

# ANNUAL PERFORMANCE PLAN

2023/24 – 2025/26



## FOREWORD BY THE MINISTER



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

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

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this, is our transformational and developmental imperatives which include amongst others: class, gender, race, geography and youth, which must be reflected at all materials times in our SETA interventions.

The Ministry of Higher Education, Science and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills and Health, and the following medium-term outcomes have been identified:

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

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

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

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

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim at expanding the participation of young people in skills development programs as well as workplace-based learning opportunities.

We have surpassed the State of the Nation Address (SoNA) 10 000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements. For the 2023/24 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

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

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

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



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**Dr. BE Nzimande, MP**

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

## ACCOUNTING AUTHORITY STATEMENT

The Annual Performance Plan (APP) 2023/24 - 2025/26 outlines the strategic priorities of the Wholesale and Retail SETA (W&RSETA) in accordance with National imperatives, including the Medium-Term Strategic Framework (MTSF). The APP demonstrates the integration of the W&RSETA's primary responsibilities as sustained by sound management of levy funds, human resources, and operational systems; the specific strategic outcomes based on the Sector Skills Plan (SSP); the National Skills Development Plan (NSDP) outcomes, and the Economic Reconstruction and Recovery Plan Skills Strategy, as well as performance information thereof. The W&RSETA is committed to increasing interventions targeted at sector transformation and creating opportunities for the historically disadvantaged.

The W&RSETA has considered the following strategies, policies and plans in developing the APP 2023/24 - 2025/26:

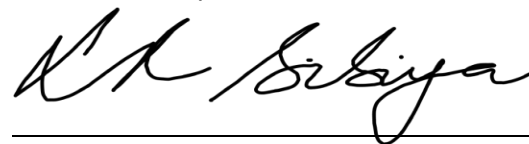
- National Skills Accord (NSA)
- National Development Plan (NDP)
- Human Resource Development Strategy for South Africa (HRD-SA) 2010 - 2030
- National Skills Development Plan (NSDP)
- National Growth Path (NGP)
- White Paper on Post-School Education and Training (WP-PSET)
- Economic Reconstruction and Recovery Plan Skills Strategy
- Green Skills for Job Creation, including bio-waste and manufacturing opportunities

The WP-PSET 2013 profoundly impacts on the SETA landscape as it aims to provide a clear strategic direction in terms of what post-school education and training aim to achieve.

Collectively, the aforementioned documents, the Wholesale and Retail Sector Skills Plan, the Service Level Agreement (SLA) signed with the Department of Higher Education and Training (DHET), and the SETA Grant Regulations (2012) directed and shaped the W&RSETA APP.

Extensive consultations and engagements have been conducted with key stakeholders in the wholesale and retail sector to ensure that the implementation of skills development initiatives is responsive to the sector's current and future skills needs for greater impact on the economy.

The APP fully complies with the Department of Monitoring and Evaluation Framework for Strategic Plans and Annual Performance Plans, which ensures the alignment and articulation of our mandate into strategic outcomes, performance indicators, operational plans, and employee annual performance agreements. The APP is therefore a presentation of the Accounting Authority's decisive and evidence-based performance information that fully addresses skills supply and demand as determined by the wholesale and retail industry. Furthermore, there is sound commitment across the SETA to implement this APP. I therefore, endorse this plan and commit to its implementation



**REGGIE SIBIYA**  
**CHAIRPERSON OF THE W&RSETA ACCOUNTING AUTHORITY**

27 January 2023

**DATE**

## CHIEF EXECUTIVE OFFICER STATEMENT

South Africa has seen significant economic and social challenges over the last few years. The first in recent history (post “State “Capture” economic losses) were the economic lockdowns as a result of the Government’s COVID-19 response. Our businesses obviously suffered greatly from these lockdowns, with businesses in the wholesale and retail trade impacted significantly. The next was mass looting, and again our businesses in the wholesale and retail trade bore the brunt of this violence. The third challenge was that of floods, predominantly in KwaZulu-Natal, and to a lesser extent Gauteng and other provinces. The final challenge has been that of the Russia/ Ukraine war which has directly led to increased fuel, cooking oil and wheat prices.

