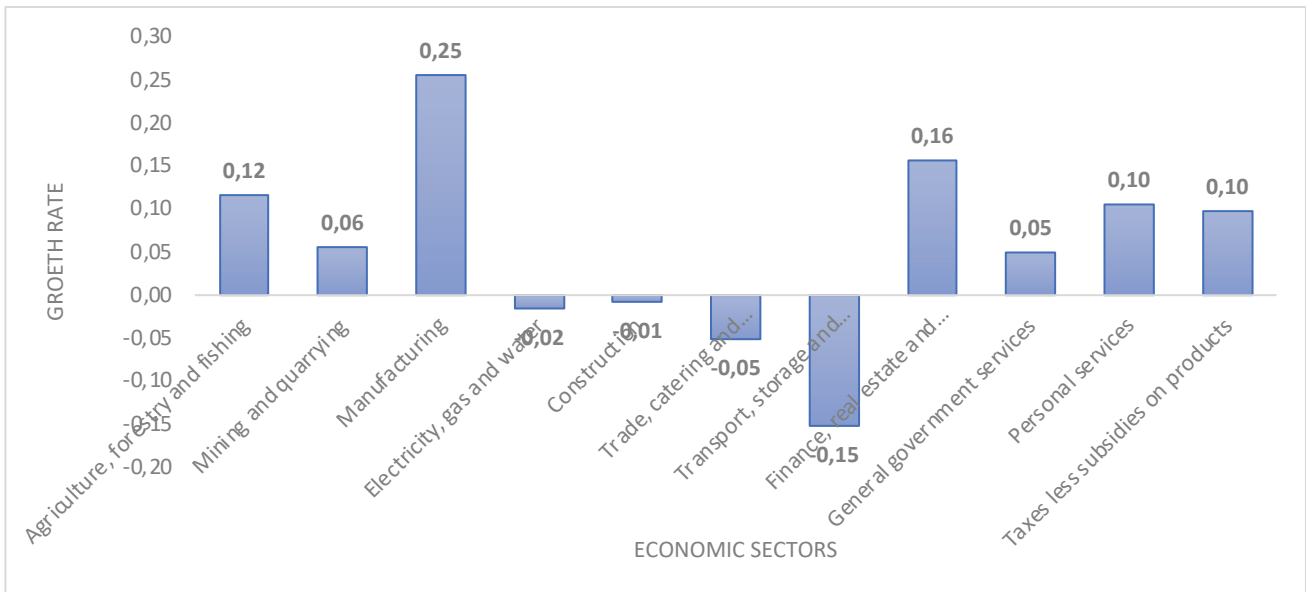
**Figure 1: Growth in GDP (%)**



Source:<sup>1</sup> Source: Statistics South Africa, Gross Domestic Product Q2 2023

<sup>1</sup><https://www.statssa.gov.za/publications/P0441/P04412ndQuarter2023.pdf>

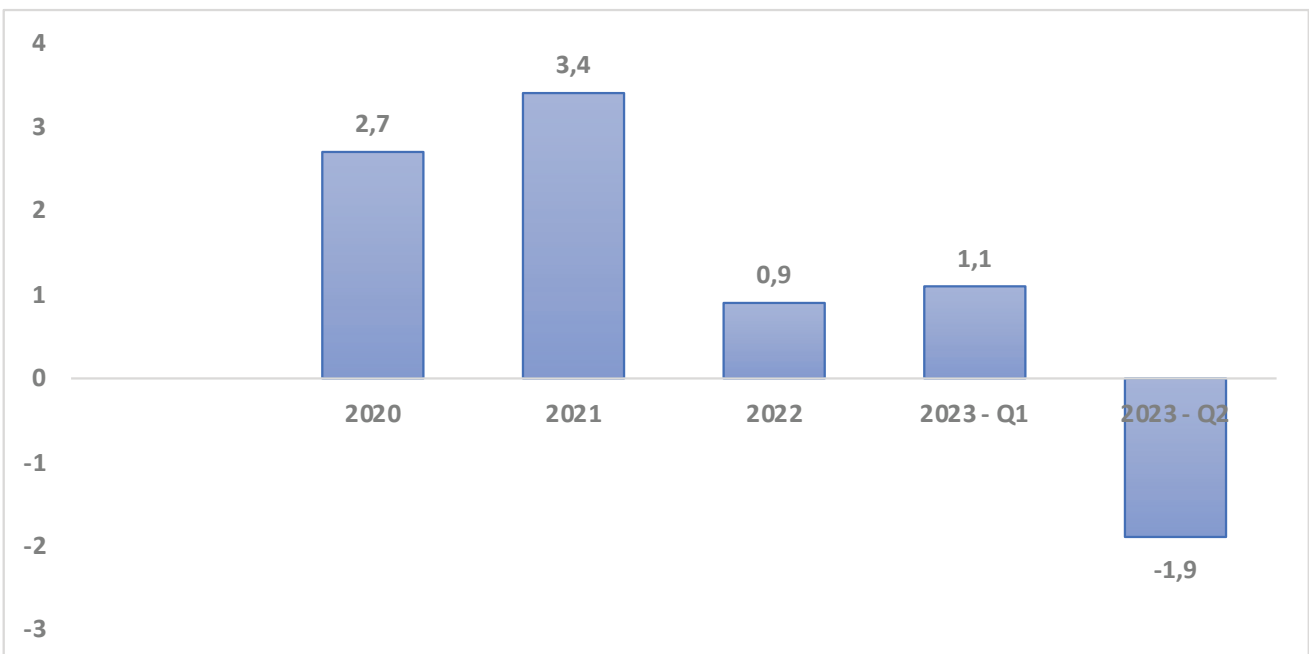
**Figure 2: Contributions to GDP growth by sector (% points)**



Source:<sup>2</sup> Statistics South Africa, Gross Domestic Product Q2 2023

Transport, storage, and communication was among the sectors that contributed negatively to the GDP growth. The sector decreased by 1,9% in the second quarter and contributed -0,15 percentage points to GDP growth in the second quarter of 2023. Decreased economic activities were reported for land transport and transport support services.

**Figure 3: Transport, storage, and communication growth rate (%)**



Source:<sup>3</sup> Statistics South Africa, Gross Domestic Product Q2 2023

<sup>2</sup><http://www.statssa.gov.za/publications/P0441/P04412ndQuarter2023.pdf>

<sup>3</sup><http://www.statssa.gov.za/publications/P0441/P04412ndQuarter2023.pdf>

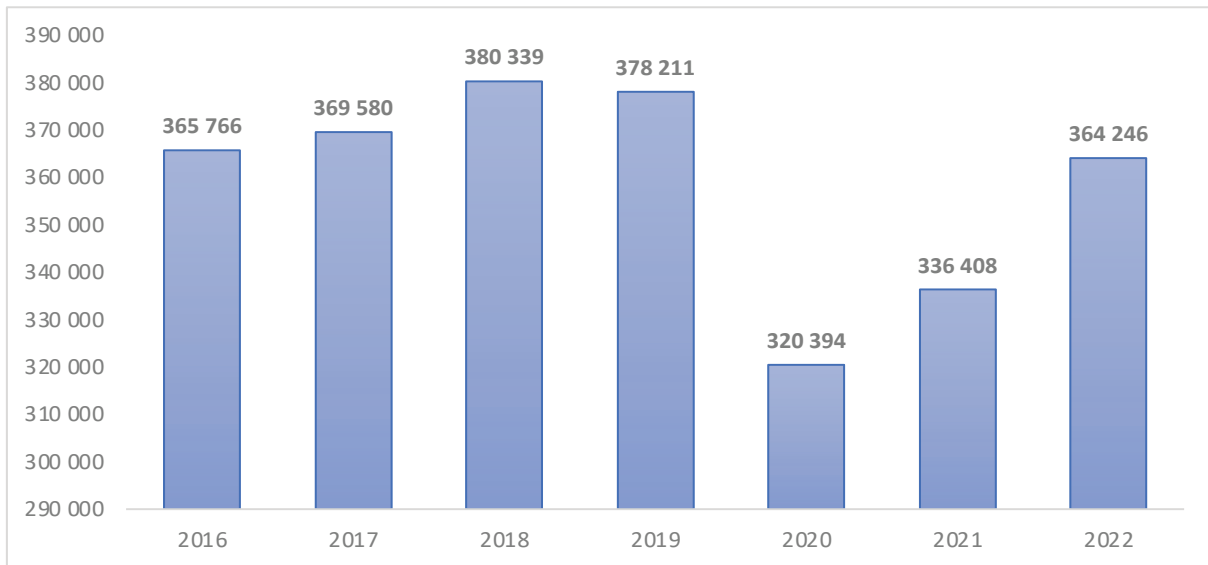




# PART B – OUR STRATEGIC FOCUS

The graph below illustrates value added to GDP by the transport, storage, and communications sector. Value added of a sector refers to the contribution of the sector to overall GDP. Gross Domestic Product from the sector increased from R336,4 billion in 2021 to R364,2 billion in 2022.

**Figure 4: South Africa GDP from transport, storage, and communication sector – 2015 to 2021 (R million)**



Source:<sup>4</sup> Statistics South Africa, Gross Domestic Product Q2 2023



<sup>4</sup><http://www.statssa.gov.za/publications/P0441/P04412ndQuarter2023.pdf>

## Transport Sector Employment Contribution

According to the Quarterly Labour Force Survey (QLFS) (STATSSA 2023Q2), the Transport sector had 986 000 employees in 2023Q2. The table below shows that the Transport, Storage and Communication industry experienced a quarter-to-quarter decrease of 6 000 employees between 2023Q1 and 2023Q2. There was an annual increase of 26 000 new employees. While the statistics presented also include the Telecommunications sector, the annual increase in employment is reflective of the increase in activity in various subsectors in the transport sector including the Road Freight subsector, as the growth of e-commerce has continued.

**Table 2: Employment by industry**

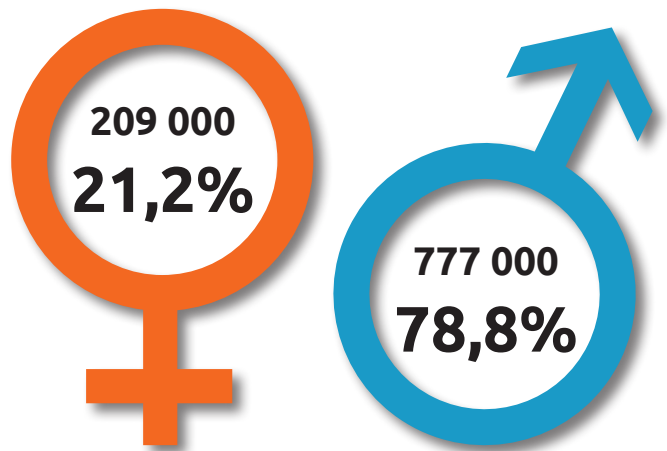
	Jan-Mar 2022	Jan-Mar 2023	Apr-June 2023	Qtr.-to-Qtr. Change	Year-on-year change	Qtr.-to-Qtr. Change	Year-on-year change
	Thousand				Percent		
<b>Total Employed</b>	<b>14 914</b>	<b>16 192</b>	<b>16 192</b>	<b>154</b>	<b>1 432</b>	<b>1,0</b>	<b>9,6</b>
Agriculture	844	888	894	6	50	0,7	5,9
Mining	406	413	444	31	38	7,5	9,4
Manufacturing	1 579	1 654	1 558	-96	-21	-5,8	-1,3
Utilities	103	135	129	-6	26	-4,4	25,2
Construction	1 073	1 201	1 304	103	231	8,6	21,5
Trade	2 994	3 269	3 361	92	367	2,8	12,3
<b>Transport</b>	<b>960</b>	<b>992</b>	<b>986</b>	<b>-6</b>	<b>26</b>	<b>-0,6</b>	<b>2,7</b>
Finance	2 332	2 667	2 599	-68	267	-2,5	11,4
Community and social services	3 546	3 902	3 965	63	419	1,6	11,8
Private households	1 072	1 056	1 093	37	21	3,5	2,0

Source: <sup>1</sup>Statistics South Africa, Quarterly Labour Force Survey, Q2 2023

<sup>1</sup><https://www.statssa.gov.za/publications/P0211/P02112ndQuarter2023.pdf>

The Q2 2023 Quarterly Labour Force Survey indicates that the Transport sector is male dominated with 7 out of 10 employees (80,9%) in the sector being male. The number of men employed in the transport sector far outweighs the number of women. In 2023Q2, 777 000 men were employed in the sector and 209 000 women. However, the data shows that there is some improvement in women employment in the sector. The year-on-year increase in female employment was 63,3%, from 128 000 in Q2 2022 to 209 000 in Q2 2023; whereas male employment experienced a year-on-year decrease of -0,26%. Female employment further showed a quarter-to-quarter increase with 19 000 new female employees in Q2 2023. This shows that the Transport sector has been making a concerted effort to employ more women quarterly and annually.

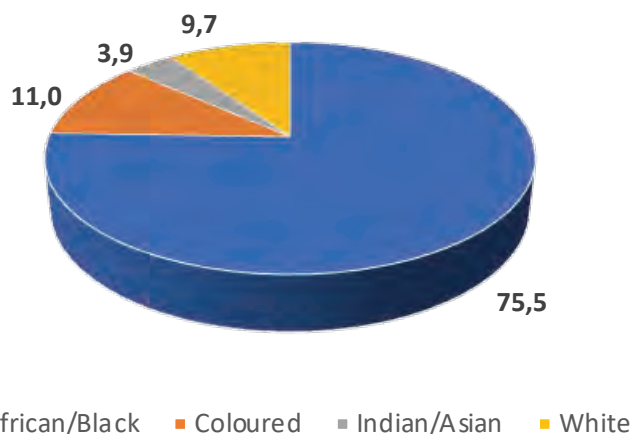
**Figure 5: Employment by Gender**



Source: <sup>2</sup>Statistics South Africa, Quarterly Labour Force Survey, Q2 2023

A 2023 TETA commissioned research study on attracting and retaining women in the transport sector found that in South Africa, the transport sector ranks fourth place from last in the number of women it employs behind utilities, mining, and construction (TETA, 2023a). The report found that the lack of representation of women in the industry was largely an issue of lack of interest or awareness of the industry by women. There is a history of low numbers of women entering the industry which resulted in women being underrepresented. Apart from the lack of awareness of the industry, women face gender-based discrimination in the industry which deters them from wanting to stay in the industry. In environments where issues of gender-based discrimination are less, women report being very content in their careers. One the whole, issues of gender-based discrimination must be addressed to retain women in the sector and more awareness about careers in transport need to be advertised to bring women into the sector.

**Figure 6: Employment by Race**



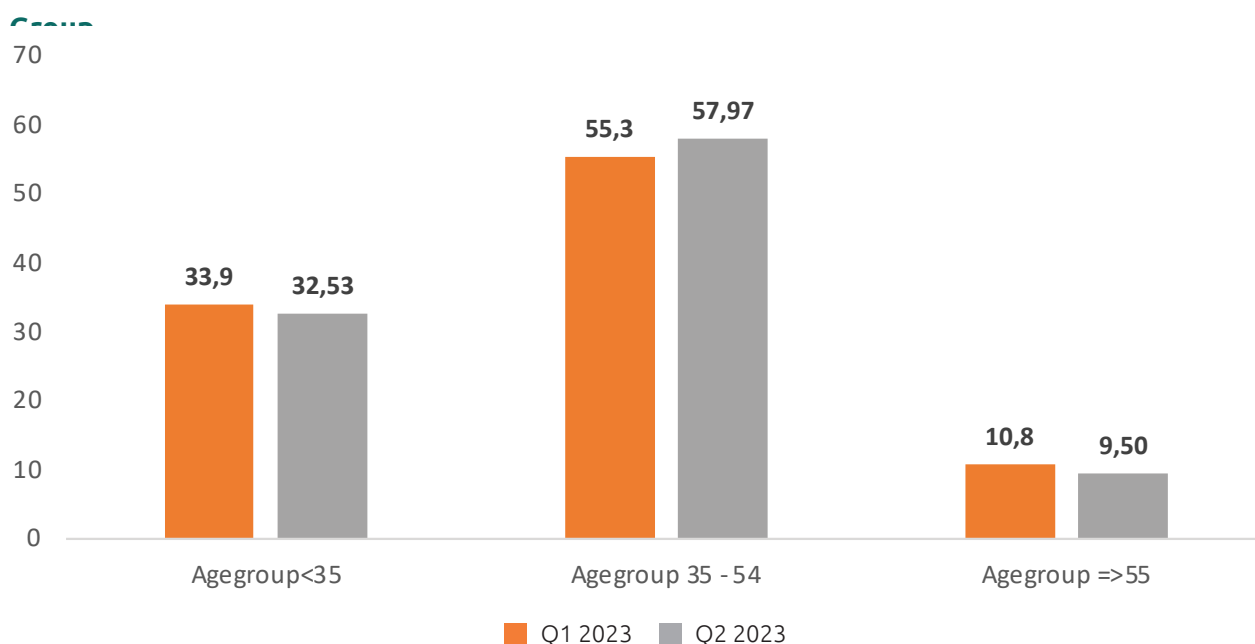
Source: <sup>3</sup>Statistics South Africa, Quarterly Labour Force Survey, Q2 2023

<sup>2</sup><https://www.statssa.gov.za/publications/P0211/P02112ndQuarter2023.pdf>

<sup>3</sup><https://www.statssa.gov.za/publications/P0211/P02112ndQuarter2023.pdf>

The QLFS data shows that in 2023Q2 black African employees (75,5%) constituted most of the workforce in the Transport sector. This was followed by Coloured employees (11,0%), White employees (9,7%), and 3,9% of the Transport sector workforce is made up of Indian/Asian employees. The statistics show that there is large representation of black African people, which is in line with the country's demographics. However, data provided by the QLFS shows that most black African employees (58%) of Transport sector companies are employed as Plant and Machine Operators and Assemblers, 10,1% are employed in Elementary Occupations, and 11,1% are Clerks. Only 11,5% of the Black African employees hold Managerial positions across all Transport sector companies and only 2% are professionals employed in Transport companies. This suggests that there is not true transformation occurring in the Transport sector.

**Figure 7: Employment by Age**



Source:<sup>2</sup> Statistics South Africa, Quarterly Labour Force Survey, Q2 2023

The dominant age group of employees within the Transport sector is the 35- to 54-year-old category (55,3%), as shown in the figure above. In 2023Q2, there was an increase in the number of employees between the age of 35 to 54 years when compared to 2023Q1. In terms of youth (34 years and younger), there was a 1,4-percentage point decrease in employment between 2023Q1 (33,9%) and 2023Q2 (32,5%).

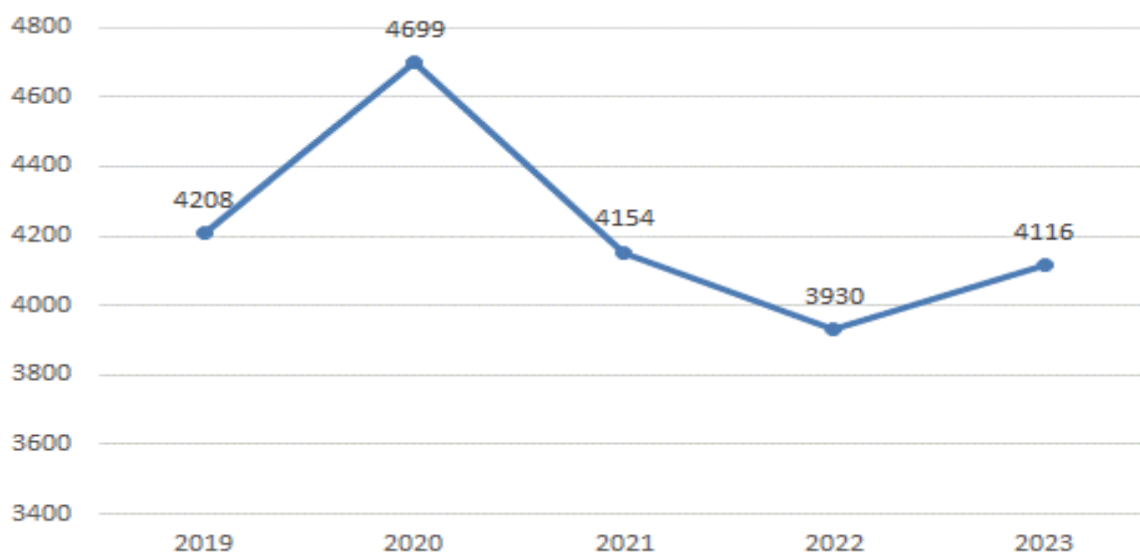
The 55 and over age group of employees made up 9,5% of the Transport sector labour force, which was a slight decrease from 2023Q1. The latter highlights the concern by stakeholders over the years, that some companies must retain retiring staff or re-hire retired employees because of the lack of skilled young people entering the sector.