These crises have impacted all sectors of the economy. Consumers are simply worse off now than they have been for many years. Inflation is increasing, interest rates are increasing, spending is decreasing. The wholesale and retail trade needs other sectors to be strong, it needs consumers to be in strong positions, it is reliant on a robust economy that supports consumer spending. Our sector is going to be constrained for some time still, employment growth in our sector is still on a downward trajectory. It is incumbent on the W&RSETA to support our employers in any way we can. We recommit ourselves to adopting the flexible and agile approach that our sector needs.

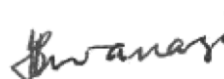
As we ushered in the NSDP in full swing since April 2020, we have taken along and assisted all our stakeholders as we journeyed into the new “normal”. Certificates continue to be issued for successful programmes implemented, and training is also carrying on for those stakeholders and partner training providers that are ready to implement within the new normal.

COVID-19 ushered in a new era of blended learning, online learning and virtual learning, the W&RSETA remains committed to making these models work. The new system promises to be more efficient, and effective, and responsive towards the changing needs within the skills development, legislative requirements and fiduciary duties that have to be considered in our efforts to be more efficient as a SETA.

The pandemic has highlighted the existing need to assist and empower the most vulnerable in our society. With renewed focus and vigour, the W&RSETA has now included as a strategic focus, the National Priorities of women, youth, development of persons with disabilities, entrepreneurs, and SMMEs in all the targets that we are rolling out.

Rural development, community and TVET colleges are also not left out in the planning. In addition to this, a renewed focus has been placed on the development of artisans to assist individuals find employment and to assist businesses access the skills they need to grow sustainably.

The W&RSETA commits to implementing the APP for the period 2023/24 - 2025/26. Once again, we remain responsive to your needs, and are ready to serve.



**TOM MKHWANAZI**  
**CHIEF EXECUTIVE OFFICER**

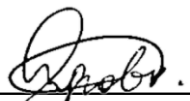
27/01/2023

**DATE**

## OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the W&RSETA under the guidance of the W&RSETA Accounting Authority.
- Considers all the relevant policies, legislation, and other mandates for which the W&RSETA is responsible.
- Accurately reflects the Outputs which the W&RSETA will endeavour to achieve over the period 2023/24-2025/26.