<sup>4</sup><https://www.statssa.gov.za/publications/P0211/P02112ndQuarter2023.pdf>



## PART B – OUR STRATEGIC FOCUS

**Figure 8: Number of Persons with Disabilities employed**



Source: WSP/ATR (2019 – 2023)

The information on the proportion of Persons with Disabilities (PwDs) working in the Transport sector was obtained from the 2023 WSP/ATR data. The figure above shows that the number of PwDs employed by Transport companies that submitted the WSP/ATR has increased between 2022 and 2023, from 3 930 persons to 4 116 persons. This comes after a declining trend since 2020, when there were 4 699 PwDs reported in the WSP/ATR data. Despite the growth in PwDs in the sector, this is only 1,7% of the 242 411 reported employees in the WSP/ATR data, which indicates the serious need to prioritise this demographic group. The Employment Equity Act requires that this group be prioritised, and the White Paper on the Rights of Persons with Disabilities highlights issues around the inadequate training of PwDs, and the need to facilitate skills development to enhance their ability to access employment opportunities (Department of Social Development, 2016). In addition, stakeholders during the TETA Focus Group sessions highlighted the need to upskill PwDs so they can contribute to the sector economy.

**Table 3: Employment Distribution by Transport subsector**

Subsector	Number of Employees	Percent
Road Freight	87 697	36,2%
Rail	67 828	28,0%
Freight Handling	21 254	8,8%
Road Passenger	20 085	8,3%
Forwarding and Clearing	17 642	7,3%
Aerospace	17 319	7,1%
Maritime	9 974	4,1%
Taxi	612	0,3%
<b>Total No. of Employees</b>	<b>242 411</b>	<b>100,0%</b>

Source: WSP/ATR File (2023)

The Table above shows the employee distribution according to Transport subsectors, based on data generated from the WSP/ATR 2023. The Road Freight subsector is the largest employer, employing 36,2% of the transport sector labour market. This is followed by the Rail subsector, which employs 28% of the employees. The Freight Handling

(8,8%), Road Passenger (8,3%), Forwarding and Clearing (7,3%), and Aerospace subsectors (7,1%) employ between 17 000 and 22 000 employees each. The smaller subsectors in terms of the number of employed are the Maritime (4,1%) and Taxi subsectors (0,3%).

## Factors affecting skills demand and supply

Three years after the pandemic reached South Africa, the economy has completely re-opened, however the negative effects of the pandemic continue to linger for many of the Transport subsectors. This has continued to limit the ability of companies to provide skills development and job opportunities for learners and graduates. Stakeholder engagements identified eight key change drivers for the transport sector. These change drivers are the 4th industrial revolution and technological innovations; the green economy for sustainable development; new business models; the energy crisis; government legislation and policies; the declining state of the South African economy; increased global competition; and changing customer needs. The top five factors that have shifted the demand and supply of skills in the Transport sector are discussed below.

### The fourth industrial revolution (4IR) and technological innovations

The Fourth Industrial Revolution (4IR) has had a significant effect on technological advancement, which has had a direct impact on the development of skills. It is becoming more critical to their survival for Transport companies to upgrade their technologies to remain competitive and productive. Technological advancements are driving operations and creating new and emerging occupations, skills, and businesses. The table below lists key technological advancements affecting demand and supply of skills in the transport subsectors:

**Table 4: Technological advancements by transport subsector**

Transport Subsector	Drivers of demand and supply of skills
Aerospace	<ul style="list-style-type: none"> <li>• Cybersecurity to protect against cyber threats and ensure the safety of aerospace systems;</li> <li>• Drone pilots;</li> <li>• Electronics to predict the weather; and</li> <li>• 3D Printing to create components of aircraft.</li> </ul>
Forwarding and Clearing	<ul style="list-style-type: none"> <li>• Cybersecurity to protect sensitive data;</li> <li>• E-commerce;</li> <li>• Robotic Process Automation (RPA) to reduce human error and speeds up clearance procedures; and</li> <li>• Blockchain to create transparent and secure supply chains, track movement of goods and reduce the risk of fraud.</li> </ul>
Freight Handling	<ul style="list-style-type: none"> <li>• Robotics Automation (Automated Warehousing);</li> <li>• Artificial intelligence to maximise route planning, cargo consolidation etc;</li> <li>• Internet of things sensors to monitor the condition and location of cargo; and</li> <li>• Drone technology used for inventory management.</li> </ul>
Maritime	<ul style="list-style-type: none"> <li>• Smart Shipping and Navigation or Surveillance systems for route optimization and collision avoidance;</li> <li>• Autonomous vessels; and</li> <li>• Cybersecurity to protect vessels and infrastructure from cyber threats.</li> </ul>

Source: TETA a, 2022



Transport Subsector	Drivers of demand and supply of skills
Rail	<ul style="list-style-type: none"> <li>Autonomous trains;</li> <li>Internet of Things Sensors to collect real-time data on rail track conditions and train performance;</li> <li>Digital scheduling, ticketing, and payment; and</li> <li>Rail Automation and signalling to enhance train control, signalling and communication along railway lines.</li> </ul>
Road Freight	<ul style="list-style-type: none"> <li>E-commerce (Delivery drivers, courier drivers, motorcycle drivers);</li> <li>Telematics and Fleet management systems to provide real-time data on vehicle location, speed, and fuel consumption;</li> <li>Route Optimization and Predictive Analytics to predict maintenance needs on route; and</li> <li>Electric and Hybrid Vehicles to reduce emissions and operating costs.</li> </ul>
Road Passenger	<ul style="list-style-type: none"> <li>Intelligent Transportation Systems for traffic management and congestion monitoring;</li> <li>Digital tracking, user booking and administrative channels;</li> <li>Real-Time passenger information like "Where Is My Transport" digital platform to provide information on schedules and routes; and</li> <li>Intelligent Transportation Systems to monitor traffic management and congestion.</li> </ul>
Taxi	<ul style="list-style-type: none"> <li>E-hailing or ride-sharing apps;</li> <li>Advanced/mobile payment methods; and</li> <li>Digital data systems and Route optimization and navigation apps.</li> </ul>

Source: TETA a, 2022

On the skills supply side, TETA in a quest to provide the Transport sector with relevant technological skills has entered partnerships with universities (Tshwane University of Technology, University of Johannesburg, and Stellenbosch University) to collaborate on developing Short Learning Programmes and training materials to address technological skills and provide training to the employed in the sector with the purpose of reskilling and upskilling. The University of Johannesburg developed a Short Learning Programme on Drones Technology which will benefit 100 employees in the Transport sector. The university of Stellenbosch is conducting a study on the development of employee skills in the railway sector to leverage job opportunities in the face of 4IR. Outcomes of the study includes the development of training material for identified skills in the railway sector. These partnerships will enable TETA to ensure that the Transport sector employees are capacitated and equipped with skills that would ensure productivity and competitiveness.

## Green Economy for Sustainable Development

South Africa launched the first Green Transport Strategy (GTS) to promote a transport system that is environmentally friendly, further boosts economic growth and creates jobs. The Green Transport Strategy for South Africa (2018-2050) objective is to substantially reduce Greenhouse gas (GHG) emissions and other environmental impacts from transportation by 5% by 2050. According to the Department of Transport (2018), the Transport sector is the most rapidly growing source of greenhouse gas (GHG) emissions in the country, and its continued growth is expected to negatively impact on biodiversity, air quality, land resources and water quality. The Transport sector accounts for 10.8% of GHG emissions in the country, and road transport is responsible for 91.2% of that. The GTS aims at addressing the contribution of transport to national GHG emissions with the goal of minimising the impact of the emissions on the environment and current and future transport demands. As part of the implementation of GTS, Electric Vehicles Regulations Framework was developed to map out the uptake of Electric Vehicles in the country by both public and private sector fleets.



# PART B – OUR STRATEGIC FOCUS

The table below outlines the emerging occupations required for the design and development of Electric Vehicles, battery manufacturing and charging network development and maintenance that the TETA can leverage on for skills development in the sector.

To gain a deeper understanding on the readiness of the transport sector to embrace green transport in the context of skill development, the TETA is conducting a research study in 2023/24.

**Table 5: Green Economy Occupations**

Occupations employed in the design and development of Electric Vehicles	
Software developers	Electrical engineers
Electronics engineers	Chemical engineers
Occupations employed in the design and development of Electric Vehicles	
Electrical, electronic, and electromechanical assemblers	Miscellaneous assemblers and fabricators
Occupations involved in charging network development and maintenance.	
Urban and regional planners Miscellaneous assemblers and fabricators	Electricians
Electrical power-line installers and repairers	Construction laborers

## New Business Models

The introduction of e-hailing revolutionised the transport economy by providing a much-needed new business model that was not only positive and convenient for customers, but also created new businesses and decent jobs. Despite all the advantages that e-hailing services have brought about, their influence on conventional taxi services has been nothing short of disruptive. This is supported by stakeholders in the taxi subsector who stated that new and developing business models, such as e-hailing services like Uber and Bolt, are 'disruptive' to road passenger operators like taxis, leading to violence.

Additionally, it is impossible to tell if these e-hailing businesses are IT or transportation businesses. As a result, the absence of regulation is posing problems for the conventional minibus and metered taxi businesses as well as for e-hailing drivers, who recently went on strike and demanded that the government establish a fare regulatory framework (Diko, 2022). The financial independence provided to drivers by e-hailing is one of its main advantages.

E-commerce has an enormous impact on the Road Freight, forwarding and clearing and Freight Handling

subsectors. More and more businesses are going online, increasing the demand for delivery services. With this comes an increase in employment as more licensed motorbike drivers are needed, app developers are needed to develop and maintain online applications, warehouse managers and inventory controllers are needed, amongst others. With the increase in online business models came an increase in employment however, stakeholders state that there was increase in contract workers as opposed to fixed term/permanent workers (RFA interview, 2023; SAEPA interview, 2023).

## Global Energy crisis

The Ukrainian conflict has resulted in an increase in energy prices globally, severely affecting households, industries, and entire country economies – particularly, those in developing countries. Rising fuel prices impact the economic performance of transport companies and this results in companies reluctant to develop unskilled labour since it is the most expensive factor in the sector, companies redirect skills development resources to operating costs.

Furthermore, South Africa's current loadshedding pandemic is impacting businesses in the transport



sector to a significant extent. Stakeholders across all TETA subsectors reported on the negative effects of loadshedding – it is slowing down or stopping business operations and thus productivity and employability. SAEPA stated that “load shedding is impacting on costs for organisations as they must find alternative ways to keep the ‘lights on’ and the businesses operating as they should. The costs to sustain these alternative sources of energy impact on budgets. Even if these alternatives are in place, load shedding affects communication between clients and branches as the cell phone towers go down and that impacts negatively. This impacts on ‘on time’ deliveries as couriers are stuck in slow or non-moving traffic” (TETA Survey response, 2023). Furthermore, loadshedding affects driver schedules and traffic, leading to fewer clients for the road passenger and taxi subsector. The Transaction Capital report (2023) notes that loadshedding results in fewer commuters and traffic congestion which results in fewer trips being completed.

**Economic Reconstruction and Recovery Plan (ERRP)**

Addition to the national plans and strategies affecting skills demand and supply, President Cyril Ramaphosa launched the Economic Reconstruction and Recovery Plan to coordinate strategy of skills development to support the management of COVID-19 and the economic and social recovery. COVID-19 has hindered the nation’s plan to tackle historical inequalities, unemployment, and poverty. The ERRP aims to ensure that the economy recovers and rebuilds capacity during and post-pandemic and anticipate creating jobs for individuals in the country in a gender- and youth-equitable manner. Skills development is one of the key enablers to support employment and ensuring the successful implementation of the ERRP. The PSET system need to adapt to allow the required skills production, also the nature of skills currently produced by the system need to change to respond to ERRP.

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) has been developed to ensure effective implementation of the ERRP and that the plan is not compromised by skills shortages. Skills development is an important enabler for ensuring the successful implementation of the plan. The Department of Higher Education and Training has identified skills needs derived from the List of Occupations in High Demand, the Priority Skills List and the Critical Skills List which is prepared on behalf of the Department of Home Affairs. The role players of the ERRP SS are the Sector Education and Training Authorities (SETAs), the National Skills Fund, Quality Councils, PSET system, government departments and private sector. Their roles are to ensure that qualifications are developed in response to demand; there are no skills constraints and that there is provision of skills needs towards the implementation of the ERRP. The strategy aims at expanding opportunities for young people to participate in skills development and workplace-based learning programmes. With the technological advancements faced by sectors, the strategy also involves the reskilling and upskilling of the employed persons to prevent further job losses and improve productivity.

In response to the ERRP, TETA participates in the re-skilling of individuals that have lost jobs due to company closures in the sector; supporting SMMEs and providing skills to individuals to enable them to venture into starting their own businesses. TETA’s support for economic stimulus programmes and the Economic Reconstruction and Recovery Plan (ERRP) started in the year 2020-21 financial year based on projects already contracted for implementation in back yard mechanics, women empowerment, entrepreneurship, ecommerce, logistics and online delivery services. TETA funded various Rural Development learning and development programmes. TETA has partnered with on-line delivery business giants to train more than 3 000 motorbike drivers nationally for online delivery employment opportunities and own businesses creation purposes. Partnerships with SETAs, TVET



# PART B – OUR STRATEGIC FOCUS

colleges and employers enabled funding for learners to be trained and supported as SMMEs. TETA commits to continue working in partnerships with the industry, SETAs, and government departments to provide skills required to address the ERRP to stabilize the economy of the country.

## Presidential Youth Employment Initiative

The South African government recognises the high youth unemployment rate and as such developed the Presidential Youth Employment Initiative (PYEI) which is a multi-sector action plan/programme directed at addressing the youth unemployment crisis. The goal of the PYEI “is to move young people successfully from learning to earning” (SONA, 2023). To this end,

TETA has partnered with Empowaworx on Youth development projects, one of which is the EmpowaYouth Transformation Week. This is an event that offers transformative, sustainable, and practical outcomes. The aim is to drive a purposeful summit that positively impacts the socio-economic future of the youth and enables youth with a common purpose and passion to network and find sustainable opportunities. The Empowaworx Youth Development projects also support the District Development Model (DDM) initiated by President Cyril Ramaphosa in his Budget Speech in 2019. The DDM aims to coordinate a government response to challenges of poverty, unemployment, and inequality particularly amongst women, youth and people living with disabilities (Department of Corporate Governance and Traditional Affairs, 2022).

The table below list top 10 emerging occupations and skills in the Transport sector identified by research.

**Table 6: Emerging Jobs in Transport Sector**

Emerging Jobs in Transport Sector	Descriptions
Electric Vehicle (EV) Technician	With the increasing adoption of electric vehicles, there is a growing demand for technicians skilled in maintaining and repairing EVs.
Autonomous Vehicle Operator/ Technician	As autonomous vehicles continue to be developed and tested, there is a need for operators and technicians to oversee and manage their safe operation.
Data Analyst/Transportation Planner	Data analysis is crucial for optimizing transportation routes, reducing congestion, and improving overall efficiency. Data analysts and transportation planners are needed to interpret and act upon transportation data.
Sustainable Transport Specialist	As sustainability becomes a priority, specialists in sustainable transportation work on promoting eco-friendly transport options and reducing carbon emissions.
Drone Delivery Operator	The use of drones for last-mile delivery is becoming more prevalent, requiring operators who can manage and coordinate drone delivery operations.
Urban Mobility Specialist	With the rise of urbanization, professionals who specialize in urban mobility are in demand to design and implement efficient transport solutions within cities.
Smart Traffic Management Engineer	The implementation of smart traffic management systems requires engineers who can design and maintain these advanced technologies to optimize traffic flow.
Transportation Security Specialist	As transportation networks face security challenges, there is a need for specialists who can develop and implement security protocols and technologies.
Logistics Coordinator for E-commerce	The growing E-commerce industry requires logistics coordinators who can manage the efficient movement of goods from warehouses to customers.
Transportation IoT (Internet of Things) Specialist	The Internet of Things is revolutionizing the transport industry, and specialists are needed to integrate IoT solutions into transportation systems for better tracking and management.



# PART B – OUR STRATEGIC FOCUS

## 3.1 External Environment Analysis

### 3.1.1 Political, Economic, Socio-cultural and Ethical, Technology and Information, Environmental (Natural), Legal and Regulatory (PESTEL)

The following PESTEL factors in South Africa have been identified as having a bearing on the effective delivery of skills development solutions in the transport sector, and therefore, must be addressed by the TETA strategy. This strategy recommitments TETA to continually keep abreast of emerging trends and adjust its programmes and systems to respond promptly and adequately to these changes. TETA will integrate new legislative requirements into the design of its control mechanisms and align its programmes accordingly. The information systems will be reviewed and compliance processes will be continuously strengthened to embrace good governance and compliance in areas such as POPI and the ICT governance framework.

Despite the unfavourable macroeconomic outlook with regards to high unemployment and slow growth, TETA will continue, through training initiatives, to ensure the country has a pool of work-ready artisans and graduates, and encourage self-employment through entrepreneurship development.

Political	Economic	Socio-cultural and Ethical
<ul style="list-style-type: none"> <li>• New government mandates affecting targets;</li> <li>• Possible reconfiguration of SETAs Labour policies;</li> <li>• Changes in government structure (departments and leadership);</li> <li>• Trade agreements; and</li> <li>• Effects of geopolitics on execution of mandate.</li> </ul>	<ul style="list-style-type: none"> <li>• Labour disputes and social protests;</li> <li>• High inflation impact on the costs of doing business;</li> <li>• Company and training center closures;</li> <li>• Fraud and corruption;</li> <li>• Competition and barriers to entry;</li> <li>• Unstable global economy;</li> <li>• SETA mandate stretched without matching budget increases;</li> <li>• High unemployment rate;</li> <li>• Skills shortage due to pandemics;</li> <li>• Destruction of infrastructure;</li> <li>• Interruptions of the supply chain;</li> <li>• Load shedding;</li> <li>• Taxi Industry formalization;</li> <li>• Distressed SOEs leading to reduced training opportunities, and levy contributions;</li> <li>• Transport sector transformation; and</li> <li>• Stakeholders not embracing transformation imperatives, demonstrated resistance to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalence of pandemics;</li> <li>• Conflict of Interest;</li> <li>• Significant societal disparities between rural and urban areas</li> <li>• Protests;</li> <li>• Vandalisation of transport infrastructure;</li> <li>• Transport industry disputes;</li> <li>• Road carnage;</li> <li>• Substance abuse;</li> <li>• High rate of unemployment;</li> <li>• Wellbeing of sector employees;</li> <li>• Low matric pass rate (standards)</li> <li>• Lack of skills transfer in the workplace; and</li> <li>• Low entrepreneurship skills in the country.</li> </ul>
Technology and Information	Environmental (Natural)	Legal and Regulatory
<ul style="list-style-type: none"> <li>• Shift to technology increases elitist group of participants;</li> <li>• SETMIS and QCTO quarterly management reporting;</li> <li>• Fourth industrial revolution (e.g. electric buses), shift to technology/ automation; and</li> <li>• High cost of data and IT infrastructure Limited access to technology and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on green economy provides opportunities for research and awareness programmes;</li> <li>• Green economy also places pressure on transport operators to comply or face hefty penalties;</li> <li>• Volatile energy supply;</li> <li>• Insufficient focus on renewable energy training; and</li> <li>• Natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>• Change in legislation (e.g. BBBEE);</li> <li>• Bureaucracy in legislation approvals; and</li> <li>• Legal disputes between industry and government.</li> </ul>

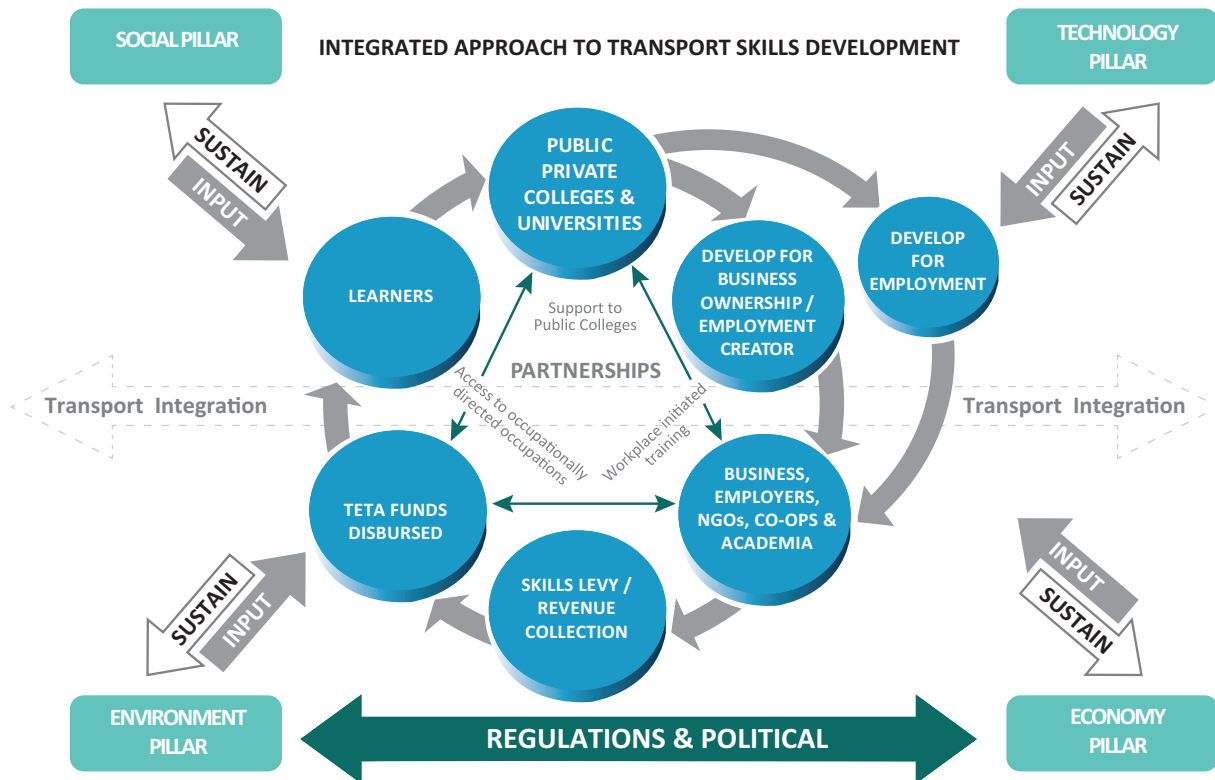


# PART B – OUR STRATEGIC FOCUS

## 3.1.2 The virtuous cycle on the eco-system of PESTEL

The diagram below depicts how the PESTEL elements explained above affects the ecosystem of the Post-School Education and Training system. The main strategy that TETA can employ to ensure that it remains relevant within the system is centred on partnerships.