**SUNSHINE NGCOBO**  
CHIEF CORPORATE SERVICES EXECUTIVE (PROGRAMME 1)



**BARNABAS MASEKWAMENG**  
INFORMATION AND COMMUNICATIONS TECHNOLOGY EXECUTIVE  
(PROGRAMME 1)



**DEBORAH MACHARD**

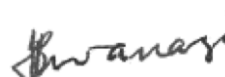
**STRATEGIC PLANNING, PERFORMANCE AND EVALUATION  
EXECUTIVE (PROGRAMME 2)**



**SIPHO SHOBA**  
CHIEF OPERATIONS OFFICER (PROGRAMME 3 & 4)



**LINDIWE NHLAPO**  
CHIEF FINANCIAL OFFICER



**TOM MKHWANAZI**  
CHIEF EXECUTIVE OFFICER



**REGGIE SIBIYA**  
CHAIRPERSON OF THE W&RSETA ACCOUNTING AUTHORITY

*Approved by*



**Dr BLADE NZIMANDE**  
MINISTER OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY  
DATE:

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ACRONYM	DESCRIPTION	ACRONYM	DESCRIPTION
4IR	4 <sup>th</sup> Industrial Revolution	NQF	National Qualifications Framework
AET	Adult Education and Training	NSDP	National Skills Development Plan
ALC	Adult Learning Centre	NPO	Non-Profit Organisation
AI	Artificial Intelligence	OECD	Organisation of Economic Cooperation and Development
APP	Annual Performance Plan	OFO	Organising Framework for Occupations
ATR	Annual Training Report	PWD	Public Works Department
BUSA	Business Unit South Africa	QCTO	Quality Council for Trades and Occupations
B-BBEE	Broad-Based Black Economic Empowerment	RA	Retailers Association
CET	Community Education and Training	RPL	Recognition of Prior Learning
CBO	Community-Based Organisation	SAQA	South African Qualifications Authority
CPI	Consumer Price Index	SARB	South African Reserve Bank
DBE	Department of Basic Education	SETA	Sector Education and Training Authority
DHET	Department of Higher Education and Training	SLA	Service Level Agreement
GDP	Gross Domestic Product	SIC	Standard Industrial Classification
HDI	Historically Disadvantaged Individual	SMME	Small, Medium and Micro Enterprises
IPAP	Industrial Policy Action Plan	SP	Strategic Plan
MTEF	Medium Term Expenditure Framework	SSP	Sector Skills Plan
NEC	National Executive Format	STATSSA	Statistics South Africa
NDP	National Development Plan	TVET	Technical and Vocational Education and Training
NGP	New Growth Path	W&RSETA	Wholesale and Retail Sector Education and Training Authority
		WP-PSET	White Paper for Post-School Education



## PART A: OUR MANDATE

### 1. Updates to the Relevant Legislative and Policy Mandates

#### 1.1. Legislative and Policy Mandates

The Wholesale and Retail SETA (W&RSETA) is a schedule 3A public entity and derives its mandate from the Skills Development Act No. 97 of 1998 (as amended). The SETA is responsible for supporting skills development in the wholesale and retail sector in South Africa, through the disbursement of grants to facilitate the implementation of learning Programmes and monitoring of education and training (as outlined in the Act, in accompanying regulations and the National Skills Development Plan.

##### 1.1.1. Legislative Mandate

Table 1 below summarises the legislative framework under which the W&RSETA operates.

Table 1: Legislative mandate

REGULATION	
Skills Development Act, No. 97 of 1998 (as amended)	<p>The purpose of the Skills Development Act is to:</p> <ul style="list-style-type: none"> <li>• Ensure credible labour market analysis to provide a supply and demand analysis that inform sector skills priorities.</li> <li>• Develop the skills of the South African workforce.</li> <li>• Increase the levels of investment in education and training in the labour market.</li> <li>• Encourage employers to use the workplace as an active learning environment.</li> <li>• Encourage workers to participate in learning programmes.</li> </ul>

LEGISLATION OR REGULATION	SUMMARY OF PURPOSE
	<ul style="list-style-type: none"> <li>• Improve the employment prospects of previously disadvantaged persons.</li> <li>• Ensure the quality of learning in and for the workplace</li> </ul>
Skills Development Levies Act, No. 9 of 1999	<p>Imposes the payment of skills levies by employer organisations to motivate investment in skills development.</p> <ul style="list-style-type: none"> <li>• Employers pay 1% of the total payroll, which is utilised as follows</li> <li>• 20% to the National Skills Fund</li> <li>• 10% for operating costs</li> <li>• 80% to the SETAs</li> <li>• 0.5% to the QCTO</li> <li>• 20% for mandatory grants</li> <li>• 49.5% for discretionary grants</li> </ul>
National Qualifications Framework Act, No. 67 of 2008	<ul style="list-style-type: none"> <li>• Creates a single integrated national framework for learning</li> <li>• Enhances the quality of education and training</li> <li>• Facilitates access to education, training, and career path</li> <li>• Accelerates the redress of past unfair discrimination</li> <li>• Allows for SAQA and the quality councils to oversee the NQF</li> </ul>
Workplace-Based Learning Programmes Regulations	<ul style="list-style-type: none"> <li>• Provide guidelines for the management of workplace-based learning programme agreements</li> </ul>
SETA Grant Regulations, 3 December 2012, Vol. 570, 35940	<ul style="list-style-type: none"> <li>• Assist the SETAs to develop internal policies and procedures in response to the Grant Regulations</li> </ul>