**Diagram 2: TETA Pioneering Ecosystem**



## 3.2 Internal Environment Analysis

TETA has a staff complement of 115, with 69 (60%) being female, 46 (40%) being male, 40 (34,78%) being youth and 1 (0,87%) people living with disability to execute its mandate .

The SWOT analysis was used to contextualise TETA’s internal and external environments as illustrated in the matrix below. In essence, the SWOT analysis identifies areas of strengths and opportunities that TETA can leverage in the design and implementation of its strategies. Weaknesses and threats afford the organisation a chance to reflect on how to turn these into opportunities.

The results of the SWOT analysis are discussed below, with suggested mitigations for the challenges identified. Equally, the opportunities and strengths can be harnessed and leveraged to enhance TETA’s organisational performance in the execution of its mandate.



### *Strengths*

- Overall staff experience, competence and delivery are earning TETA rapport and mutual beneficial relationships with stakeholders;
- Encourage significant participation, collaboration and input into innovative qualification development and implementation;
- Established international footprint through the leadership and executive development programmes;
- Being a key economic driver, the transport sector offers TETA ample benchmarking and innovation opportunities in both technology and skills training; and
- Strategic leadership providing for sound governance, performance and financial management.

### *Weaknesses*

- Major portion of TETA's budget is consumed by travel to stakeholder sites across the country – this does not adequately compensate for lack of provincial TETA presence;
- To a large extent, budgetary constraints make permanent presence in the provinces difficult to achieve;
- Inadequate data and information management systems compromises information accuracy and integrity of the organisation;
- Funding modalities for people living with disabilities are still lacking;
- Inadequate tools to manage performance of training providers in the transport sector;
- Inadequate financial and human resources hamper the execution of TETA's mandate in the transport sector;
- The inability to respond to industry needs/ emerging skills;
- Low MG participation rate; and
- IT division capability.

### *Opportunities*

- More workplace approvals will enable training of a large number of youth;
- Strong stakeholder relations both internally and externally present a great opportunity for TETA to create partnerships that will elevate skills development in the sector;
- Expansion of research activities in the industry;
- TETA's implementation of HEI bridging programmes has the potential to empower students at universities to cope with their studies;
- An increase in participation of levy-paying organisations in skills development will assist TETA with the collection of higher revenue and more skills being developed in the sector;
- Road carnage in the country requires TETA to devise innovative road safety training programmes;
- Expanding the programme for the adopted schools will present life changing opportunities for the learners in rural areas and townships;
- TETA has an opportunity to celebrate more of its achievements in the sector to engrave its footprint.
- There is a great opportunity for TETA to support the TVET colleges as indicated in the PSET;
- Inter-SETA collaborations are an opportunity for TETA to benchmark best practices and form partnerships that will improve its performance;





## PART B – OUR STRATEGIC FOCUS

- Sustained demand for free post-school education presents opportunities for TETA not only to continue with its bursary funding programme, but investigate other creative solutions to assist learners; and
- Sound interpretation of regulations gives TETA an opportunity to be a visionary leader.

### Threats

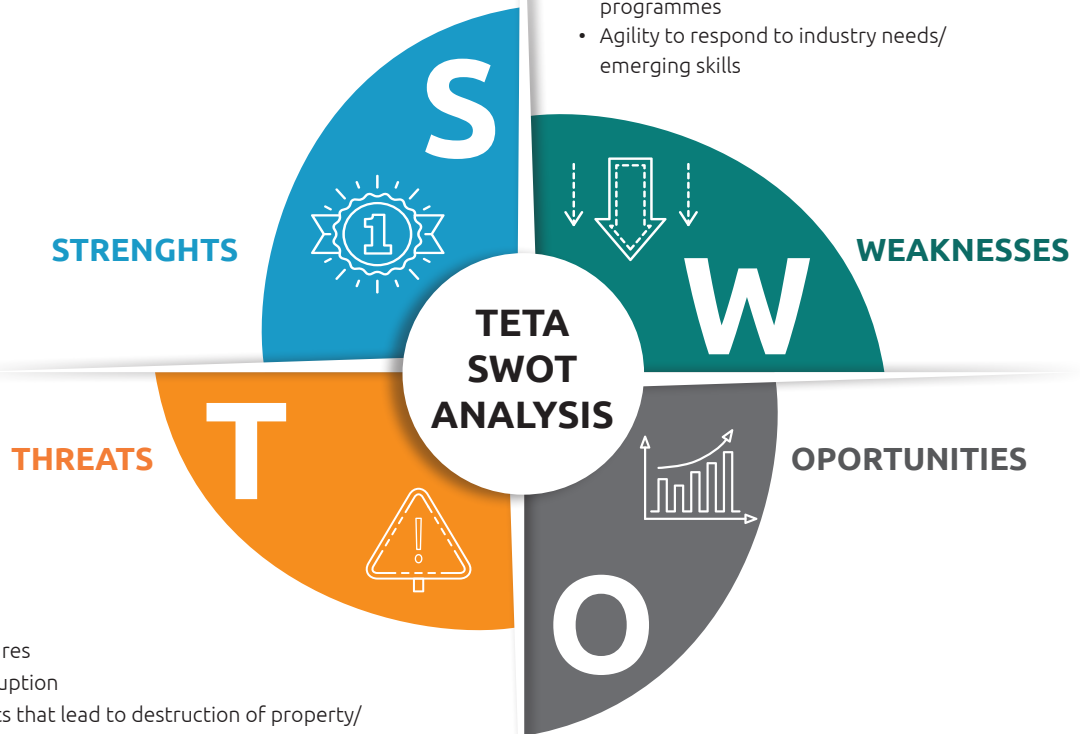
- The SETA administration fee of 10,5% has a restraining effect on the ability of TETA to deliver on its mandate in the following manner:
  - Lack of control and unpredictability of levy income flows impairs the ability of TETA to plan accurately;
  - Devolution of QCTO functions to new structures may render SETA-based ETQA units obsolete, the new structure may present challenges that may compromise SETA performance;
- The sluggish economic growth in South Africa is making industrial investment increasingly difficult and risky and is already impacting the labour market negatively as evidenced by the industry scaling down and consequent retrenchments – this means reduction in levy-income for TETA;
- The Fourth Industrial Revolution continuously presents threats of automation which may render some of the current skills obsolete;
- Due to the challenging economic conditions in South Africa and high unemployment rate, TETA's levy income has reduced considerably; and
- The effects and relief measures of COVID-19 will impact immensely on TETA and the transport sector in the current financial year.





- Green economy research
- Partnerships (co-funding)
- Sound governance and strategic leadership
- Sound internal controls
- Positive employee wellness
- High rate of disbursement of funds
- Capable, knowledgeable, dedicated and vibrant workforce
- Consistent high performance

- The absence of inter-ministerial cooperation
- Lack of integrated information technology systems
- Low mandatory grant participation
- Limited administration budget to offset operational costs
- 3rd-Party reliance for implementation of programmes
- Agility to respond to industry needs/ emerging skills



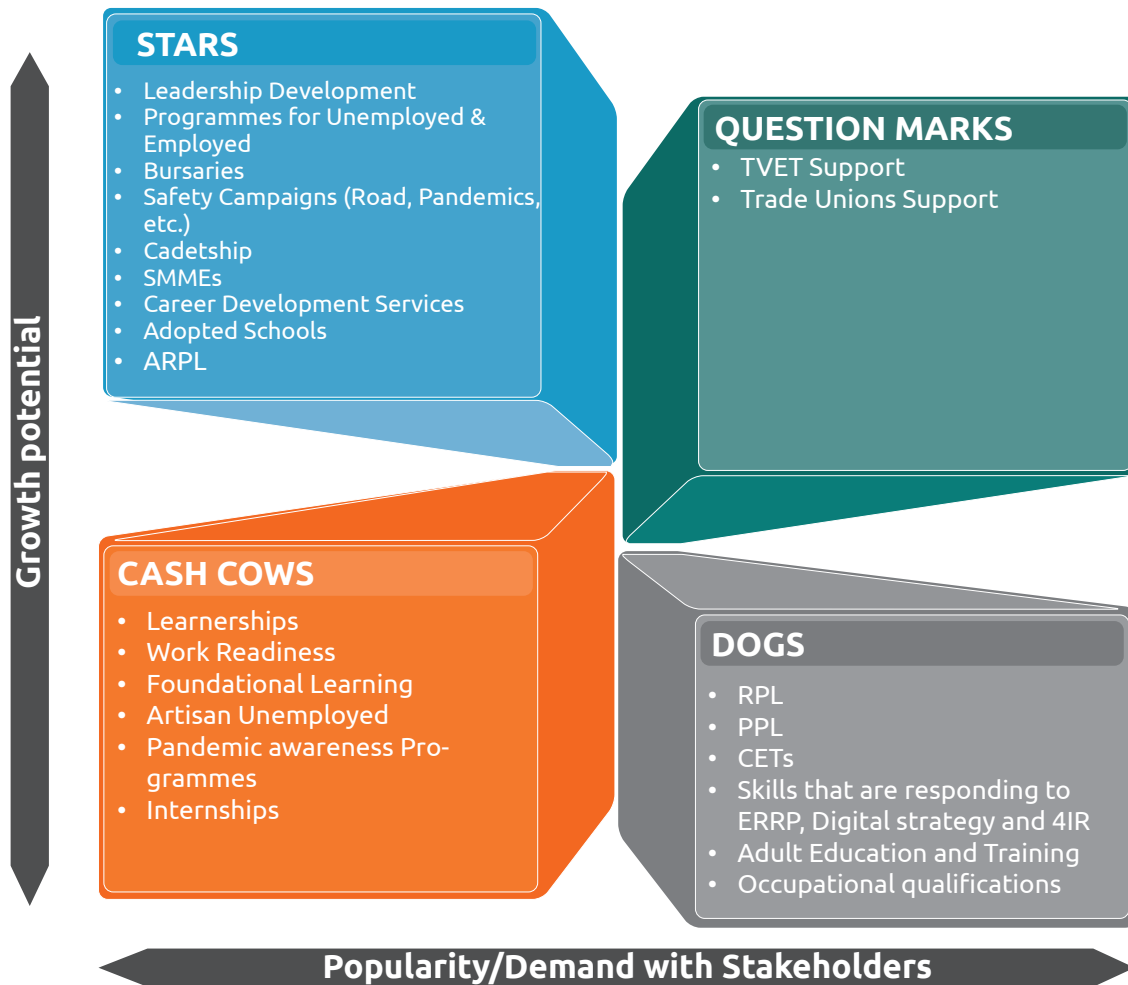
- Company closures
- Fraud and corruption
- Violent protests that lead to destruction of property/ infrastructure, burning of trucks and buses
- Insufficient number of training providers accredited to train on occupational qualifications
- Expiry of legacy qualifications affecting certification
- Loadshedding affecting stakeholder productivity
- High Level of crime

- 4th Industrial Revolution
- Availability of new markets
- Green and Hydrogen economy
- Community college support in soft skills
- Re-skilling, up-skilling and training on new skills
- Entrepreneurship
- Integrated management system
- Business process re-engineering
- Revenue diversification and assurance
- Mobilising new stakeholder to pay levies to TETA
- Leveraging ocean economy
- Taxi Industry formalisation
- Growing SMMEs to Medium Companies



### 3.2.1. Boston Consulting Group Matrix

The BCG Matrix was applied to determine the level of resonance of TETA’s skills development programmes with stakeholders. The resulting plot indicates programmes to prioritise for implementation based on mileage for the sector and their scope in addressing stakeholder needs.



*The BCG Matrix tells us the following*

**Stars:** These programmes are also growing significantly in stature and enrollment.

**Question Marks:** These are the up-and-coming programmes that may be on the path to becoming Stars if proper advocacy is built to stimulate uptake by industry players.

**Cash Cows:** These are popular programmes but exhibit no propensity to grow significantly and require no advocacy for industry uptake.

**Dogs:** These are characterised by either non-performance, under-subscription, or newly introduced programmes with little traction.

The outputs of the BCG analysis are important in that they highlight programmes that are likely to achieve higher traction and impact for the transport sector; and consequently, derive the highest value per rand invested by TETA. The matrix also tells us which programmes TETA needs to promote aggressively to increase stakeholder participation and achieve national targets.



### 3.2.2. Top Key Strategic Risks

Based on the consolidation of inputs from various fora, such as stakeholder engagements and strategy planning sessions, the following factors have been identified as critical to TETA's achievement of its mandate.

- Reliance on an external service provider for information technology support;
- Slow economic recovery which affects the levy payments as a result of economic downturn, recession and other pandemic impact;
- Insufficient administration income to optimally meet the SETA's mandate, human resource and operational needs;
- Stakeholder non-performance, leading to non-achievement of TETA's mandate;
- QCTO revoking delegation of quality assurance functions;
- Inadequate initiatives that promote the 4IR, both sectorally and nationally;
- Change in political leadership and political unrest;
- Damage to rail and logictcs infrustructure(social issues), road infrustructure;
- Electricity challenges;
- Finalisation of the BUSA matter on the payment of mandatory grants;
- Information governance, including non-compliance with POPI Act;
- Reliance on levies as a primary source of income to fund the organisation; and
- Geopolitical chnages affecting implementation of strategic partnerships.

### 3.3 Sectoral Challenges and Opportunities

The transport sector is characterised by challenges that require innovative approaches to address skills development, equitable access to training opportunities and environmental awareness. The sector is faced with gender imbalance, casualisation of work, recurrent strike actions, HIV/AIDS and exemption of many companies from paying levies. TETA, in conjunction with sector stakeholders, continually works to find solutions to mitigate these challenges.

SECTORAL CHALLENGES		OPPORTUNITIES	
<b>ECONOMY</b>			
Economic recession Slow economic growth Reduced Investment Opportunities Airlines going under business rescue. Global Crises, i.e. Supply Chain Blockages Job Losses		Africa Free Trade Agreement;	
<b>4TH INDUSTRIAL REVOLUTION</b>			
Cyber Crime Inequality Electricity Outages Gap in Technical Skills Data Sensitivity Handling Data Growth		Artificial Intelligence Digitisation Access to Broadband	
<b>SECTOR COMPETIVENESS</b>			
Green Energy Levy Contribution Parities		Well Developed Infrastructure	



### Transport sector future outlook

The Transport sector remains resilient despite factors such as the aftermath of the COVID-19 pandemic; the Russia-Ukrainian war which saw a spike in global oil prices that in turn negatively affected the global supply chain and the cost of doing business; the KwaZulu-Natal and Eastern Cape floods which impacted infrastructure and roads; the Transnet strike action; continuous loadshedding amongst others. However, the future outlook of the Transport sector will depend on how well the economy performs and the sector's ability to adapt.

- **Economic growth** – The South African economy grew by 1.9% in 2022 (STATSSA, 2023). This is in line with the 1.9% growth rate in the 2022 Medium Term Budget Policy Statement (MTBPS). However, GDP growth is expected to decline over the medium term, averaging 1.4% from 2023 to 2025, compared with 1.6% in the 2022 MTBPS. This is because of persistent power cuts which impacts production, investment, and employment significantly; deteriorating rail and port infrastructure; rising inflation which constrains household expenditure and raises the cost of living; and a weaker global outlook (National Treasury, 2023).

Apart from the unreliable and costly services of South African cargo ports, there are myriad of other problems including corruption, extensive power cuts, railways falling apart, theft of infrastructure and poor road maintenance. Port operations are also affected by slow processing, a backlog in container repairs and inspection, a lack of investment, skills shortages and strikes at container terminals. These issues need to be dealt with for South African ports to become more efficient. South African ports rank near the bottom of global container ports, and below other African ports, in a World Bank performance index. As a result of this, South Africa risks losing market share (Who owns Whom, 2021; Who owns Whom 2023).

- **Energy Crisis:** Hattingh (Focus Issue 3, 2023) states that there has not been one day without loadshedding

in 2023. The current loadshedding crisis of the country negatively impacts Transport sector businesses to a significant extent. Stakeholders in the sector stated that loadshedding impacts business productivity and hence profitability and employability significantly. They are struggling to operate at the required level to remain profitable. Also, transport sector businesses are heavily dependent on roads and as such loadshedding causing down time at large intersections results in huge delays and money losses.

- **Transport Infrastructure:** There is consensus amongst both public and private sector stakeholders that there is an urgent need for the South African Government to upgrade infrastructure across multiple economic sectors. In the State of the Nation Address (SONA) 2023, the government stated that “our rail network has suffered from many years of underinvestment, lack of maintenance, criminal activity and inefficiency” (SONA, 2023). As such, the 2023 Budget Review states that the rollout of critical infrastructure is under way in transport, water and sanitation, and energy. The Review states that projects worth R134.2 billion are in procurement, R232.3 billion are in construction and R3.9 billion have been completed (National Treasury, 2023). Also, during the SONA, the government highlighted the development of a Transnet Roadmap that will translate policy commitments into reality (SONA, 2023). Thereby ensuring implementation of policies.

In addition, several reforms are ongoing to support recovery in the transport sector. The Economic Regulation of Transport Bill has been tabled in Parliament (National Treasury, 2023). The Bill seeks to establish the Transport Economic Regulator; amongst others (SABOA website, 2023). Furthermore, Transnet is working on improving operations in key corridors. One of it being software upgrades, which will increase efficiency through better signalling. Additional interventions required include steps to prevent theft and vandalism; granting third-party access to the rail network, which is now in the pilot phase; and



resolving legal challenges in relation to locomotive procurement. Moreover, the operations and infrastructure management functions of Transnet Freight Rail will be separated by October 2023. This is intended to improve pricing and facilitate competition (National Treasury, 2023).