LEGISLATION OR REGULATION	SUMMARY OF PURPOSE
	<ul style="list-style-type: none"> <li>Requires 80% of discretionary funds to be spent on the delivery of PIVOTAL programmes</li> </ul>
Public Finance Management Act, No. 29 of 1999	<ul style="list-style-type: none"> <li>Regulates financial management in the national government and provincial governments to ensure that all their revenue, expenditure, assets, and liabilities are managed efficiently and effectively; and</li> <li>Provides for the responsibilities of persons entrusted with the financial management of those governments</li> </ul>
B-BBEE Act, No. 53 of 2003.	<ul style="list-style-type: none"> <li>In terms of Section 13G (3), read with regulation 12 (6 - 8) of the B-BBEE Regulations:               <ul style="list-style-type: none"> <li>a) All Sectoral Education and Training Authorities contemplated in the Skills Development Act, 1998 (Act No. 97 of 1998), must report on skills development spending and programmes to the B-BBEE Commission within 30 days' post approval of their annual reports and financial statements or 90 days after the end of the financial year of the Sectoral Educating Training Authorities in a prescribed B-BBEE 2 Form</li> </ul> </li> </ul>
Disaster Management Act, No. 57 of 2002.	<ul style="list-style-type: none"> <li>Provides for an integrated and coordinated disaster management policy that focuses on reducing the risk of disasters, mitigating the severity of disasters, emergency preparedness, rapid and effective response to disasters and post-disaster recovery</li> </ul>

### 1.1.2. Policy Mandate

Table 2 summarises the W&RSETA policy mandates and the strategies that form the basis of the W&RSETA operations. The Table also outlines the alignment of the W&RSETA APP with national government policies and strategies.

*Table 2: National strategies or policies and implications for W&RSETA*

NATIONAL POLICIES	STRATEGIES OR	IMPLICATIONS FOR W&RSETA
<b>National Skills Accord</b>		The implications are
Eight commitments as outlined: <ul style="list-style-type: none"> <li>Expand training using existing facilities</li> <li>Set ratios for trainees and artisans, as well as across the technical vocations, to improve training</li> <li>Improve training funding and incentives for companies to train</li> <li>Create internship and placement opportunities</li> <li>Set annual targets for training in state-owned enterprises</li> <li>Improve SETA governance, fiscal management, and stakeholder involvement</li> <li>Align training to the New Growth Path and improve SSPs</li> <li>Improve the role and performance of TVET colleges</li> </ul>		<ul style="list-style-type: none"> <li>Increase learnership, apprenticeship, internship, and bursaries opportunities</li> <li>Increase the number of accredited training providers</li> <li>Expand partnerships with the college sector</li> <li>Strengthen relations with other strategic partners and role players.</li> <li>Response to the 4IR.</li> </ul>
<b>New Growth Path (NGP).</b> The New Growth Path identifies five (5) job drivers: <ul style="list-style-type: none"> <li>Infrastructure for employment and development.</li> </ul>		<ul style="list-style-type: none"> <li>Create projects to increase college-to-work transitions.</li> <li>Increase learnerships, apprenticeships, internships and bursaries in</li> </ul>

NATIONAL POLICIES	STRATEGIES OR	IMPLICATIONS FOR W&RSETA
<ul style="list-style-type: none"> <li>Seizing the potential of new economies.</li> <li>Improving job creation in employment.</li> <li>Investing in social capital.</li> <li>Spatial development.</li> </ul>		<ul style="list-style-type: none"> <li>clothing, textiles, footwear, leather goods and automotive.</li> <li>Develop projects for promoting green industries.</li> <li>Capacity building of SMMEs and informal traders</li> </ul>
<b>National Development Plan 2030 (NDP).</b> The National Development Plan 2030 has identified the following 9 key areas to achieve a developmental approach that is sustainable and inclusive: <ul style="list-style-type: none"> <li>Creating jobs and livelihoods.</li> <li>Expanding infrastructure</li> <li>Improving education and training</li> <li>Transforming urban and rural spaces.</li> <li>Transitioning to low-carbon economy</li> <li>Fighting corruption and enhancing accountability.</li> <li>Facilitate rural and urban development projects that foster social cohesion</li> </ul>		<ul style="list-style-type: none"> <li>Support initiatives addressing unemployment, poverty, and inequality.</li> <li>Subscribe to the ethos of clean administration and good corporate governance</li> <li>Increase capacity in the sector to respond to the economic dynamics.</li> <li>Support initiatives addressing unemployment, poverty, and inequality</li> <li>Respond to the needs of the sector with regards to artificial intelligence</li> <li>Capacity building of SMMEs and informal traders</li> </ul>
<b>National Skills Development Plan, 2030</b>		<ul style="list-style-type: none"> <li>NSDP seeks to ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development</li> <li>The NSDP outcomes, sub-outcomes and indicators set</li> </ul>

NATIONAL POLICIES	STRATEGIES OR	IMPLICATIONS FOR W&RSETA
		the basis for the W&RSETA Annual Performance Plan
<b>White Paper on Post-School Education and Training (WPPSET)</b> <ul style="list-style-type: none"> <li>It is a vision for an integrated system of post-school education and training with all institutions playing their roles.</li> <li>Set out strategies to improve the capacity of the post-school education and training system to meet SA's needs.</li> <li>The WPPSET also seeks to improve access to the PSET system for people with disabilities</li> </ul>		<ul style="list-style-type: none"> <li>Review of curriculum to respond to sector needs</li> <li>Increase the number of accredited training providers.</li> <li>Expand partnerships with the college sector.</li> <li>SMME development and support</li> <li>Redressing through skills development initiatives</li> <li>Support skills development centres in a rural and urban setting through infrastructure development projects</li> </ul>
<b>Economic Reconstruction and Recovery Plan Skills Strategy</b> The ERRP Skills Strategy aims to support the Economic Reconstruction and Recovery Plan (ERRP) to ensure that it is not compromised by skills shortages. It is borne out of the urgency for a well-coordinated strategy of skills development to support both the management of Covid-19 as well as economic and social recovery		<ul style="list-style-type: none"> <li>The following have been identified as specific interventions with the PSET ecosystem to support the implementation of the ERRP <ul style="list-style-type: none"> <li>Expand the provisioning of short skills programmes (both accredited and non-accredited) to respond to skills gaps identified in this strategy.</li> <li>Enable the provisioning of short</li> </ul> </li> </ul>

NATIONAL POLICIES	STRATEGIES OR	IMPLICATIONS FOR W&RSETA
		<p>skills programmes (both accredited and non-accredited) that respond to skills gaps identified in this strategy.</p> <ul style="list-style-type: none"> <li>○ Expand the provisioning of workplace-based learning (WBL) opportunities to respond to occupational shortages and skills gaps identified in this strategy.</li> <li>○ Increase enrolments in qualification-based programmes that respond to occupational shortages identified in this strategy.</li> <li>○ Review and revise education and training qualifications, programmes and curricula to respond to occupational shortages and skills gaps identified in this strategy.</li> <li>○ Update the draft Critical Skills List and associated regulatory mechanisms</li> </ul>

NATIONAL POLICIES	STRATEGIES OR	IMPLICATIONS FOR W&RSETA
		<ul style="list-style-type: none"> <li>○ Strengthen entrepreneurship development programmes</li> <li>○ Embed skills planning into economic planning processes and vice versa</li> </ul>



## 2. Updates to Institutional Policies and Strategies

The following institutional policies will guide the implementation of the W&RSETA Annual Performance Plan:

POLICY/STRATEGY	LINKAGE TO NATIONAL PRIORITIES
1. Infrastructure Funding and Development Policy	Outcome 5: Support the growth of the public college system
2. W&RSETA Rural Development Strategy	Sub-Outcome 5.1: Support the TVET Colleges Sub-Outcome 5.2: Support the CET Colleges Outcome 8: Support career development services
3. Disability Development Strategy	NSDP Principle 5.2: Advancing an equitable and integrated system
4. SMMEs and Entrepreneurship Strategy	Outcome 6: Skills development support for entrepreneurship and cooperative Development
5. Bursaries and Placements Strategy	Sub-Outcome 4.2: Increase access for Intermediate and high-level skills
6. Integrated Career Guidance Strategy	Outcome 8: Support career development services
7. Skills development grants policy	NSDP Principle 5.2: Advancing an equitable and integrated system Outcome 6: Skills development support for entrepreneurship and cooperative Development

## 3. Updates to Relevant Court Rulings

There are no relevant court rulings which impacts on the mandate of the W&RSETA and the implementation of the 2023/24 to 2025/26 Annual Performance Plan.