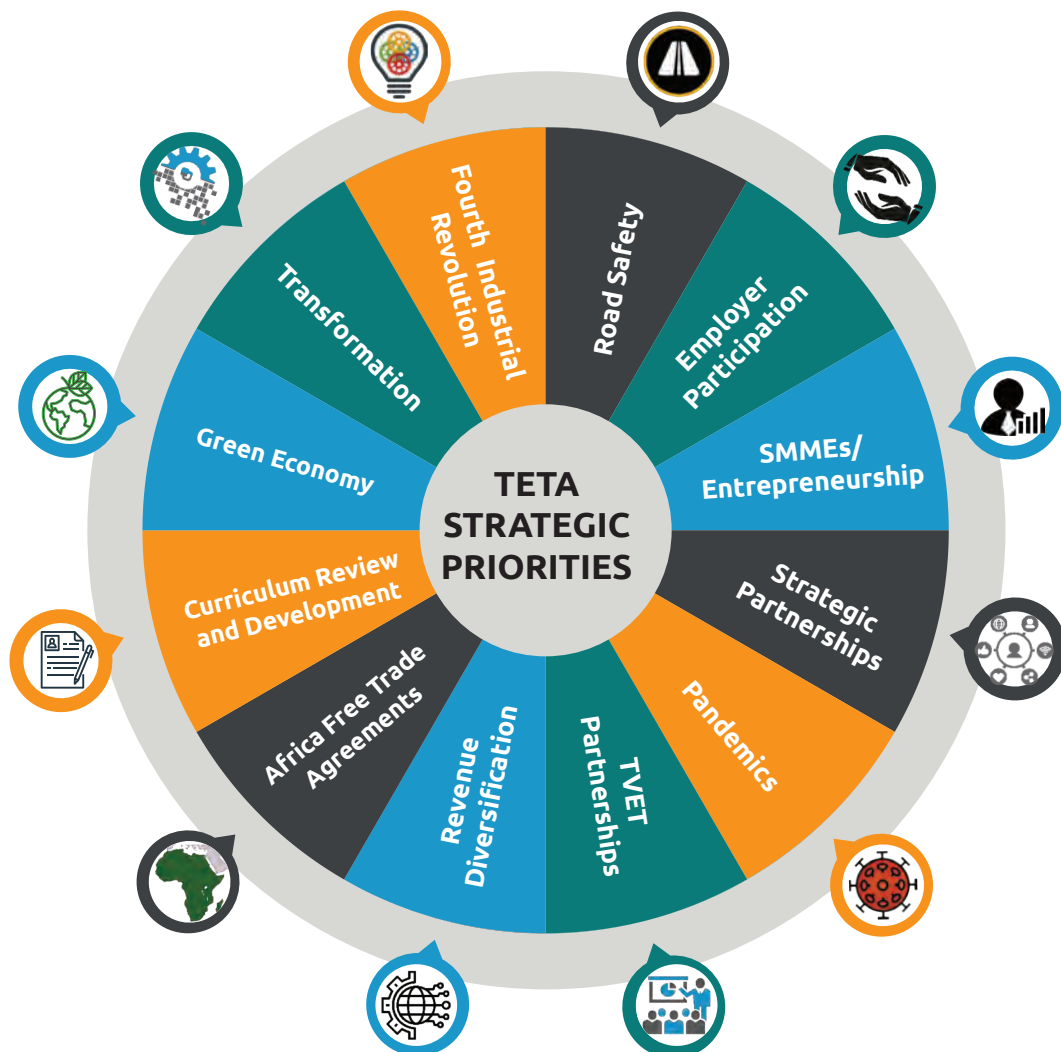
- **Transport sector competitiveness** - The Transport sector is increasing its competitiveness through adopting 4IR technologies and capitalising on

opportunities that arose from the pandemic. The sector has been capitalising on growth in e-commerce and food delivery business. In addition, the sector is also exploring new skills that complement the current new business models and shifts in technological advancements. The sector is also increasingly adopting green transport strategies to ensure that it reduces its carbon footprint and contributes to the sustainable development of the country.

### 3.4. TETA Skills Development Priorities

Our strategy will be driven by the following skills development priority framework drawn from the dictates of the NSDP, contemporary national priorities, transformation agendas and transport sector needs.

**Diagram 3: TETA Skills development Priorities**



**Table 7: TETA Skills Development Priorities**

Priorities	Strategic Objectives	Objective Statement
<b>4th Industrial Revolution</b>	Implement research strategy	<ul style="list-style-type: none"> <li>Aggressive search and identify new occupations and skills gaps that are emerging as a result of technological changes;</li> <li>Development of qualifications and training material aligned to the changing technology; and</li> <li>Re-align TETA practices to the utilisation of electronic and digitised systems</li> </ul>
<b>Road safety</b>	Increase road safety through awareness programmes and impactful accident prevention projects	<ul style="list-style-type: none"> <li>TETA will commission a study that will inform the strategic partnership framework that should be adopted to optimise rollout of safety related programmes in the sector</li> </ul>
<b>Employer participation</b>	Increasing the approved workplaces to ensure more workplace based interventions	<ul style="list-style-type: none"> <li>TETA will conduct geographic mapping to locate all TETA committed funds and use that to identify areas where satellite offices can be opened</li> </ul>
<b>Transformation</b>	Support rural development, including NGOs, CBOs and other organisations in rural areas. This includes efforts towards the realisation of TETA's transformation imperatives which include gender and disability	<ul style="list-style-type: none"> <li>The rural development strategy has been developed to assist implement adequate and relevant projects for rural development. TETA also aims to introduce efforts towards the realisation all other transformation imperatives</li> </ul>
<b>SMME/ Entrepreneurship</b>	Improve the competitiveness and job creation propensity of SMMEs by creating greater access to skills development initiatives	<ul style="list-style-type: none"> <li>SMMEs/Entrepreneurship will be supported through the implementation of the Small Business Development Strategy with flexible approach to varied needs of the small businesses</li> </ul>
<b>Strategic partnerships</b>	Promote the growth of the sector to be responsive to sector, local, regional and national skills needs and priorities	<ul style="list-style-type: none"> <li>TETA will commission a study that will inform the strategic partnership framework that should be adopted to optimise skills development in the sector</li> </ul>
<b>Pandemics</b>	TETA to partner with the QCTO and SAQA to ensure that simulation training in all viable qualifications is accredited in order to be on par with the global changes in training environment	<ul style="list-style-type: none"> <li>Pandemics have accelerated virtual learning and use of simulators for learning programmes, however the TETA-QCTO-SAQA environments needs to put processes and structures in place to ensure that businesses/training providers can move towards this way of operating</li> </ul>
<b>Revenue Diversification</b>	Optimise the business and funding model of the SETA to attract strategic investment in the rollout of skills development in the sector.	<ul style="list-style-type: none"> <li>Increase co-funding partnerships in response to decline levy income caused by Covid 19 end with covid 19</li> </ul>
<b>Africa Free Trade Agreements</b>	TETA to partner with the African countries to ensure relevance in terms of trading and supply chain management	<ul style="list-style-type: none"> <li>Increased opportunities for all transport sector companies</li> </ul>
<b>TVET Partnership</b>	Facilitate the Private Public Partnership between the colleges and the stakeholders in various provinces where colleges are situated.	<ul style="list-style-type: none"> <li>In the short term, it is recommended that TETA support TVET Colleges through special projects, where assistance is provided to TVET colleges to open doors for skills development programmes; and</li> <li>Benchmarking opportunities and leveraging on skills training across different countries</li> </ul>





Priorities	Strategic Objectives	Objective Statement
<b>Training Material Curriculum Review</b>	TETA to partner with TVETs, SAQA, QCTO, DHET and Employers so that training material curriculum is reflective of the permanent changes brought on by the pandemic and the 4IR needs of the sector.	<ul style="list-style-type: none"> <li>Stakeholders in the transport sector and research studies commissioned by TETA identified the need to review the curriculum in order to address the issue of skills mismatch in the sector.</li> </ul>
<b>Green Transport</b>	Road transport has been identified as the primary source of transport-related CO <sub>2</sub> emissions in South Africa, contributing 91.2% of total transport GHG emissions; therefore TETA committed to making a significant impact in reducing GHG emissions by implementing the Green Transport Strategy of SA (2018-2015)	<ul style="list-style-type: none"> <li>TETA has planned to conduct a research study on Green Transport to identify the readiness of Transport sector to embrace Green Transport and initiatives to assist in the reduction of carbon emissions. The study will also profile green skills for the Transport sector to inform skills development requirements</li> </ul>





**Table 8: TETA Sectoral Priority Occupation and Interventions List**

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
TETA	2024/2025	2021-733201	Truck Driver (General)	Compactor Driver (Rubbish Collection)	Learnership	3	Y	10	10
					Dumper Truck Driver	Learnership	3	Y	30
				Freight Operator	Recognition of Prior Learning (RPL)	4	Y	20	20
					Skills Programme	N/A	N	5	5
				Learnership	Bursary: Diploma in Road Transport Management	6	Y	3	3
					1	Y	62	60	
					3	Y	297	297	
					4	Y	55	55	
				N/A	N	12	12		
				Recognition of Prior Learning (RPL)	4	Y	2	2	
					1	Y	1	1	
					2	N	2	2	
					3	Y	12	12	
				Skills Programme	4	Y	4	4	
					N/A	N	3	5	
					1	N	3	3	
					1	Y	5	5	
				Logging Truck Driver Lorry Driver	Skills Programme	3	Y	15	15
						4	N	20	20
						2	Y	4	4
3	N	5	5						
6	Y	2	2						
N/A	N	422	200						





SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
TETA	2024/2025	2021-733201	Truck Driver (General)	Road Train Driver	Skills Programme	3	Y	1	1
				Tilt Tray Driver	Skills Programme	4	N	5	5
	2024/2025	2021-732102	Delivery Driver (Motorcycle)	Motorcycle Dispatch Driver	Skills Programme	4	Y	10	10
				Deep Sea Fisherman	Learnership	N/A	Y	610	250
	2024/2025	2021-821601	Fishing Hand	Deep Sea Fisherman	Learnership	3	Y	173	100
				Fisherman	Skills Programme	4	Y	39	39
				Fishing Boat Mate	Skills Programme	4	Y	36	36
				Fishing Boat Mate	Learnership	3	Y	78	78
	2024/2025	2021-832103	Fish or Seafood Packer	Fish or Seafood Packer	Skills Programme	4	Y	1	1
				Fish or Seafood Packer	Skills Programme	4	Y	2	2
	2024/2025	2021-653306	Diesel Mechanic	Diesel Electrical Fitter	Apprenticeship	4	N	3	0
				Diesel Fitter-mechanic	Apprenticeship	N/A	Y	322	300
				Diesel Fitter-mechanic	Apprenticeship	N/A	Y	14	14
				Diesel Fuel Injection Mechanic	Apprenticeship	3	Y	10	10
				Diesel Fuel Injection Mechanic	Apprenticeship	4	Y	6	6
				Diesel Fuel Injection Mechanic	Apprenticeship	6	Y	50	30
2024/2025	2021-653306	Diesel Mechanic	Diesel Fuel Injection Mechanic	Apprenticeship	N/A	N	10	10	
			Feild Service Technician (Diesel)	Learnership	5	Y	1	1	
			Feild Service Technician (Diesel)	Recognition of Prior Learning	N/A	N	20	20	
			Truck Mechanic	Apprenticeship	3	Y	1	1	
2024/2025	2021-653306	Diesel Mechanic	Truck Mechanic	Recognition of Prior Learning	4	Y	5	5	
			Truck Mechanic	Apprenticeships	3	Y	39	39	
			Truck Mechanic	Apprenticeships	4	Y	14	14	
			Truck Mechanic	Apprenticeships	5	Y	9	9	
			Truck Mechanic	Apprenticeships	6	Y	11	11	
			Truck Mechanic	Apprenticeships	N/A	N	20	20	
2024/2025	2021-653306	Diesel Mechanic	Truck Mechanic	Skills Programme	4	Y	2	2	
			Truck Mechanic	Skills Programme	4	Y	2	2	

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
TETA	2024/2025	2021-315303	Aeroplane Pilot	Aircraft Captain	Cadetship	7	Y	1	1
				Airline Captain	Learnership	N/A	N	100	70
				Fighter Pilot	Cadetship	7	Y	18	18
					Bursary: Bachelor of Science in Engineering in Aeronautical Engineering	7	Y	2	2
	2024/2025	2021-315201	Ships Master	Tug Master	Learnership	5	Y	100	100
					Bursary: National Diploma in Marine Studies	6	Y	87	40
	2024/2025	2021-432301	Transport Clerk	Aircraft Load Controller	Skills Programme	1	N	10	10
				Clerical Controller (Transport Service)	Candidacy	3	Y	15	15
					Learnership	4	Y	1	1
				Fleet Contracts Manager/Controller/Coordinator	Skills Programme	5	Y	20	20
				Fleet Maintainer/Supply Officer	Learnership	4	Y	3	3
				Transport Coordinator?Dispatcher	Learnership	1	Y	40	40
				Truck Dispatcher	Learnership	3	Y	120	80
	2024/2025	2021-735101	Deck Hand	Ship Crew Member	Learnership	2	Y	146	140
2024/2025	2021-432101	Stock Clerk	Supply Clerk/Assistant/Officer/Scheduler	Learnership	3	Y	145	100	





#### 4. Key Risks

**Table 9: Key Risks and Risk Mitigation**

Outcome	Key Risk	Risk Mitigation
Identify and increase production of occupations in high demand	<ul style="list-style-type: none"> <li>Redundant occupational qualifications due to a lack of a 4IR curriculum to address the 4IR research outcomes.</li> <li>Inadequate placement or absorption of truck drivers.</li> </ul>	<ul style="list-style-type: none"> <li>Total implementation of research outcomes including development of curriculum in consultations with industry stakeholders.</li> <li>Continuous training of truck drivers.</li> </ul>
Linked education and the workplace	<ul style="list-style-type: none"> <li>Inadequate implementation of the strategy to link education and the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous implementation of the existing partnerships.</li> </ul>
Improving the level of skills in the South African workforce	<ul style="list-style-type: none"> <li>Inability to balance production and training by the employer resulting in slow implementation of contracts</li> </ul>	<ul style="list-style-type: none"> <li>Establish and improve successful partnerships with employers.</li> </ul>
Increase access to occupationally directed programmes	<ul style="list-style-type: none"> <li>Stakeholder non-performance, leading to non-achievement of TETA's mandate</li> <li>Financial constraints to discharge the SETA mandate as a result of an imminent BUSA judgement to pay employers 50% instead of 20%.</li> <li>QCTO revoking delegation of quality assurance functions;</li> </ul>	<ul style="list-style-type: none"> <li>Increase contract and stakeholder management.</li> <li>Increase SETA presence through satellite offices to provide more stakeholder support.</li> <li>Impact will be assessed in consultation with the DHET regarding the judgment.</li> <li>SLA signed with the QCTO on the functions of each entity.</li> </ul>
Support the growth of the public college institutional type as a key provider of skills required for socio-economic development	<ul style="list-style-type: none"> <li>Lack of capacity in the TVET and CET colleges to roll out occupational qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Capacitate colleges through infrastructure, training and advocacy support.</li> </ul>
Skills development support for entrepreneurship and cooperative development	<ul style="list-style-type: none"> <li>Lack of integrated SMME Development and Implementation Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and implement SMME strategy.</li> </ul>

Outcome	Key Risk	Risk Mitigation
Provide administrative support services	<ul style="list-style-type: none"> <li>Unsustainable funding framework to fund the SETAs business operations.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the financial sustainability strategy</li> </ul>
	<ul style="list-style-type: none"> <li>Business disruptions due to system downtime</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the disaster recovery and business continuity plans.</li> </ul>
	<ul style="list-style-type: none"> <li>Reliance on an external service provider for information technology support</li> </ul>	<ul style="list-style-type: none"> <li>Revision of the ICT Strategy and implementation thereof.</li> </ul>
	<ul style="list-style-type: none"> <li>Information governance, including non-compliance with legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Development of the compliance matrix to ensure compliance with laws and regulations governing the SETA.</li> </ul>





## 5. Institutional Programme Performance Information

### 5.1 Programme 1: Administration

Purpose: To provide administrative support services and enable TETA to deliver on its mandate and ensure compliance with all government imperatives.

Outcome	Outputs	Output Indicators	Annual Targets					Budget 2024/25			
			Audited/Actual Performance		MTEF Period						
			2020/21	2021/22	2022/23	2023/24	2024/25		2025/26	2026/27	
Institutional mandate achieved and ensuring clean governance.	Unqualified audit opinion	(1.1.a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year	Unqualified audit opinion from the Auditor General for 2019-20	Unqualified audit opinion from the Auditor General for 2020-21	Unqualified audit opinion from the Auditor General for 2021-22	Unqualified audit opinion from the Auditor General for 2022-23	Unqualified audit opinion from the Auditor General for 2023-24	Unqualified audit opinion from the Auditor General for 2024-25	Unqualified audit opinion from the Auditor General for 2025-26	Unqualified audit opinion from the Auditor General for 2025-26	-
	Administration expenditure within 10,5% ceiling	(1.1.b) Percentage levy income used towards administration expenditure	15%	11%	12.7%	10.5%	10.5%	10.5%	10.5%	10.5%	-
	Discretionary grant allocations for PIVOTAL Programmes	(1.1.c) Percentage of Discretionary Grant Funding allocated to PIVOTAL programmes	105%	85%	91%	80%	80%	80%	80%	80%	-
	Procurement plan achieved	(1.1.d) Percentage achievement of TETA procurement plan	84%	94%	100%	80%	80%	80%	80%	80%	-

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance				MTEF Period				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2024/25	
Institutional mandate achieved ensuring clean governance.	Retained staff	(1.2a) Percentage of annual permanent and fixed term staff retention	93%	92%	85%	85%	85%	85%	85%	-	
	Reviewed Organisational Structure	(1.2b) Reviewed organisational structure	N/A	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	-	
	WSP/ATR for TETA submitted	(1.2c) Submission of TETA WSP and ATR to ETDP SETA	WSP/ATR submitted by 30 April	WSP/ATR submitted by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	-	
	Wellness activities conducted	(1.2d) Number of wellness activities conducted	5	4	7	4	4	4	4	R400 000	
	Surveys Conducted	(1.2e) Number of stakeholder satisfaction surveys conducted	2	2	2	2	2	2	2	R750 000	
	ERP and MIS reports.	(1.3) Percentage availability of ICT system achieved	99%	99.48%	100%	90%	90%	90%	90%	-	
<b>Budget</b>											
										<b>R1 150 000</b>	







## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(1.1a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year	Unqualified audit opinion from the Auditor General for 2023/24	N/A	Unqualified audit opinion from the Auditor General for 2023/24	N/A	N/A
(1.1b) Percentage levy income used towards administration expenditure	10.5%	N/A	N/A	N/A	10.5%
(1.1c) Percentage of Discretionary Grant funding allocated to PIVOTAL programmes	80%	N/A	N/A	N/A	80%
(1.1d) Percentage achievement of TETA procurement plan	80%	N/A	N/A	N/A	80%
(1.2a) Percentage of annual permanent and fixed term staff retention	85%	N/A	N/A	N/A	85%
(1.2b) Reviewed organisational structure	Reviewed organisational structure Approved	N/A	N/A	N/A	Reviewed organisational structure Approved
(1.2c) Submission of TETA Workplace Skills Plan and Annual Training Report to ETDP SETA	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	N/A	N/A	N/A
(1.2d) Number of wellness activities conducted	4	1	1	1	1
(1.2e) Number of stakeholder satisfaction surveys conducted	2	0	1	0	1
(1.3) Percentage availability of ICT system achieved	90%	90%	90%	90%	90%

## 5.2 Programme 2: Skills Planning & Research

Purpose: To establish mechanisms for skills planning and research capacity

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance		Estimated Performance	MTEF Period				
			2020/21	2021/22		2022/23	2023/24	2024/25	2025/26	
Increased access to occupations in high demand through skills interventions	Research reports	(2.1) Number of research studies conducted	2	3	6	3	3	3		R4 500 000
	Sector Skills Plan	(2.2a) Produce an approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	R1 500 000
	Tracer study report	(2.2b) Number of Tracer study conducted	1	1	1	1	1	1	1	R1 500 000
	Partnerships	(2.3a) Number of research partnerships supported	3	2	2	2	2	2	2	R2 860 000





Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance				Estimated Performance				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2024/25	
Identify and increase production of occupations in high demand	Approved mandatory grants for large firms	(2.4a) Number of mandatory grant approved for large firms	211	213	218	150	150	150	150	150	R0
	Approved mandatory grants for medium firms	(2.4b) Number of mandatory grants approved for medium firms	253	225	252	170	170	170	170	170	R0
	Approved mandatory grants for small firms	(2.4c) Number of mandatory grants approved for small firms	734	721	709	500	600	600	600	600	R0
	Mandatory grants paid	(2.4d) Percentage of mandatory grants paid	97.6%	90%	90%	80%	80%	80%	80%	80%	R0
	Capacitation workshops	(2.4e) Number of provincial capacitation workshops conducted	17	17	10	10	10	10	10	10	R1 500 000
	Employed learners capacitation on skills development facilitator programme	(2.4f) Number of employed learners enrolled on Skills Development Facilitator training,	N/A	51	80	70	70	70	70	70	R777 000
	Monitoring visits and due diligence	(2.4g) Number of verifications conducted for mandatory grants/ discretionary grants/ due diligence	140	194	281	140	140	140	140	140	R1 500 000
	Discretionary grants for bursaries	(2.5a) Percentage of discretionary grant budget allocated to developing high level skills	13%	16.12%	17%	13%	13%	13%	13%	13%	R0
	Discretionary grants for skills programmes, learnership, apprenticeships and internships	(2.5 b) Percentage of discretionary grant budget allocated to developing intermediate skills	56%	49.15%	63%	47%	47%	47%	47%	47%	R0
	Discretionary grants for AET	(2.5c) Percentage of discretionary grant budget allocated to developing elementary skills	1%	2.5%	1%	1%	1%	1%	1%	1%	R0
Research agreements for TVET growth occupationally directed programmes	(2.5d) Number of sector research agreements signed for TVET growth occupationally directed programmes	N/A	N/A	N/A	N/A	1	1	1	1	R0	
<b>Budget</b>										<b>R14 137 000</b>	
<b>Administration</b>										<b>R840 000</b>	

## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(2.1) Number of Research studies conducted	3	0	0	0	3
(2.2a) Produce an Approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	0	0	Approved TETA SSP	0
(2.2b) Number of Tracer study conducted	1	0	0	0	1
(2.3a) Number of Research partnerships supported	2	0	0	0	2
(2.4a) Number of mandatory grant approved for large firms	150	0	150	0	0
(2.4b) Number of mandatory grant approved for medium firms	170	0	170	0	0
(2.4c) Number of mandatory grant approved for small firms	500	0	500	0	0
(2.4d) Percentage of mandatory grants paid	80%	0	0	0	80%
(2.4e) Number of provincial capacitation workshops conducted	10	0	0	5	5
(2.4f) Number of learners enrolled on Skills Development Facilitator training	70	0	0	70	0
(2.4g) Number of verifications conducted for mandatory grant/ discretionary grants/due diligence	140	20	20	40	60
(2.5a) Percentage of discretionary grant budget allocated to developing high level skills	13%	0	0	0	13%
(2.5 b) Percentage of discretionary grant budget allocated to developing intermediate skills	47%	0	0	0	47%
(2.5c) Percentage of discretionary grant budget allocated to developing elementary skills	1%	0	0	0	1%
(2.5d) Number of sector research agreements signed for TVET growth occupationally directed programmes	1	0	0	0	1



### 5.3 Programme 3: Learning Programmes and Projects

Purpose: To increase access to occupationally directed programmes within the transport sector

Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance		Estimated Performance	MTEF Period			Completed	MTEF Period		Budget	
			2020/21	2021/22		2022/23	2023/24	2024/25		Entered	2025/26		
			2020/21	2021/22	2022/23	2023/24	Entered	Completed	2025/26	2026/27			
Improved level of skills in the South African workforce	Learners on bursaries	(3.1a) Number of employed learners on bursaries	144	78	71	100	70	25	100	70	R16 880 000		
			41	40	24	35			25	25			
		(3.1b) Number of employed learners on bursaries (continuing)	N/A	N/A	N/A	N/A	40		40	40	R0		
Learners on skills programmes		(3.1c) Number of employed learners on skills programmes	350	388	615	430	430	215	430	430	R4 128 000		
			316	350	483	215			215	215			
Learners on learnerships		(3.1d) Number of employed learners on learnership programmes	1 141	941	747	700	670	320	670	670	R26 096 500		
			1 190	575	871	350			320	320			
Learners on Occupational Qualifications		(3.1e) Number of employed learners enrolled for Occupational Qualifications	N/A	64	73	60	60	30	60	60	R2 337 000		
				19	47	30			30	30			
Learners on AET		(3.1f) Number of employed learners on AET programmes	56	93	461	50	50	25	50	50	R975 000		
			15	13	26	25			25	25			
Learners on apprenticeship		(3.1g) Number of employed learners on apprenticeship programmes (artisan)	76	20	116	20	20	10	20	20	R4 125 780		
			21	26	51	10			10	10			
Learners on ARPL		(3.1h) Number of learners on ARPL programmes	N/A	122	71	70	70	30	70	70	R7 875 000		
				21	100	35			30	30			

Outcome	Outputs	Output Indicators	Annual Targets										Budget 2024/25	
			Audited/Actual Performance			Estimated Performance 2023/24	MTEF Period			Completed	Budget			
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27		2024/25	2025/26		2026/27
						Entered								
Improved level of skills in the South African workforce	Learners on RPL	(3.1) Number of learners on RPL programmes	10	50	110	20	20	20	20	20	20	20	R812 000	
			18	0	10	10	10	10	10	10	10	10		
	Learners on leadership development programmes	(3.1) Number of candidates on leadership development programmes	15	15	15	15	15	15	15	15	15	15	R8 930 220	
			0	13	15	10	10	10	10	10	10	10		
	Learners on leadership development programmes	(3.1k) Number of candidates on executive leadership development programmes	15	15	15	15	15	15	15	15	15	15	R8 586 750	
			0	15	15	10	10	10	10	10	10	10		
	Learners on leadership development programmes	(3.1) Number of women on leadership development programmes	15	15	15	15	15	15	15	15	15	15	R8 586 750	
			0	15	15	10	10	10	10	10	10	10		
	Learners on leadership development programmes	(3.m) Number of candidates on Masters programme in maritime affairs	0	5	5	5	5	5	5	5	5	5	R5 000 000	
			N/A	4	5	4	4	4	4	4	4	4		
<b>Budget</b>			<b>R94 333 000</b>										<b>R94 333 000</b>	
<b>Administration</b>													<b>R7 648 622</b>	



Outcome	Outputs	Output Indicators	Annual Targets										Budget 2024/25	
			Audited/Actual Performance			Estimated Performance 2023/24	MTEF Period			Completed	2025/26			2026/27
			2020/21	2021/22	2022/23		Entered	2024/25	2025/26		2026/27			
Increased access to occupationally directed programmes	Learners on bursaries	(3.2a) Number of unemployed learners on bursaries	283	201	274	200	200	80	200	200	200	R58 500 000		
			81	142	95	80	80	80	80	80	80			
	Learners on skills programmes	(3.2b) Number of unemployed learners on bursaries (continuing)	N/A	N/A	N/A	N/A	150			N/A	150	R0		
			735	1541	1 672	800	800	400	400	800	800	800	R16 380 000	
	Learners on learnerships	(3.2c) Number of unemployed learners on skills programme	688	892	1 215	400	800			400	400			
			1 776	1307	1 001	850	820	400	400	850	850	R60 475 000		
	Learners on AET	(3.2e) Number of unemployed learners on AET programmes	1 577	849	1 532	425				425	425			
			301	304	265	200	200	100	100	200	200	R5 930 000		
	Learners on apprenticeship	(3.2f) Number of unemployed learners on apprenticeship programmes (artisan)	137	157	43	100				100	100			
			110	324	167	250	250	100	100	250	250	R68 850 000		
	Learners on cadetships	(3.2g) Number of learners on cadetships	441	208	165	100	250			100	100			
			25	67	89	75	75	25	25	75	75	R18 000 000		
Learners on candidacy programmes	(3.2h) Number of learners on candidacy programme	13	22	7	35				25	25				
		15	15	15	15	15	7	7	15	15	R3 600 000			
Learners on grade 12 improvements	(3.2i) Number of out-of-school youth trained on grade 12 improvement programmes	N/A	3	2	7				7	7				
		70	100	70	70	70	35	35	70	70	R1 413 090			
Learners on Regulatory programmes	(3.2j) Number of unemployed learners on Regulatory programmes	40	57	70	35				35	35				
		N/A	N/A	N/A	100	100	50	50	100	100	R9 312 500			





Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance		Estimated Performance	MTEF Period				Completed	Budget		
			2020/21	2021/22		2022/23	2023/24	2024/25	2025/26			2026/27	
			2020/21	2021/22	2022/23	2023/24	Entered	Completed	2025/26	2026/27			
Increased access to occupationally directed programmes	Learners on Occupational Qualifications	(3.2k) Number of Unemployed learners on Occupational Qualifications	N/A	N/A	N/A	N/A	60	30	30	15		R4 425 000	
<b>Budget</b>											<b>R246 885 590</b>		
<b>Administration</b>											<b>R20 017 751</b>		

Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance		Estimated Performance	MTEF Period				Completed	Budget		
			2020/21	2021/22		2022/23	2023/24	2024/25	2025/26			2026/27	
			2020/21	2021/22	2022/23	2023/24	Entered	Completed	2025/26	2026/27			
Increased access to occupationally directed programmes	Partnerships established	(3.3a) Number of partnerships established and implemented with employers	2	5	2	1	2	1	2	2		R170 000	
			N/A	2	1	1	2	1	1	1			
		(3.3b) Number of partnerships established and implemented with TVET colleges	2	0	4	2	4	2	4	4	4		R6 000 000
			N/A	2	3	2	4	2	2	2			
		(3.3c) Number of partnerships established and implemented with universities	1	1	2	1	2	1	2	2	2		R170 000
			N/A	1	1	1	2	1	1	1	1		
		(3.3d) Number of partnerships established and implemented with CET colleges	2	2	3	2	3	2	2	2	2		R2 000 000
				2	2	2	2	2	2	2	2		



Outcome	Outputs	Output Indicators	Annual Targets										Budget		
			Audited/Actual Performance					Estimated Performance		MTEF Period					
			2021/22		2022/23		2023/24		2024/25		2025/26			2026/27	
									Entered	Completed					
Increased access to occupationally directed programmes	Partnerships established	(3.3e) Number of tripartite partnerships established and implemented (education institutions, workplace and TETA)	6	7	4	5	5	5	5	5	5	R3 750 000			
			1	7	2	2	2	2	2	2	2				
Linked education institutions and the workplace	Graduates on internship	(3.4a) Number of unemployed graduates placed on internship programmes (Graduate internship)	208	477	300	350	350	350	350	350	350	R28 980 000			
			276	205	150	150	150	150	150	150	150				
	Learners in employment	(3.4b) Number of learners who have completed workplace based learning programmes absorbed in employment or self employment	87	277	50	100	100	N/A	50	50	50	R0			
			146	277	50	100	100	N/A	50	50	50				
	HEI learners on workplace experience programmes	(3.4c) Number of HEI learners on workplace experience programmes (Internship Category A)	146	103	100	100	100	40	100	100	100	R5 880 000			
			71	98	50	50	50	40	40	40	40				
	Learners on workplace experience programmes (TVET)	(3.4d) Number of TVET learners placed on workplace experience programmes (Internship for N Diploma)	130	295	700	700	700	350	700	700	700	R61 740 000			
			219	169	160	160	160	350	350	350	350				
	Graduates on work readiness programmes	(3.4e) Number of unemployed graduates on work readiness programmes	275	200	200	200	200	180	200	200	200	R8 600 000			
			221	116	100	100	100	180	180	180	180				
	Workplace approvals	(3.4f) Number of workplaces approved	69	69	50	100	100	100	100	100	100	R1 297 500			
	Stakeholders in Limpopo assisted	(3.5) Number of stakeholders assisted through SETA support office	111	110	100	100	100	100	100	100	100	R346 800			



Outcome	Outputs	Output Indicators	Annual Targets							Budget 2024/25
			Audited/Actual Performance		Estimated Performance 2023/24	MTEF Period		Completed		
			2020/21	2021/22		2022/23	2024/25		2025/26	
Linked education institutions and the workplace	Contract management workshops	(3.6a) Number of TETA stakeholder capacitated on contract management	12	17	21	14	9	9	9	R843 750
	Empowerment seminars	(3.6b) Number of women empowerment seminars conducted	3	3	3	3	3	3	3	R1 500 000
	Stakeholder engagement sessions	(3.6c) Number of provincial stakeholder engagement sessions conducted	6	6	6	6	6	6	6	R1 500 000
	Consultative Forums	(3.6d) Number of provincial stakeholder consultative forums conducted	N/A	N/A	N/A	15	15	15	15	R212 000
<b>Budget</b>							<b>R122 990 050</b>			
<b>Administration</b>										<b>R9 972 166</b>





Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance				MTEF Period				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2024/25	
Supported career development services	Career Platforms	(3.7a) Number of career platforms maintained	3	3	4	3	3	3	3	3	R1 500 000
	Career exhibitions	(3.7b) Number of TETA career exhibitions conducted for urban areas	22	33	36	30	30	30	30	30	R1 000 000
	Career exhibitions	(3.7c) Number of career development exhibitions in rural areas on occupations in high demand	9	6	20	9	15	15	15	15	R6 666 667
	Capacity building workshop	(3.7d) Number of capacity building workshops conducted on career development services	8	11	16	9	9	9	9	9	R600 000
	Promotional packs	(3.8a) Number of promotional material packs procured	34 060	10 000	10 000	10 000	10 000	10 000	10 000	10 000	R2 000 000
	Media information sessions	(3.8b) Number of media information sessions conducted	7	15	15	6	10	6	6	6	R1 666 667
	Sponsored events	(3.8c) Number of events sponsored to enhance TETA brand	6	5	7	5	5	5	5	5	R2 000 000
	Internal career guidance advisers	(3.9) Number of career development practitioners trained	49	31	76	30	50	50	50	50	R500 000
	Schools supported	(3.10) Number of schools supported	51	55	59	59	60	59	59	59	R17 700 000
	<b>Budget</b>										

Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance					Estimated Performance		MTEF Period			
			2020/21	2021/22	2022/23	2023/24	2024/25	2024/25	2025/26	2026/27	2024/25		
Increased access to business development programmes	Small & medium enterprises	(3.11a) Number of small and medium enterprises funded	517	716	490	100	100	100	100	100	100	20 000 000	
	NLPes funded	(3.11b) Number of small NLPes funded	350	714	147	134	100	100	100	100	100	R5 000 000	
	Cooperatives funded	(3.11c) Number of established or emergent cooperatives trained on sector and national priority occupations or skills	3	3	3	3	3	3	3	3	3	R150 000	
	NGOs funded	(3.11d) Number of cooperatives funded for skills that enhance enterprise growth and development	10	10	10	10	10	10	10	10	10	R500 000	
	NGOs funded	(3.11e) Number of NGOs funded	4	7	3	3	3	3	3	3	3	R1 500 000	
	CBOs funded	(3.11f) Number of CBOs funded	3	3	4	3	3	3	3	3	3	R1 500 000	
	Learners on entrepreneurship training	(3.11g) Number of learners trained on entrepreneurship to establish businesses (New venture creations)	20	20	20	20	50	50	50	50	50	R2 587 500	
	Rural development projects	(3.11h) Number of rural development projects supported	4	6	7	4	4	4	4	4	4	R6 000 000	
	<b>Budget</b>												<b>R37 237 500</b>
	<b>Administration</b>												<b>R3 019 257</b>





Outcome	Outputs	Output Indicators	Annual Targets								Budget	
			Audited/Actual Performance				Estimated Performance					
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2024/25		
Improved worker initiated training	Trade unions funded	(3.12) Number of trade unions funded	2	4	3	2	2	2	2	2	2	R2 000 000
			2	2	2	2	2	2	2	2	2	R60 000
Increased transport safety interventions	Partnerships	(3.13a) Number of safety partnerships implemented	2	2	2	2	2	2	2	2	2	R6 000 000
	Safety awareness initiatives	(3.13b) Number of Safety initiatives funded in the Transport Sector	29	3	3	3	3	3	3	3	3	R6 000 000
	Learners on accident prevention programme	(3.14) Number of learners trained on accident prevention training programmes	300	40	40	40	40	40	40	40	40	R3 373 333
	Pandemic awareness programmes	(3.15) Number of wellness awareness programmes supported	3	3	3	3	3	3	3	3	3	R2 250 000
<b>Budget</b>											<b>R13 683 333</b>	
<b>Administration</b>											<b>R1 109 459</b>	

**Total Budget: Programme 3**

**R618 649 881**

## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target				Completed/Implemented	Annual Target			
	Entered/Established	Completed/Implemented	Q1	Q2		Q3	Q4		
(3.1a) Number of employed learners on bursaries	70	25	0	0	5	65			
(3.1b) Number of employed learners on bursaries (continuing)	40	N/A	0	0	0	25			
(3.1c) Number of employed learners on skills programmes	430	215	30	100	100	200			
			0	15	100	100			

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.1d) Number of employed learners on learnership programmes	670	320	0	100	120	400
(3.1e) Number of learners enrolled for Occupational Qualifications	60	30	0	20	150	150
(3.1f) Number of employed learners on AET programmes	50	25	0	0	0	60
(3.1g) Number of employed learners on apprenticeship programme (artisan)	20	10	0	0	0	30
(3.1h) Number of learners on ARPL programmes	70	30	0	0	25	25
(3.1i) Number of learners on RPL programme	20	10	0	0	0	25
(3.1j) Number of candidates on leadership development programme	15	10	0	0	5	15
(3.1k) Number of candidates on executive leadership development programme	15	10	0	0	0	10
(3.1l) Number of women on leadership development programme	15	10	0	0	0	10
(3.1m) Number of candidates on Master's programme in Maritime affairs	5	4	0	0	0	15
(3.2a) Number of unemployed learners on bursaries	200	80	0	0	0	10
(3.2b) Number of unemployed learners on bursaries (continuing)	150	N/A	0	0	5	0
(3.2c) Number of unemployed learners on skills programmes	800	400	0	0	0	4
(3.2d) Number of unemployed learners on learnership programmes	820	400	0	0	0	0
(3.2e) Number of unemployed learners on AET programmes	200	50	0	0	20	180
			50	100	100	150
			0	50	320	550
			0	100	100	450
			0	50	50	225
			0	0	25	100
			0	0	25	25





Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.2F) Number of unemployed learners on apprenticeship programmes (artisan)	250	100	0	50	50	150
(3.2g) Number of learners on cadetship	75	25	0	0	25	75
(3.2h) Number of learners on candidacy programme	15	7	0	0	0	7
(3.2i) Number of out-of-school youth trained on Grade 12 improvement programmes	70	35	0	0	0	70
(3.2j) Number of unemployed learners on Regulatory programmes	100	50	0	20	30	50
(3.2k) Number of unemployed learners on Occupational Qualifications	60	15	0	0	0	15
(3.3a) Number of partnerships established and implemented with employers	2	1	0	0	0	2
(3.3b) Number of partnerships established and implemented with TVET colleges	4	2	0	0	0	4
(3.3c) Number of partnerships established and implemented with universities	2	1	0	0	0	2
(3.3d) Number of partnerships established and implemented with CET colleges	2	2	0	0	1	1
(3.3e) Number of tripartite partnerships established (education institutions, workplace and TETA)	5	2	0	0	2	3
(3.4a) Number of graduates placed on internship programmes	350	150	0	40	130	180
(3.4b) Number of learners who have completed workplace based learning programmes absorbed in employment or self employment	100	40	0	0	10	90
(3.4c) Number of HEI learners on workplace experience programmes (Internship Category A)	100	40	0	15	20	65
			0	0	20	20







Outcome	Outputs	Output Indicators	Annual Targets									
			Audited/Actual Performance		Estimated Performance	MTEF Period			Budget			
			2020/21	2021/22		2022/23	2023/24	2024/25		2026/27		
							Entered/Established	Completed/Implemented				
Increased support to TVET and CET colleges as key providers of occupational skills	TVET/ CET lecturers trained	(4.5a) Number of TVET lecturers trained on quality assurance system	36	191	100	100	100	100	100	100	100	R2 595 000
	TVET/ CET managers trained	(4.5b) Number of TVET Managers trained on Curriculum related studies	N/A	N/A	50	20	20	20	20	20	20	R908 250
	TVET/ CET lectures in the industry	(4.5c) Number of TVET lecturers exposed to the industry	11	30	50	50	50	50	50	50	50	R1 250 000
TVET/CET college support through infrastructure	(4.5d) Number of TVET colleges supported on infrastructure (learning equipment/resources)	N/A	3	2	2	2	2	2	2	2	R24 000 000	
Support the TVET Colleges	(4.5e) Number of Centres of Specialisation supported	N/A	N/A	N/A	N/A	2	2	2	2	2	R0	
<b>Budget</b>												
<b>Administration</b>												
										<b>R47 435 250</b>		
										<b>R3 846 101</b>		

**Total Budget: Programme 4**

**R51 281 351**





ANNUAL  
PERFORMANCE PLAN

**PART C**

MEASURING OUR  
PERFORMANCE

*Driven by Vision*



# PART C – MEASURING OUR PERFORMANCE

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

The goal of the post-school system as articulated in the NSDP 2030 document is to have a “system that provides quality learning opportunities to young people, adults who want to change careers or upgrade skills”. To advocate and achieve this goal TETA will conduct and disseminate labour market research with special focus/reference to Occupations In High Demand (OIHD) and recommend relevant training interventions. The role that TETA plays as an authority assists to better facilitate the linkages between education and the workplace or industry.

TETA will ensure that a number of labour market (industry-based) studies are conducted, including but not limited to tracer studies, sector profile, skills mismatch and the impact of the 4IR on future skills. These studies will assist the development of an accurate and updated list of OIHD within the transport sector.

Transformation in the sector is key, as such TETA endeavours to address this through the upskilling of women and focusing on learners from previously disadvantaged backgrounds. Training of people living with disabilities remains a challenge owing to recruitment processes by employers and training providers not addressing TETA priorities.

NSDP 2030 has re-emphasised the role of the post-school sector: “To respond to skills needs of all sectors of society including business, industry and government” and directed SETAs to research and disseminate to the sector an updated list of OIHD. Through this outcome indicator, a researched and updated list of OIHD will be made available to all sectors in general and transport in particular.

Financial resources, successful partnerships as well as participation of the industry will assist in achieving organisational outcomes and further contribute to desired impact. The reduction of levy income for the past two years due to unfavourable economic conditions has an effect on the achievement of outcomes.

## 7. Programme resource considerations

### 7.1 Medium Term Expenditure Estimates

The Accounting Authority has prepared a materiality and significance framework in terms of the PFMA and Treasury Regulations.

#### 7.1.1 Any amount which results from criminal conduct

TETA is of the view that criminal conduct should not be tolerated within the SETA environment and hence no amount is included for criminal conduct in the materiality and significance framework.

In terms of fruitless and wasteful expenditure caused by gross negligence or any other circumstance, TETA has taken a very strong view in that fruitless and wasteful expenditure of any kind should not be tolerated within TETA environment and hence TETA has not included any amount arising from fruitless and wasteful expenditure in the materiality and significance framework.

#### 7.1.2 Significance

Based on the materiality and significance framework, TETA has set its materiality and significance amount to R 5, 241, 013 which is 0.5% of gross revenue on levies received for the 2022/23 financial year based on audited financial results for the respective year.





### 7.1.3 Main sources of revenue

The main source of funding for TETA is the Skills Development Levies (SDL), which TETA receives in terms of the Skills Development Levies Act No. 9 of 1999, as amended. The Skills Development levy is levied on all companies within the transport sector at 1% of each company's payroll costs.

## 8. Budget and budgeting Process

### 8.1 Budgeting processes

In order to arrive at the estimates of the Levy income for the MTEF period (2024/2025 to 2026/2027). The following factors were considered :

- Stability and recovery on the transport sector leading marginal in the Levy income;
- Historical levies received forms a baseline for future projections of the MTEF; and
- Implementation of revenue assurance measures which might positively affect the baseline of the levy income.

#### 8.1.1 Budget assumptions

The following are some of the broad budget assumptions for both income and expenditure that were made in the determination of the MTEF budget for the period (2020 to 2025)

- The MTEF budget is prepared on an going concern basis, as per approved re-certification license until 31 March 2030;
- Planned revenue diversification measures have been incorporated as part of other income for the period of the MTEF to ensure maturity and acceleration to increase revenue;
- In the 2024/2025 financial year, the pay-out ratios for mandatory grants are budgeted at an amount of R193 180, which translates to pay-out ratio at an estimated payout ratio 80%;
- Throughout the MTEF period 10.5% administration reserve remains static over the MTEF period. The effect of the potential revision of the Grants Regulations not taken into account as process still underway;
- TETA has not budgeted at a deficit given the measures in place to grow the revenue base including the administration portion for operational purposes as a result of revenue diversification model; and
- Based on the dynamic environment that TETA operates in, the administration budget is reprioritised on a quarterly basis to cater for any additional administration levies that may have been received – this is to ensure that the administration budget is fully and appropriately utilised.

#### 8.1.2 Income

SETAs do not receive a budget allocation from the national government to fund their operations. The main source of income for SETAs is the Skills Development Levy which SETAs receive from the levy-paying companies. In terms of the Skills Development Levies Act No. 9 of 1999 as amended, levy-paying companies pay levies to SARS as the collecting agent on behalf of the Department of Higher Education and Training. The levy is calculated at 1% of the company's payroll costs. From the received levies, 20% is transferred to the National Skills Fund and 80% is transferred to the SETA (from which 10% is utilised for administration costs; 20% is utilised for mandatory grants which are disbursed back to the levy-paying companies and 49.5% is utilised for discretionary grants, which are also disbursed back to the levy-paying companies based on criteria or policy that the Accounting Authority (Board) of a SETA sets and reviews from time to time. The remaining 0.5% is for QCTO funding.

#### 8.1.3 Expenditure

The expense side of the budget mirrors that of the income side in that:

- 10% of the levies are utilised for administration expenses, such as employee costs, travel, accommodation and others;



# PART C – MEASURING OUR PERFORMANCE

- 20% are utilised for mandatory grants – these are grants disbursed back to the levy-paying companies in terms of the Skills Development Levies Act if they meet certain criteria, such as the submission of Workplace Skills Plan (WSP) and Annual Training Report (ATR);
- 49.5% are utilised for discretionary grants including the 7,5% of the project administration – these grants are utilised to fund special projects and skills priorities based on the criteria or policy set by the Accounting Authority (Board) of a SETA. A SETA can also apply for NSF (National Skills Fund) catalytic grants to fund additional strategic skills priorities that require additional budget that the SETA cannot afford; and project administration are utilised towards monitoring and other operational expenses; and
- 0.5% is transferred to QCTO.

#### 8.1.4 Grant Regulation Promulgation

It must be noted that the grant regulations have been promulgated in terms of section 36 of the Skills Development (Act (No. 97 of 1998) after consultation with the National Skills Authority. TETA has, accordingly, reviewed and adjusted budgetary processes to ensure compliance with the new regulations.

The new regulations address the following areas:

- Regulation of proportion of funding for administration of the SETA;
- Contribution of funds toward the QCTO;
- Regulation of unspent fund;
- Encourage the improvement of market labour information;
- Prioritise PIVOTAL programmes, thus improving the NQF process; and
- Expand the use of public education and private providers in the provision of skills development.

#### 8.1.5 Total SDL income that will be received

Additional income or funding that TETA receives over and above the 80% levy income will be utilised towards the discretionary grants. Therefore, all the interest, penalties and investment income from surplus funds will be utilised towards funding discretionary grants. All unspent funds within the different reserves (administration, employer grant and discretionary) will also be utilised towards funding discretionary grants.

The Annual Performance Plan 2024/25 has been prepared on a multi-year funding model that is based on the principle that skills development interventions are funded from start to completion in order to achieve the maximum impact. Programme 3 is the highest funded at R619m and constitutes 89% of the costed Annual Performance Plan. The total costed plan of R614m is therefore justifiable, see table to below;

**Table 10: Total SDL Forecast**

APRIL 2024 TO 31 MARCH 2025	Proposed Forecast
	2024/2025
<b>SKILLS DEVELOPMENT LEVIES COLLECTION</b>	
<b>LEVIES COLLECTION FROM EMPLOYERS</b>	<b>1 205 433 750</b>
Less: NSF allocation (20%)	(241 086 750)
<b>Levy allocation to the SETA</b>	<b>964 347 000</b>
<b>Allocation of levies received by the SETA:</b>	
- Admin Expenses (10.5% of collection)	126 507 000
- Mandatory Grants (20% of collection )	241 475 000
- Discretionary Grants (49.5% of collection)	596 365 000

# PART C – MEASURING OUR PERFORMANCE

**Table 11: MTEF – Estimates of income and expenditure**

BUDGET ITEMS DESCRIPTION	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	'R'000			'R'000			
	Audited			Current Year Estimates	MTEF Forecast		
Mandatory Levies (20%)	125 843	189 465	209 978	207 307	241 475	277 696	319 350
Discretionary Levies (49.5%)	309 924	472 293	518 578	513 848	596 365	685 819	788 692
Administration Levies (10.5%)	65 671	100 152	110 006	108 957	126 507	145 483	167 305
Interest and Penalties	14 691	12 599	15 249	14 708	17 536	20 167	23 192
Other Income and Government Levies	3 385	19 453	6 193	2 116	34 484	39 657	45 605
Investment Income	43 091	38 215	60 465	44 957	69 535	79 965	91 960
Retention of Surpluses	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>562 605</b>	<b>832 177</b>	<b>920 469</b>	<b>891 893</b>	<b>1 085 901</b>	<b>1 248 787</b>	<b>1 436 105</b>
Mandatory Grant	-99 738	-161 025	-144 376	-165 845	-193 180	-222 157	-255 480
Discretionary Grants	-523 053	-668 763	-657 263	-614 976	-728 705	-838 011	-963 712
Administration Costs including Capex	-92 241	-102 935	-137 091	-147 488	-157 655	-181 303	-208 498
Administration Cost – QCTO	-5 238	-3 685	-5 013	-5 263	-6 362	-7 316	-8 414
<b>TOTAL EXPENDITURE</b>	<b>-720 270</b>	<b>-936 408</b>	<b>-943 743</b>	<b>-933 572</b>	<b>-1 085 901</b>	<b>-1 248 787</b>	<b>-1 436 105</b>
Surplus/Deficit for the Year	<b>-157 665</b>	<b>-104 231</b>	<b>-23 274</b>	<b>-41 679</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* TETA has not budgeted at a deficit.

## Annual Performance Plan Budget

ANNUAL PERFORMANCE PLAN BUDGET	2024/25
	'R'
Administration Expenditure (10.5% of collection)	164 017
Mandatory Grants Expenditure (20% of collection)	193 179
Discretionary Grant Expenditure (49.5% of collection)	728 705
<b>Total</b>	<b>1 085 901</b>
** Allocation for ERRP Interventions	42 647

**Table 12: Indicators, annual and quarterly targets**

PROGRAMME	PROJECT CORE COST	ADMINISTRATION	TOTAL
Programme 1	1 150 000	-	1 150 000
Programme 2	14 137 000	840 000	14 977 000
Programme 3	543 662 807	74 987 074	618 649 881
Programme 4	47 435 250	3 846 101	51 281 351
<b>Total</b>	<b>606 385 057</b>	<b>79 673 176</b>	<b>686 058 232</b>

## 9. Key Risks

**Table 13: Key Risks and Risk Mitigation**

Outcome	Key Risk	Risk Mitigation
Increased access to occupations in high demand through skills interventions	<ul style="list-style-type: none"> <li>Inadequate research conducted by the SETA</li> <li>Lack of adequate research on the impact of 4th Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Expert Research Chair appointed to assist the organisation with key research needs.</li> <li>Specific research study planned on the 4th Industrial Revolution</li> </ul>
Linked education and the workplace	Lack of strategy to link education and the workplace	Strategy will be developed to address tri-party agreements between the SETA, employer and educational institutions
Improved level of skills in the South African workforce	Inability to balance production and training by the employer resulting in slow implementation of contracts	Establish and improve successful partnerships with employers
Increased access to occupationally directed programmes	Stakeholder non-performance, leading to non-achievement of TETA's mandate	<ul style="list-style-type: none"> <li>Increase contract and stakeholder management.</li> <li>Increase SETA presence through satellite offices to provide more stakeholder support.</li> </ul>
Increased support to TVET and CET Colleges as the key provider of occupational skills	Lack of capacity in the TVET and CET colleges to roll out occupational qualifications	Capacitate colleges through infrastructure, training and advocacy support
Increased access to business development programmes	Lack of integrated SMME Development and Implementation Strategy	Revise current strategy to take into account linkages and incubation
Improved worker initiated training	Inadequate support for trade unions	Conduct research to identify the needs of the trade unions for adequate support.
Increased transport safety interventions	Non-achievement of the outcome	Support strategic partnerships and initiatives aimed at reducing road fatalities
Institutional mandate met	<ul style="list-style-type: none"> <li>10.5% administration cost not adequate to cover the operational costs of the organisation.</li> <li>Financial sustainability threatened as a result of decreasing levy payments</li> </ul>	Increase stakeholder participation to increase the skills development levy income, resulting in more funding available for administration expenses

**Table 14: District Development Model**

Area of Intervention		Project description	Five-year planning period			
Province	District Municipality	Location GPS coordinates	Project Leader	Social Partners		
Limpopo	Mopani District Municipality (Ciyani)	Latitude: -23° 18' 8.86" S Longitude: 30° 43' 7.25" E	Strategic Projects and Stakeholder Relations Manager	Local Municipalities, NGOs, Faith based Organisations, TVET colleges and Private Companies		
Gauteng	City of Johannesburg Metro (Orange Farm)	Latitude: -26.459383 Longitude: 27.8604472				
Kwa-Zulu Natal	Zululand District Municipality (Ulundi and Nongoma Local Municipality)	Latitude: -27° 53' 32.99" S Longitude: 31° 38' 31.79" E				
North West	Ngaka Modiri Molema	Latitude: -25° 54' 59.99" S Longitude: 25° 49' 59.99" E				
Free State	Mangaung Metro	Latitude: -29.100000 Longitude: 26.216700				
Eastern Cape	Amathole District Municipality	Latitude: -32.55895000 Longitude: 27.45919000				
Mpumalanga	Nkangala District Municipality	Latitude: -28.425095 Longitude: 24.334143				
Notomern Cape	Frances Baard District Municipality	Latitude: -28.425095 Longitude: 24.334143				
Western Cape	City of Cape Town Metro	Latitude: -33.918861 Longitude: 18.423300				





Transport Education Training Authority

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TRANSPORT EDUCATION AND TRAINING AUTHORITY

# TECHNICAL INDICATOR DESCRIPTIONS





# EXECUTIVE SUMMARY

Consistent with the PFMA, Treasury Regulations and the Department of Planning Monitoring and Evaluation (DPME) Framework, the TETA Board has formulated a Strategic Plan that specifies how the Board will discharge its legislative mandates and functions over the 2020 to 2025 period in line with the Medium-Term Expenditure Framework (MTEF) for the same period.

The Annual Performance Plan has been prepared in alignment with the Strategic Plan to provide technical indicator descriptions for all indicators as reflected in the Annual Performance Plan for 2024/25.

In line with the Annual Performance Plan 2024/25 these indicators are divided into the following programmes:

<b>Programme 1</b>	Administration
<b>Programme 2</b>	Skills Planning and Research
<b>Programme 3</b>	Learning Programmes and Projects
<b>Programme 4</b>	Quality Assurance Systems



# TECHNICAL – INDICATOR DESCRIPTIONS

## Programme 1: Administration

Indicator Title	(1.1a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year
Definition	Unqualified audit opinion at the end of the external audit by the Auditor General
Source of Data	Audited Financial Statements
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>The audit opinion will be the base of achievement</li> </ul>
Means of verification	Auditor General Audit Report for 2023/24 financial year
Assumption	N/A
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Unqualified audit opinion
Indicator Responsibility	Chief Financial Officer

Indicator Title	(1.1b) Percentage levy income used towards administration expenditure
Definition	Administration expenditure to be within the regulated ceiling of 10.5% of the total levy income received for that financial year/ or as approved by the Minister to exceed the 10.5%
Source of Data	Unaudited Annual financial statements
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li><math>(\text{Total administrative expenditure for the year} / \text{Total levy income for the year}) \times 100</math></li> </ul>
Means of verification	Annual financial statements
Assumption	N/A
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Administration expenditure within 10.5% of all levies received or as approved by the Minister to exceed the 10.5%
Indicator Responsibility	Chief Financial Officer





Indicator Title	(1.1c) Percentage of Discretionary Grant (DG) funding allocated to PIVOTAL programmes
Definition	In terms of grant regulations, SETAs must allocate and spend 80% of the discretionary grant funding towards PIVOTAL programmes
Source of Data	Signed awarded contracts
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>(Total annual PIVOTAL funding/Total annual DG budget) x 100</li> </ul>
Means of verification	Commitment register
Assumption	DG application for PIVOTAL programmes received from stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	80% of DGs utilised to fund PIVOTAL programmes
Indicator Responsibility	Chief Financial Officer

Indicator Title	(1.1d) Percentage achievement of TETA procurement plan
Definition	Projects planned to be implemented as the procurement plan are awarded in the current financial year
Source of Data	Tender proposals from bidders
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Percentage of projects awarded by TETA board</li> <li>Total number of awarded projects/total number of planned projects on the procurement plan x 100</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Approved Procurement Plan</li> <li>Procurement Plan Report</li> </ul>
Assumption	Potential bidders responding to the tenders complying with SCM regulations
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	To align with the annual targets in the APP change 70% to 80%
Indicator Responsibility	Supply Chain Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(1.2a) Percentage of annual permanent and fixed term staff retention
Definition	Retention of 85% of the current permanent staff members at the end of the financial year
Source of Data	Payroll employee list report
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>(A) Number of permanent and fixed term contract at the beginning of the financial year</li> <li>(B) Number of permanent and fixed term contract at the end of the financial year (excluding new appointment)</li> <li>(C) Percentage of annual permanent and fixed term staff retention = <math>(B/A) \times 100</math></li> </ul>
Means of verification	Payroll employee list report excluding new appointments
Assumption	Non-labour turnover in the organisation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	85% staff retention of the current permanent staff members at the end of the financial year
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.2b) Reviewed Organisational Structure
Definition	Annual review of the TETA organisational structure to ensure that it is in line with the achievement of its implementation strategy
Source of Data	Benchmarking, organisational resource needs report, new positions motivations
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>Approval of of review of the organogram is counted once</li> </ul>
Means of verification	Approved reviewed organisational structure and if no changes made, an HR report and minutes of the Board meeting
Assumption	Resources and need analysis /rationale are considered
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	To align with the reporting cycle (Annually)
Indicator Responsibility	Executive Manager Corporate Services



Indicator Title	(1.2c) Submission of TETA WSP and ATR to ETDP SETA
Definition	The submission of the TETA Workplace Skills Plan and Annual Training Report to ETDP SETA by the 30 April each year
Source of Data	TETA training report and employee planned personal development plans (PDPs)
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>• Timeous submission (date of submission: 30 April each year)</li> </ul>
Means of verification	WSP and ATR report; proof of submission to ETDP SETA
Assumption	Employee PDPs are submitted to HR department and training report generated
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Trained and upskilled workforce
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.2d) Number of wellness activities conducted
Definition	Wellness activities conducted not limited to health screenings, wellness days, wellness seminars or workshops
Source of Data	Employee wellness session plan
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>• Count the number of wellness activities conducted</li> </ul>
Means of verification	Invitation and attendance register
Assumption	Availability of wellness programmes budget
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: 10%</li> <li>• Target for Youth: 20%</li> <li>• Target for People with Disabilities: 0,5</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Staff retention and healthy workplace
Indicator Responsibility	Executive Manager Corporate Services



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(1.2e) Number of stakeholders satisfaction surveys conducted
Definition	The survey measures internal and external stakeholder experiences and perceptions on the quality and relevance of the services and products offered by TETA
Source of Data	Data collection tools – questionnaires, interviews, stakeholder engagement sessions
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>Count the number of surveys conducted</li> </ul>
Means of verification	Survey report
Assumption	Stakeholder participation, survey budget
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	High stakeholder satisfaction levels for both internal and external stakeholders
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.3) Percentage availability of ICT systems achieved
Definition	The time that the ICT systems (MIS and ERP) are available and functional for users to perform daily duties in accordance with the service level agreement
Source of Data	ERP & MIS systems reports
Method of Calculation or assessment	An average of 90% availability on all core systems in terms of the SLA <ul style="list-style-type: none"> <li>(A) Number of working days that the system was available as per systems report:</li> <li>(B) Number of total working days</li> <li>(C) Availability of the system = <math>A/B \times 100</math> Average = Aggregated percentages of all core systems/number of core systems</li> </ul>
Means of verification	Systems availability report
Assumption	IT systems in place
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	ICT systems are available for users
Indicator Responsibility	IT Manager



## Programme 2: Skills Planning & Research

Indicator Title	(2.1) Number of research studies conducted
Definition	Research studies conducted in the transport industry
Source of Data	Literature reviews, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of approved research reports</li> </ul>
Means of verification	Approved research reports
Assumption	Research Literature conducted, database of target population with accurate contact details, role players participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Credible research initiatives that support accurate planning
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.2a) Produce an approved TETA SSP
Definition	Comprehensive and analytical Sector Skills Plan (SSP) that details current labour market trends, supply and demand dynamics, growth prospects and performance of transport sector
Source of Data	Literature review, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions, Statistics SA, WSP/ATR data, SARS Levy file
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>Approval by DHET</li> </ul>
Means of verification	Approved SSP by DHET
Assumption	SSP framework compliance, database of TETA stakeholders with accurate contact details, role players participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Accurate transport industry labour market information
Indicator Responsibility	Research and Knowledge Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.2b) Number of Tracer study conducted
Definition	A survey of TETA funded beneficiaries through education institutions and employers
Source of Data	Questionnaires, Surveys, Focus Group Discussions, completed learner Information forms, Historical DG contracts, Completed learners, Employers
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of reports</li> </ul>
Means of verification	Approved tracer study reports
Assumption	Database of previously funded beneficiaries accurate contact details, learner participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	To reach 100% of TETA funded beneficiaries
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.3) Number of research partnerships supported
Definition	Collaborative research partnerships that seek to advance TETA's interest in advocating skills development initiatives
Source of Data	Signed and valid Memorandum of Understanding outlining partnership objectives and collaboration areas
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of SLAs</li> </ul>
Means of verification	Service Level Agreements (SLAs) and deliverables
Assumption	Delivery partners willingness to collaborate on projects aligned to objectives of the MoU
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Activation of all partnerships through implementation of agreed projects
Indicator Responsibility	Research and Knowledge Manager



Indicator Title	(2.4a) Number of mandatory grant approved for large firms
Definition	Mandatory Grants approved for large firms that submitted WSPs/ATRs for companies employing 150 or more employees
Source of Data	Stakeholder training needs analysis report, transport sector scores and critical list
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of all MG applications approved for large firms</li> </ul>
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all large firms MG applications
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4b) Number of mandatory grant approved for medium firms
Definition	Mandatory Grants approved for large firms that submitted WSPs/ATRs for companies employing between 50 and 149 employees
Source of Data	Stakeholder training needs analysis report, transport sector scores and critical list
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of all MG applications approved for medium firms</li> </ul>
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all medium firms MG applications
Indicator Responsibility	SD & LP Senior Manager





# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.4c) Number of mandatory grants approved for small firms
Definition	Mandatory Grants approved for large firms that submitted WSPs/ATRs for companies employing between 0 and 49 employees
Source of Data	Stakeholder training needs analysis report, transport sector scares and critical list
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of all MG applications approved for small firms</li> </ul>
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all medium firms MG applications
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4d) Percentage of MGs paid
Definition	Approved Mandatory Grants are paid on a quarterly basis
Source of Data	Financial statements, Approved WSP List
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>Total MG paid/total MG payable*100%</li> </ul>
Means of verification	MG payment list
Assumption	All approved companies are paid
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	80% of MGs are paid to employers
Indicator Responsibility	Chief Financial Officer



Indicator Title	(2.4e) Number of provincial capacitation workshops conducted
Definition	Workshops held to capacitate stakeholders on MG and DG submissions and any other changes in the grant policies.
Source of Data	invitation
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of workshops</li> </ul>
Means of verification	Attendance Register in a case of a physical or virtual meeting, invitation
Assumption	Stakeholder attendance
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Stakeholders attend workshops and are capacitated on submission processes
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4f) Number of employed learners enrolled on Skills Development Facilitator training
Definition	Training conducted for employees on skills development facilitators programme, not limited to physical, virtual and on-line training sessions
Source of Data	Learner listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of learners entered into SDF training</li> </ul>
Means of verification	Proof of attendance, in a case of a physical or virtual meeting, presentation or course material, learner information forms or ID copies
Assumption	Stakeholder appetite for capacitation
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved quality and quantity of WSP and ATR submissions
Indicator Responsibility	SD & LP Senior Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	<b>(2.4g) Number of verifications conducted for mandatory grants / discretionary grants /Due Diligence</b>
Definition	Monitoring activities conducted for stakeholders and potential stakeholder activities includes: physical, virtual and desktop monitoring
Source of Data	DG contracts, approved MGs, special projects applications
Method of Calculation or assessment	Quantitative • Count the reports
Means of verification	Signed monetary reports/due diligence reports
Assumption	Stakeholder are available for scheduled visits
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Captured training is validated
Indicator Responsibility	Chamber Executive Officers and Units

Indicator Title	<b>(2.5a) Percentage of discretionary grant budget allocated to developing high level skills</b>
Definition	<ul style="list-style-type: none"> <li>DGs allocated to funding bursaries and leadership development programmes from the total DG budget</li> <li>High level skills – are learning interventions at an exceptional knowledge level, usually between level 7 to 10</li> </ul>
Source of Data	Costed APP
Method of Calculation or assessment	Quantitative • Total approved bursaries and leadership development programmes / Total DG budget * 100%
Means of verification	Approved DGs schedule, approved unemployed bursary report and Leadership development programmes contracts
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved planning
Indicator Responsibility	SD & LP Senior Manager



Indicator Title	(2.5b) Percentage of discretionary grant budget allocated to developing intermediate skills
Definition	<ul style="list-style-type: none"> <li>DGs allocated to funding learnerships, apprenticeship, skills programmes, work experience, internships and Work Integrated Learning (WIL) from the total DG budget</li> <li>Developing and intermediate skills are learning interventions at a developmental stage, usually between NQF Level 3 to 6</li> </ul>
Source of Data	Costed APP
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Total approved for learnerships, skills programmes, internships and WIL / Total DG budget * 100</li> </ul>
Means of verification	Approved DGs schedule, approved special projects schedule
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved planning
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.5c) Percentage of discretionary grant (DG) budget allocated to developing elementary skills
Definition	DGs allocated to funding Adult Education and Training (AET) from the total DG budget Elementary skills are usually between NQF Level 1 to 3
Source of Data	Costed APP
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>The audit opinion will be the base of achievement</li> </ul>
Means of verification	Approved DGs schedule, approved special projects schedule
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved planning
Indicator Responsibility	SD & LP Senior Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.5d) Number of sector research agreements signed for TVET growth occupationally directed programmes
Definition	<ul style="list-style-type: none"> <li>Research agreements refers to an agreement between TETA and a stakeholder to jointly conduct a research study to inform occupationally directed programmes and the growth of the TVET college system.</li> <li>“Occupationally directed programmes” are learning programmes or qualifications that consists of three learning elements: (i) theory, (ii) practical and (iii) workplace learning, and are offered at TVET Colleges</li> </ul>
Source of Data	Signed MOU with the stakeholder
Method of Calculation or assessment	Quantitative: A signed agreement will be counted once
Means of verification	MoU between TETA and a stakeholder
Assumption	TVET Colleges are available to participate in the research on occupationally directed qualifications
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non- Cumulative
Reporting Cycle	Annually
Desired Performance	A signed agreement between TETA and a stakeholder
Indicator Responsibility	Research and Knowledge Manager

## Programme 3: Increase access to occupationally directed programmes

Indicator Title	(3.1a) Number of employed learners on bursaries
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to employed learners through a contract with their employers</li> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> </ul>
Source of data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of enrolled learners funded through bursaries</li> <li>Completed - Count of learners that obtained the qualification</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; bursary contract; certified ID copy; proof of registration; proof of employment</li> <li>Completed: academic record/statement of results/certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Bursaries and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out Bursary programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



Indicator Title	(3.1b) Number of employed learners on bursaries (continuing)
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to employed learners through a contract with their employers</li> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> </ul>
Source of data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Continuing: Count of learners continuing with the bursary</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Continuing: Bursary contract, statement of results, proof of registration and certified ID copy</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Bursaries and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out Bursary programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1c) Number of employed learners on skills programmes
Definition	<ul style="list-style-type: none"> <li>Employed learners granted funding for skills programmes or part-qualifications</li> <li>Skills programmes – Means an occupation-based programme inclusive of regulated skills programmes aimed at building skills that have economic value which incorporates at least one-unit standard. It is registered by a SETA and delivered by an accredited training provider</li> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> </ul>
Source of data	<ul style="list-style-type: none"> <li>Learner Listing</li> </ul>
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a skills programme or part-qualification</li> <li>Completed: Count of learners that completed a skills programme or part qualification issued with statement of results</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information form certified ID copy; proof of employment</li> <li>Completed: Statement of results</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Skills programmes and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out skills programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 10%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



# TECHNICAL – INDICATOR DESCRIPTIONS

Indicator Title	(3.1d) Number of employed learners on learnership programmes
Definition	<ul style="list-style-type: none"> <li>Employed learners granted funding for learnership programmes through TETA stakeholders</li> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Learnerships – Means a period of workplace-based learning culminating in an occupational qualification or part qualification</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a learnership programme.</li> <li>Completed: Count of learners completed and issued with statement of results /or certificates</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; Workplace based learning programme agreement; certified ID copy; proof of employment</li> <li>Completed: Statement of results/certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA learnership and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out learnership programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 10%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1e) Number of learners enrolled for Occupational Qualifications
Definition	<ul style="list-style-type: none"> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Occupational qualifications – is a qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external integrated summative assessment</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on an occupational qualification programme</li> <li>Completed: Count of learners completed and issued with statement of results/ certificates</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; Workplace based learning programme agreement; certified ID copy; proof of employment</li> <li>Completed: Statement of results/certificates</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA occupational qualification and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out occupational qualification</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 10%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers





Indicator Title	(3.1f) Number of employed learners on AET programmes
Definition	<ul style="list-style-type: none"> <li>Employed learners granted funding for Adult Education Training programmes</li> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Adult Education Training programmes – Means Adult Education Training level and includes the General Education and Training Certificate at NQF level 1</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on an occupational qualification programme</li> <li>Completed: Count of learners completed and issued with statement of results and/or certificates</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information forms; certified ID copy; proof of employment</li> <li>Completed: Statement of results/certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA AET programmes and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out AET Programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1g) Number of employed learners on apprenticeship programmes
Definition	<ul style="list-style-type: none"> <li>Employed learners granted funding for apprenticeships training programmes to address the artisan skills shortages in support of the Decade of the Artisan</li> <li>Apprenticeship programmes – Means a period of workplace-based learning culminating in an occupational certificate for a listed trade</li> <li>Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on apprenticeship programme</li> <li>Completed: Count of learners that completed the apprenticeship programme and issued with a trade test report or trade certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; Workplace based learning programme agreement; proof of employment, certified ID copy</li> <li>Completed: trade test report or trade certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA apprenticeships training and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out apprenticeships training programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



# TECHNICAL – INDICATOR DESCRIPTIONS

Indicator Title	(3.1h) Number of learners on ARPL programmes
Definition	<ul style="list-style-type: none"> <li>Number of learners placed on Artisan Recognition of Prior Learning programme for qualifications</li> <li>Artisan Recognition of Prior Learning - means artisan recognition of prior learning, an evaluation/ or assessment process which measures a candidate's meaningful level of related work experience, integrated conceptual knowledge and work related technical and personal skills in order to facilitate access to a process that may lead to certification as an artisan</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on ARPL programme</li> <li>Completed: Count of learners that completed the ARPL programme and issued with a trade test certificate or trade test report</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; Workplace based learning programme agreement; proof of employment, certified ID copy</li> <li>Completion: trade test report or trade certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA ARPL and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out ARPL programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1i) Number of learners on RPL programme
Definition	<ul style="list-style-type: none"> <li>Number of learners placed on Recognition of Prior Learning programme for qualifications</li> <li>Recognition of prior learning programmes - means principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners that were registered to be trained through RPL</li> <li>Completed: Count of learners completed and issued with statement of results/ certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; agreement between learner or learner information form and stakeholder; certified ID copy</li> <li>Completed: Statement of results/Certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA RPL training and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out RPL programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



Indicator Title	(3.1j) Number of candidates on ILDP
Definition	Candidates registered onto an international leadership development programme (ILDLP)
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of candidates registered to be trained through ILDPs</li> <li>Completed: Count of learners completed and issued a statement of results or certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; certified ID copy; candidate's CV; Proof of registration</li> <li>Completed: Statement of results or certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up leadership development programmes and the throughput will be maintained</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Impactful leadership in the industry
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.1k) Number of candidates on IEDP
Definition	<ul style="list-style-type: none"> <li>Candidates registered on an International Executive Leadership Development Programme (IEDP)</li> <li>IEDP is a learning programme that aims to prepare individuals with a necessary management skill to make difficult business decision in complex environments</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of candidates registered to be trained through executive development programmes</li> <li>Completed: Count of learners completed and issued a statement of results/certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; certified ID copy; candidate's CV; acceptance letter</li> <li>Completed: /statement of results or certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Candidates are interested in taking up executive leadership development programme and the throughput will be maintained</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Impactful leadership in the industry
Indicator responsibility	Executive Manager Corporate Services



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.1l) Number of women on leadership development programmes
Definition	Women candidates registered on an executive leadership development programme
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of candidates registered to be trained through leadership development programmes</li> <li>Completed: Count of learners completed and issued a statement of results/certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; certified ID copy; candidate CV; acceptance letter</li> <li>Completed: /statement of results/certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Women are interested in taking up executive leadership development programme and the throughput will be maintained</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 100%</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increase in the number of women in leadership positions in the transport industry
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.1m) Number of candidates on Masters programme in Maritime affairs
Definition	Candidates trained on masters programme in maritime
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of candidates that were registered to be trained through masters programme in maritime</li> <li>Completed: Count of learners completed and issued a statement of results/certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract with the university; proof of acceptance in the programme; certified ID copy</li> <li>Completed: statement of results/certificates</li> </ul>
Assumptions	Candidates are interested in taking up the master's programme in maritime and the throughput will be maintained
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 20%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All candidates registered on masters programme successfully completed the programme
Indicator responsibility	Maritime Chamber Executive Officer



Indicator Title	(3.2a) Number of unemployed learners on bursaries
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to unemployed learners through a contract to study transport related qualifications and any desired qualifications that address skills deficit in the transport sector</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> <li>Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college or any other training institution for post school qualifications</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of enrolled learners funded through bursaries</li> <li>Completed: Count of learners that obtained the qualification</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Bursary Agreement; certified ID copy and proof of registration</li> <li>Completed: Statement of results/ Letter of completion / certificates / Licenses</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up Bursaries</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 50%</li> <li>Target for Youth: 80%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners funded learners complete the programme
Indicator responsibility	SD & LP Senior Manager

Indicator Title	(3.2b) Number of unemployed learners on bursaries (continuing)
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to unemployed learners through a contract to study transport related qualifications and any desired qualifications that address skills deficit in the transport sector</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> <li>Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college or any other training institution for post school qualifications</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Continuing: Count of learners continuing with the bursary</li> </ul>
Means of verification	Continuing: Bursary Agreement, statement of results, proof of registration/fee statement and certified ID copy
Assumptions	Learners are interested in taking up Bursaries
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 50%</li> <li>Target for Youth: 80%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All learners funded learners complete the programme
Indicator responsibility	SD & LP Senior Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2c) Number of unemployed learners on skills programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for unit and non-unit standard skills programmes or part-qualifications</li> <li>Skills programmes – Means an occupation-based programme inclusive of regulated skills programmes aimed at building skills that have economic value, and which incorporates at least one-unit standard. It is registered by a SETA and delivered by an accredited training provider</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a skills programme or part-qualifications</li> <li>Completed: Count of learners that completed a skills programme, part-qualification or regulatory training issued with statement of results or certificate or license</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information forms; certified ID copies</li> <li>Completed: statement of results/ certificates</li> </ul>
Assumptions	Learners are interested in taking up TETA skills programmes
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: 50%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial transformation (where applicable)	10% of unemployed learners registered on skills programmes will be from rural areas/ disadvantaged communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2d) Number of unemployed learners on learnership programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for learnership programmes through TETA stakeholders</li> <li>Learnerships – Means a period of workplace-based learning culminating in an occupational qualification or part qualification</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a learnership programme</li> <li>Completed: Count of learners completed and issued with statement of results/ certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contracts; learnership agreements; certified ID copies;</li> <li>Completed: Statement of results/certificates</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA learnership programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: 50%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial transformation (where applicable)	10% of unemployed learners registered on learnership programmes will be from rural areas/disadvantaged communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



Indicator Title	(3.2e) Number of unemployed learners on AET programmes
Definition	Unemployed learners granted funding for Adult Education Training level 1-4 which also include General Education Training Certificate (GETC) at NQF Level 1 qualification
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of enrolled unemployed learners funded through AET Programmes</li> <li>Completed: Count of learners completed and issued with statement of result or certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; certified ID copies; learner information forms;</li> <li>Completed: Statement of results or certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up AET programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	10% of unemployed learners registered on AET programmes will be from rural areas/ disadvantaged communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners certificated
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2f) Number of unemployed learners on apprenticeship programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for apprenticeships training programmes to address artisan skills shortages</li> <li>Apprenticeship programmes – Means a period of workplace-based learning culminating in an occupational qualification for a listed trade</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on apprenticeship programme</li> <li>Completed: Count of learners that completed the apprenticeship programme and issued with a trade test report/ trade test certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contracts; workplace-based learning programme agreement; certified ID copy; proof of employment</li> <li>Completions: trade test report/trade certificate</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up apprenticeship programme</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 20%</li> <li>Target for Youth: 50%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	10% of unemployed learners registered on apprenticeship programmes will be from rural areas/ disadvantaged communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2g) Number of learners on cadetship
Definition	<ul style="list-style-type: none"> <li>Learners granted funding for cadetship training programmes</li> <li>Cadetship - is a form of a training programme that combines theoretical training and formal on-board practical training which culminates in a certificate of competency or proficiency for the professional designations of the Safe Manning, Training and Certification Regulations of the Merchant Shipping Act</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on cadetship programme</li> <li>Completed: Count of learners issued with a statement of results SAMSA certificate/ License</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; cadetship contract; certified ID copy; learner information form</li> <li>Completed: Certificate of Proficiency/ interim certificate issued by SAMSA</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up cadetship training programme</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 1%</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2h) Number of learners on candidacy programmes
Definition	Funding of learners to obtain a professional designation with a professional body
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on candidacy</li> <li>Completed: Count of learners issued designation from professional body</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information forms; certified ID copy; proof of registration; proof of employment; copy of qualification</li> <li>Completed: Proof of designation with the relevant professional body</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Candidacy programmes and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out for Candidacy programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 20%</li> <li>Target for Youth: 30%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers





Indicator Title	(3.2i) Number of out-of-school youth trained on Grade 12 improvement programmes
Definition	Foundational learning competency on numeracy and communication skills programme for out- of-school youth who still require some foundation knowledge in numeracy and communication
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of number of learners granted funding for foundational learning competency programme</li> <li>Completed: Count of learners that are found competent</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG Contract; learner information forms; certified ID copies, fixed-term learner contracts; latest results (school report/matric certificate)</li> <li>Completed: Statement of results</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up Grade 12 improvement programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: 90%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial transformation (where applicable)	20% of unemployed learners registered on Grade 12 improvement programmes will be from rural areas/ disadvantaged communities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.2j) Number of unemployed learners on Regulatory programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for Regulatory Programmes</li> <li>Regulatory programmes - includes training programmes legislated or mandated by a regulatory authority (such as civil aviation, maritime safety, rail passenger safety, etc.) to gain a certificate of proficiency or competence for designations that currently fall outside the scope of the NQF</li> </ul>
Source of data	Learner Listing
Method of calculation or assessment	Quantitative - <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a regulatory programme</li> <li>Completed: Count of learners that completed a Regulatory programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information form; certified ID copy;</li> <li>Completed: Statement of results/Certificate/license</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up Regulatory programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 10%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial transformation (where applicable)	20% of unemployed learners registered on regulatory programmes will be from rural areas/disadvantaged communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2k) Number of unemployed learners on Occupational Qualifications
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for occupational qualification programmes through TETA stakeholders</li> <li>Occupational qualifications – is a qualification that consists of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external integrated summative assessment</li> </ul>
Source of data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on an occupational qualification programme</li> <li>Completed: Count of learners issued with statement of results/ certificates</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; Workplace based learning programme agreement; certified ID copy; proof of fixed-term employment</li> <li>Completed: Statement of results/ certificates</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up occupational qualification</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 10%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.3a) Number of partnerships established and implemented with employers
Definition	Establishment of new and implementation of new or existing partnerships with employers that facilitates training and advocacy interventions in the transport sector
Source of data	Partnership Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed between TETA and employers</li> <li>Implemented - Count of MoAs</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MoU and signed MoAs</li> </ul>
Assumptions	Employers are willing to partner with TETA
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Established and implementable partnerships with employers
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.3b) Number of partnerships established and implemented with TVET Colleges
Definition	Establishment of new and implementation of new or existing partnerships with TVET colleges to provide support relating to skills development interventions, capacitation of academic staff and any other area of mutual benefit
Source of data	Partnership Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed between TETA and TVET colleges</li> <li>Implemented: Count of MoAs</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MOU and signed MoAs</li> </ul>
Assumptions	TVET Colleges are willing to partner with TETA and that there are funds to support partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Established and implementable partnerships with TVET Colleges
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.3c) Number of partnerships established and implemented with universities
Definition	Establishment of new and implementation of new or existing partnerships with universities to provide support relating to skills development interventions and any other area of mutual benefit
Source of data	Partnership Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed between TETA and Universities</li> <li>Implemented: Count of MoAs</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoU</li> <li>Implemented: Active MOU and signed MoA</li> </ul>
Assumptions	Universities are willing to partner with TETA and that there are funds to support partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Established and implementable partnerships with Universities
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.3d) Number of partnerships established and implemented with CET colleges
Definition	Establishment of new and implementation of new or existing partnerships with CET colleges to provide support relating to skills development interventions, capacitation of academic staff and any other area of mutual benefit
Source of data	Partnership Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed between TETA and CET Colleges</li> <li>Implemented: Count of MoA</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoU</li> <li>Implemented: Active MOU and signed MoA</li> </ul>
Assumptions	CET Colleges are willing to partner with TETA and there are funds to support partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Established and implementable partnerships with CET Colleges
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.3e) Number of tripartite partnerships established and implemented (education institutions, workplace and TETA)
Definition	Establishment of new and implementation of new or existing partnerships with employers and educational institutions to provide support relating to skills development interventions and any other area of mutual benefit
Source of data	Partnership Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed between education institutions, workplace and TETA</li> <li>Implemented: Count of MoA</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoU</li> <li>Implemented: Active MoU and signed MoA</li> </ul>
Assumptions	Education institutions and workplaces are willing to partner with the TETA and there are enough funds to support partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Established and implementable partnerships with employers and educational institutions
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.4a) Number of unemployed graduates placed on internship programmes
Definition	<ul style="list-style-type: none"> <li>Regulatory Training, HEI, TVET and any other post-school graduates placed on internship programmes to receive exposure to a variety of practical work experiences.</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> </ul>
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered - Count of number of learners entered</li> <li>Completed: Count the number of learners completed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and stakeholder (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; fixed-term contract with host employer</li> <li>Completed: Report on completion of the programme/ Letter of completion or resignation letter with Proof of employment</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Graduate Internship programmes</li> <li>TETA receives adequate applications from stakeholders to roll out Graduate Internship programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 40%</li> <li>Target for Youth: 90%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Successful completion of the workplace experience
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.4b) Number of learners who have completed workplace based learning programmes - absorbed or self employed
Definition	Learners previously trained by TETA are absorbed through employment in the industry
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of learners absorbed</li> </ul>
Means of verification	Employment contract/proof of employment; certified ID copies; proof of training through TETA funding
Assumptions	Learners absorbed in employment after completion of funded learning programmes
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Learners trained and absorbed
Indicator responsibility	Research and Knowledge Manager and Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.4c) Number of HEI learners on workplace experience programmes (Internship Category A)
Definition	HEI learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled through a HEI. This indicator is not limited to "Youth"
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners placed on workplace experience programmes</li> <li>Completed: Count of learners that completed the full duration of the programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and provider (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; letter from institution indicating the requirement for workplace for completion of qualification; contract with employer signed by learner</li> <li>Completed: Report on completion on learners</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up Internship Category A programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 40%</li> <li>Target for Youth: 90%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Successful completion of the workplace experience
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.4d) Number of TVET learners placed on workplace experience programmes (Internship for N Diploma)
Definition	TVET learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled at a TVET college."
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of TVET learners placed on workplace experience programmes</li> <li>Completed: Count of TVET learners that completed the full duration of the programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and provider (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; letter from the institution confirming the requirement for workplace experience; contract between learner and employer</li> <li>Completed: Report on completion for learners</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up Internship for N Diploma</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 40%</li> <li>Target for Youth: 70%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers



Indicator Title	(3.4e) Number of unemployed graduates on work readiness programmes
Definition	<ul style="list-style-type: none"> <li>Graduates mentored and coached through work readiness programmes</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> </ul>
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of graduates placed on work readiness programme</li> <li>Completed: Count of graduates that completed the programme/obtained employment</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and stakeholder; learner Information form; fixed-term contract; certified ID copy and certified highest qualification</li> <li>Completed: Report on completion of the programme/ Letter of completion/ resignation letter with Proof of employment</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners are interested in taking up work readiness programmes</li> </ul>
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 40%</li> <li>Target for Youth: 90%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Successful completion of the work readiness programme
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.4f) Number of workplaces approved
Definition	Approval of workplaces that will host learners for the practical component of the training
Source of data	List of applications for workplace approval
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of workplaces approved</li> </ul>
Means of verification	Workplace approval letter issued by TETA or other quality assurance bodies
Assumptions	There is sufficient workplace applications from employers to approve their workplaces
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Number of approved workplaces
Indicator responsibility	ETQA Manager and Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.5) Number of stakeholders assisted through SETA support office
Definition	It refers to services provided to Limpopo Province stakeholders through the Lead-SETA concept (TVET Colleges, individual learner, companies or government department)
Source of data	Performance Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of stakeholders assisted</li> </ul>
Means of verification	Stakeholders register or meeting attendance register and email correspondence
Assumptions	Stakeholder are interested in TETA services
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	High volumes of stakeholders use of the TETA facilities in Limpopo
Indicator responsibility	Forwarding & Clearing Chamber Executive Officer

Indicator Title	(3.6a) Number of TETA stakeholder capacitation workshops on contract management
Definition	Capacitation and support of stakeholders on the effective implementation of awarded contracts
Source of data	Invitations or Motivation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of workshops conducted</li> </ul>
Means of verification	Attendance Register
Assumptions	Stakeholders will attend contract management workshops
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Effective Implementation of contracts
Indicator responsibility	Chamber Executive Officers





Indicator Title	(3.6b) Number of women empowerment seminars conducted
Definition	Seminars attended/conducted by TETA focusing on women empowerment in the transport sector
Source of data	Invitations, Proposal or Motivation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of seminars attended / conducted</li> </ul>
Means of verification	Proof of attendance (email or letter or attendance register or travel documents), conference programmes
Assumptions	Women will participate in the empowerment seminars as planned
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: 90%</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Empowered women through knowledge sharing and networks created
Indicator responsibility	Executive Corporate Services Manager

Indicator Title	(3.6c) Number of stakeholder engagement sessions conducted
Definition	Stakeholder engagements conducted on the mandate of TETA
Source of data	Invitations, Proposal or Motivation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of stakeholder engagements conducted</li> </ul>
Means of verification	Attendance registers and agenda
Assumptions	TETA has sufficient funds to pay for stakeholder engagement related costs
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Knowledgeable and empowered stakeholders on the new developments
Indicator responsibility	Executive Manager Corporate Services



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.6d) Number of provincial stakeholder consultative forums conducted
Definition	Forums driven by provincial government departments focusing on skill development initiatives and coordination with relevant stakeholders
Source of data	Invitation/ motivation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of provincial stakeholders consultative forums attendedA</li> </ul>
Means of verification	Attendance registers
Assumptions	Stakeholders will attend consultative forums
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Effective collaboration with stakeholders and TETA provincial visibility
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.7a) Number of career platforms maintained
Definition	<ul style="list-style-type: none"> <li>Career platforms maintained and hosted for learners to access transport related careers through different platforms</li> <li>Career platforms include but not limited to digitally produced career content, career portal or a career guidance book</li> </ul>
Source of data	Motivation/ proposal
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of maintained /hosted platforms</li> <li>Existence of digitally produced career content and career book/ playing cards</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Active career portal (link to career portals)</li> <li>Digitally produced career content (digital sample) / Delivery note and sample of material received in case of hard copy material</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>There is sufficient money at TETA to host and maintain career platforms</li> <li>That the delivery of the content is easily accessible to the learners or users</li> </ul>
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Transport sector career awareness
Indicator responsibility	Executive Manager Corporate Services



Indicator Title	(3.7b) Number of TETA career exhibitions conducted for urban areas
Definition	Career development service activities conducted to enhance awareness for sectoral priority occupations and interventions
Source of data	Invitation/proposals/motivation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of career exhibition conducted</li> </ul>
Means of verification	External invite received/motivation for the event and attendance registers/written confirmation of attendance
Assumptions	There is sufficient money to cover costs related to career exhibitions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	100% Number of TETA career exhibitions conducted for urban areas
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Increased awareness of transport-related careers
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.7c) Number of career development exhibitions in rural areas on occupations in high demand
Definition	<ul style="list-style-type: none"> <li>Career development service conducted to enhance awareness in rural areas highlighting occupations in high demand</li> </ul>
Source of data	Performance Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of career exhibition conducted</li> </ul>
Means of verification	External invite received/motivation for the event and attendance registers/written confirmation of attendance
Assumptions	There is sufficient TETA funds to cover costs related to career exhibitions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	100% of career development exhibitions will be from rural areas.
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Increased awareness of transport-related careers
Indicator responsibility	Executive Manager Corporate Services



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.7d) Number of capacity building workshops conducted on career development services
Definition	Capacitation of teachers/career advisers in career development services
Source of data	Motivation/ proposal / invitation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of workshops conducted</li> </ul>
Means of verification	Proof of attendance/return confirmation of attendance
Assumptions	There is sufficient TETA funds to cover capacity building workshops on career
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Capacitated teachers/ career advisers are able to deliver career information to learners
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.8a) Number of promotional material packs procured
Definition	Promotional materials and stationery procured to enhance TETA messaging (may include safety/pandemic related marketing collateral)
Source of data	Motivation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of promotional packs procured</li> </ul>
Means of verification	Delivery note and a sample of the item procured
Assumptions	There is sufficient TETA funds to cover costs related to the procurement of promotional material
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increase affinity to the TETA brand
Indicator responsibility	Executive Manager Corporate Services





# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.9) Number of career development Practitioners trained
Definition	Career guidance practitioners are trained on career development service processes and environment
Source of data	Motivation/ proposal
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of career guidance practitioners trained</li> </ul>
Means of verification	Agenda, presentations, attendance registers or Zoom log
Assumptions	There is sufficient personnel to advocate for career guidance
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Information on careers is delivered to learners in standardised manner
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.10) Number of schools supported
Definition	Adopted schools supported through e-learning material for Grade 12 learners or career development services or interventions supporting the school, teachers, learners and Senior Management Team
Source of data	MoU
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of the number of supported schools</li> </ul>
Means of verification	A report covering the progress and support provided at each school
Assumptions	Learners in adopted schools fully participate in support interventions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	80% school must be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Number of schools supported improve in academic result and management
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.11a) Number of SMMEs funded
Definition	Registered small companies that employ between 0 and 49 employees and medium companies that employs between 50 and 149 employees supported to participate in skills development
Source of data	Company Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of registered small and medium companies supported</li> </ul>
Means of verification	Contract between TETA and stakeholder; proof of payment; CIPC documents
Assumptions	SMMEs apply and participate in skills development initiatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Participation of small and medium companies in the economy
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11b) Number of small NLPEs funded
Definition	Non-levy-paying enterprises and registered companies funded to participate in training
Source of data	Company Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of small non-levy-paying entities funded</li> </ul>
Means of verification	Contract between TETA and stakeholder, CIPC; Proof of payment
Assumptions	Small non levy paying entities apply and participate in skills development initiatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Support small non-levy paying entities to register or participate in skills development
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.11c) Number of established or emergent Cooperatives trained on sector and national priority occupations or skills
Definition	<ul style="list-style-type: none"> <li>Established or Emergent Cooperatives trained on sector and priority occupations guided SPOI list</li> <li>Cooperatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organized and operated on co-operative principles</li> </ul>
Source of data	Performance information listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Continuing: Count of cooperatives trained</li> </ul>
Means of verification	DG contracts with the Cooperatives
Assumptions	Proactive uptake by established or emergent cooperatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Growing and sustainable cooperatives
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11d) Number of Cooperatives funded for skills that enhance enterprise growth and development
Definition	<ul style="list-style-type: none"> <li>Cooperatives funded to participate in skills development training to enhance enterprise growth</li> <li>Cooperatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organized and operated on co-operative principles</li> </ul>
Source of data	<ul style="list-style-type: none"> <li>Cooperative Listing</li> </ul>
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of cooperatives funded</li> </ul>
Means of verification	Contract between TETA and stakeholder; copy of company registration (CIPC), contract between provider and enterprise indicating the support and conditions of funding, reports, proof of attendance and proof payment
Assumptions	Cooperatives are willing to take up funding with TETA conditions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Growing and sustainable cooperatives
Indicator responsibility	Strategic Projects and Stakeholder Relations





Indicator Title	(3.11e) Number of NGOs funded
Definition	NGOs funded for various interventions
Source of data	Organisation Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count number of NGOs funded</li> </ul>
Means of verification	Contract between TETA and stakeholder; copy of NGO certificate; contract between provider and enterprise indicating the support and conditions of funding and proof of payment; proof of attendance, reports
Assumptions	NGOs are willing to take up funding with TETA conditions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Growing and sustainable NGOs
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11f) Number of CBOs funded
Definition	CBOs funded for various interventions
Source of data	Organisation Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of CBOs funded</li> </ul>
Means of verification	Contract between TETA and stakeholder; copy of registration documents; contract between provider and enterprise indicating the support and conditions of funding; proof of payment; reports, proof of attendance / certificates
Assumptions	CBOs are willing to take up funding with TETA conditions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Growing and sustainable CBOs
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.11g) Number of learners trained on entrepreneurship to establish businesses (new venture creation)
Definition	Learners trained to start business ventures
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on entrepreneurship programmes</li> </ul>
Means of verification	Entered: DG contract; certified ID copies; learner information forms
Assumptions	Learners are willing to take up funding to start new businesses
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women owned enterprises: 40%</li> <li>Target for youth owned enterprises: 80%</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Trained learners establish businesses
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11h) Number of rural development projects supported
Definition	<ul style="list-style-type: none"> <li>Projects that provide developmental support to rural areas, disadvantaged communities and poverty stricken townships</li> <li>Supported is defined as any of the following: financial support, advisory support, training, capacity building workshops, awareness drives and career exhibitions</li> </ul>
Source of data	Project Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of projects supported</li> </ul>
Means of verification	Contract between TETA and stakeholder, reports/attendance registers/invitations/and proof of payment
Assumptions	Stakeholders in rural areas apply for support with projects
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	80% Rural
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Sustainable rural projects that economically benefit communities
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.12) Number of trade unions funded
Definition	Trade unions funded for various skills interventions
Source of data	Trade Union List
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of trade unions funded</li> </ul>
Means of verification	Contract between TETA and provider or trade union, proof of payment, attendance register
Assumptions	Trade Unions apply for training opportunities
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Trade unions funded facilitate training of their members
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.13a) Number of safety partnerships implemented
Definition	Safety initiatives implemented through partnerships
Source of data	Partnership Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of MoAs</li> </ul>
Means of verification	Implemented: Active MOU and signed MoAs
Assumptions	Both parties agree on areas of mutual benefit and sufficient funding is available to implement partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Partnerships implemented to address safety in the transport sector
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.13b) Number of Safety initiatives funded in the Transport Sector
Definition	Transport Safety initiatives funded
Source of data	Performance
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count number of initiatives funded to address safety matters in the transport sector</li> </ul>
Means of verification	Contract between TETA and stakeholder; report; proof of payment
Assumptions	Stakeholders apply to implement safety initiatives in the sector
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Initiatives implemented to improve safety in the Transport Sector
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.14) Number of learners trained accident prevention programmes
Definition	Training of learners on accident prevention skills programmes funded to address safety in South Africa
Source of data	Learner Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of learners trained on accident prevention programme</li> </ul>
Means of verification	Contract with stakeholders; certified ID copies; learner information forms
Assumptions	There is availability of learners who require training on accident prevention programmes
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Trained learners on accident prevention- programmes
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.15) Number of awareness programmes supported
Definition	Supported is defined as any of the following: financial support, advisory support, training, capacity building workshops and awareness drives
Source of data	List of awareness programmes approved
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of pandemic awareness initiatives supported</li> </ul>
Means of verification	Contract between TETA and stakeholder; reports and proof of payments if support is financial
Assumptions	Stakeholders are willing to take up these opportunities for awareness campaigns
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Pandemic awareness reach the designated audiences
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

## Programme 4: Quality Assurance System

Indicator Title	(4.1a) Number of curricula developed for occupational qualifications
Definition	<ul style="list-style-type: none"> <li>Align curricula to occupational qualifications with industry needs/part qualifications/skills programmes</li> <li>Occupational qualifications - A qualification that consist of a minimum of 25 credits. associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment</li> </ul>
Source of data	Occupational qualification Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Each curriculum is counted once</li> </ul>
Means of verification	Copy of curricula
Assumptions	Industry provides the needs and participate during the qualification development
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Relevant fit for purpose occupational qualifications/part qualifications/skills programmes are developed and used by the industry
Indicator responsibility	ETQA Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(4.1b) Number of Qualification Assessment Specifications (QAS) developed/reviewed
Definition	Means Qualification Assessment Specifications developed/reviewed to align with occupational qualifications/part qualifications with industry needs.
Source of data	QAS Listing
Method of calculation or assessment	Quantitative • Each QAS addendum is counted once
Means of verification	Copies of QAS addenda
Assumptions	Industry will participate in the process to ensure relevant assessment of qualifications
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	QAS addenda that is accepted by the industry
Indicator responsibility	ETQA Manager

Indicator Title	(4.1c) Number of learning materials developed for approved occupational qualifications
Definition	<ul style="list-style-type: none"> <li>• Learning materials developed for occupational qualifications/part qualifications/ skills programmes</li> <li>• Occupational qualifications - A qualification that consist of a minimum of 25 credits. Associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment</li> </ul>
Source of data	Learning material listing
Method of calculation or assessment	Quantitative • Count the number of learning materials developed
Means of verification	DG contract; Final learning material
Assumptions	Industry provides correct requirements for the learning material
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Learning materials used for the delivery of training
Indicator responsibility	ETQA Manager



Indicator Title	(4.1d) Number of Occupational Qualifications with EISA Exam conducted
Definition	<ul style="list-style-type: none"> <li>Conduct External Integrated Summative Assessment (EISA) exam for Occupational Qualifications/part qualifications</li> <li>Occupational qualifications - A qualification that consist of a minimum of 25 credits. Associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment</li> </ul>
Source of data	EISA Schedule
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Number of EISA Exams conducted</li> </ul>
Means of verification	Attendance Register
Assumptions	Attendance registers are fully completed
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved skills delivery for the industry
Indicator responsibility	ETQA Manager

Indicator Title	(4.2a) Number of skills development providers (SDPs) capacitated on quality assurance (QA) systems
Definition	SDPs capacitated on quality assurance systems
Source of data	Invitation
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Each SDP is counted once</li> </ul>
Means of verification	Attendance register in case of physical/virtual meeting; agenda; invitation
Assumptions	SDPs attend and participate during the cpacitation workshops
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved access and efficient use of quality assurance systems by SDPs
Indicator responsibility	ETQA Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	4.2b Number of ETD Practitioners capacitated on QA systems
Definition	Education, Training and Development (ETD) practitioners are capacitated on Quality Assurance (QA) systems
Source of data	ETD Practitioners listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Each ETD Practitioner is counted once</li> </ul>
Means of verification	Attendance register in case of physical/virtual meeting; agenda, invitation
Assumptions	ETD practitioners are available to attend capacitation workshops
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: 10%</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved quality in the delivery of learning programmes
Indicator responsibility	ETQA Manager

Indicator Title	(4.2c) Number of Skills Development Providers (SDPs) monitored
Definition	Monitoring of Skills Development Providers (SDPs) to ensure the quality assurance of training delivery
Source of data	SDP Monitoring listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Each visit (onsite or virtually) to SDP is counted once</li> </ul>
Means of verification	Signed Monitoring Reports
Assumptions	SDPs are available for monitoring visits
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved compliance of SDPs to QA processes and systems
Indicator responsibility	ETQA Manager

Indicator Title	(4.3) Number of external moderations conducted
Definition	External moderations conducted on programmes on TETA scope
Source of data	External moderation listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Each moderation conducted will be counted once</li> </ul>
Means of verification	Signed external moderation report
Assumptions	SDPs apply for external moderation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Learners successfully completed the programme
Indicator responsibility	ETQA Manager





Indicator Title	(4.4) Number of candidates on mentorship and coaching programmes
Definition	Candidates trained on mentorship and coaching programme
Source of data	Learner listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of candidates enrolled on the programme</li> </ul>
Means of verification	Entered: DG Contract, learner information forms; certified ID copies, confirmation of employment
Assumptions	Industry responds to the advert and participate
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: 10%</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Competent and motivated mentors and coaches that support experiential learning in the workplaces
Indicator responsibility	ETQA Manager

Indicator Title	(4.5a) Number of TVET lecturers trained on quality assurance systems
Definition	Lecturers trained/capacitated on improving training provision within the TVET College system
Source of data	TVET Lecturers Listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count the number of lecturers that entered the programme</li> <li>Completed: Count the number of lecturers that completed the programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Certified ID copies, learner information forms and confirmation of employment</li> <li>Completed: Certificate/attendance registers</li> </ul>
Assumptions	TVET colleges are willing to participate
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: 10%</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved delivery of training at TVET Colleges
Indicator responsibility	ETQA Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(4.5b) Number of TVET managers trained on curriculum related studies
Definition	TVET managers trained/capacitated
Source of data	TVET managers listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count the number of managers that entered the programme</li> <li>Completed: Count the number of managers that completed the programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Certified ID copies, learner information forms and confirmation of employment</li> <li>Completed: Certificate/Attendance register</li> </ul>
Assumptions	TVET Colleges managers are willing participate
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women: 10%</li> <li>Target for youth: N/A</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved delivery of training- provision at TVET Colleges
Indicator responsibility	ETQA Manager

Indicator Title	(4.5c) Number of TVET/ CET lecturers exposed to the industry
Definition	TVET/ CET lecturers exposed to the industry to receive exposure to a variety of practical workplace experiences that will improve training provided.
Source of data	Signed DG contract
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of lecturers exposed to the industry</li> </ul> Entered: <ul style="list-style-type: none"> <li>Certified ID copy, confirmation of employment</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Certified ID copy, confirmation of employment</li> </ul>
Assumptions	TVET /CET Lectures are willing to be exposed and host companies are available
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved industry knowledge
Indicator responsibility	ETQA Manager



Indicator Title	<b>(4.5d) Number of TVET colleges supported on infrastructure (learning equipment/resources)</b>
Definition	Providing support to TVET colleges to improve the quality of training through funding of infrastructure (learning equipment/resources)
Source of data	TVET college listing
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of TVET colleges supported</li> </ul>
Means of verification	DG Contract and proof of payment
Assumptions	Training equipment delivered on time and lecturers capacitated to use the equipment
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non- cumulative
Reporting cycle	Annually
Desired performance	Capacitated TVET colleges to provide quality training to learners
Indicator responsibility	ETQA Manager

Indicator Title	<b>(4.5e) Number of Centres of Specialisation supported</b>
Definition	<ul style="list-style-type: none"> <li>This indicator refers to projects aimed at strengthening higher education infrastructure in order to enhance access to skills development. This will be achieved by supporting new or existing centres of specialisation</li> <li>“Centres of Specialisation” (CoS) programme is a pilot project initiated by the Department of Higher Education and Training supported by SETAs. The pilot aims to: – Address shortages in the trades and skills areas identified as priorities for national development</li> </ul>
Source of data	Quantitative: <ul style="list-style-type: none"> <li>List of skills development centres supported</li> </ul>
Method of calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of skills development centres</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>MoA/General funding agreement between the Services SETA and Skills Development Centres' representatives</li> <li>Infrastructure project plan with implementation phases</li> <li>Project progress report/supporting document in line with the implemented phase</li> </ul>
Assumptions	TETA has sufficient funds to support skills development Centres
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Learners trained through CoS are fully competent artisans
Indicator responsibility	PM&E Manager