## PART B: OUR STRATEGIC FOCUS

### 4. Updated Situation Analysis

#### 4.1. External Environment Analysis<sup>1</sup>

The W&RSETA continues to recognise the influence that the external environment has on the W&RSETA's overall performance as well as total levies received per financial year. The performance of the South African economy and the W&R sector also significantly affect the overall performance of the W&RSETA, hence influencing priority areas in the allocation of levy resources. This update of the 2023/24 - 2025/26 W&RSETA Annual Performance Plan took place during a period when the South African economy was showing signs of recovering from the adverse effects of the COVID-19 pandemic, which has placed the economy in a difficult position with worsening unemployment levels, stagnating growth and deteriorating fiscal indicators. While the COVID-19 pandemic, with its resulting fluctuating restrictions on social and economic activities, has caused damage to the economy in the past two years.

The Wholesale and Retail sector employs approximately 20,1% of the South African labour force and contributes approximately 15% to the country's gross domestic product (GDP), making it the third largest contributor to the national GDP. Despite South Africa being a developing country, the sector is said to be relatively advanced. However, the COVID-19 impact on the sector has included decreases in revenue, and together with a looming cost of living crisis, levy collection may reduce in the short to medium term as businesses operate in a constrained economic environment. On the socio-political front, the pandemic has exposed and expanded massive socio-economic inequalities, with vulnerable sectors and vulnerable communities being hit the hardest by the pandemic. The W&RSETA has, therefore, had

to adopt a more inclusive approach in its planning, which will ensure the prioritisation of women, rural communities, youth, and people with disabilities. Greater focus will also be placed on empowering SMMEs, co-operatives and the informal sector with appropriate skills and enabling technologies.

The sector mainly consists of a few big retailers that have a large influence over the sector. The technological advancements and the changing expectations of Wholesale and Retail stakeholders and customers will alter the kinds of support and skills interventions provided by W&RSETA. This is as a result of how the pandemic has fast-tracked the digital transformation within the wholesale and retail sector which has led to the exponential growth in several customers adopting e-commerce. The W&RSETA has therefore had to align its planning to include skills development within the ICT/digital space. The COVID-19 pandemic has shone the light on the need for the adoption of strict health and hygiene practices within the sector and has placed greater health and safety compliance requirements on employers in the sector. The W&RSETA is therefore required to support its stakeholders, and to develop further skills in areas of health and safety as well as quality management. The W&RSETA also has to place focus on helping stakeholders adjust to the changes and traumas caused by the pandemic. The implications of COVID-19 for skills planning have included the slowing down of business activity, decline in revenue, increased demand for e-commerce, prioritising reskilling and retraining to minimise job losses, and higher health and safety risk for customers, employers, employees, and partners.

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<sup>1</sup> External Environment Analysis section 4.1 is aligned and reflected in the WRSETA SSP 2023/24, Chapter 1.



Another major disruptor in the Wholesale and Retail sector has been the severe floods that caused damage in KwaZulu Natal in April 2022. KwaZulu Natal contributes roughly 16% towards the South African economy and it is estimated that the city of Durban will lose around 1.8% of its annual GDP to get the city and its businesses back to where the economy was operating before the flood disaster struck. The severe floods caused damage to infrastructure and led to many businesses losing stock, having their business infrastructure destroyed and/or complete closures of stores. These damages have affected an estimate of 80 malls/shopping centres, putting 150,000 jobs at risk. Over 2,000 retail stores were also damaged and looted, and the tally of affected businesses (mostly small and informal) reached 40,000. In addition to the damage to the economy and employment by COVID-19, many jobs have been compromised due to store closures and retrenchments, and there has been long-term and possibly irrevocable damage. Households relying on businesses are consequently also negatively affected.

The ongoing conflict between Russia and Ukraine is another factor that has had a severe impact on food prices during the first quarter of 2022. South Africa is a net importer of wheat, and Russia and Ukraine are significant players in global wheat exports, accounting for about a quarter of the wheat exports globally. South Africa imports 30% of its wheat from Russia and Ukraine. Since the war began, there has also been an increase in fuel prices due to the global increase in the price of crude oil as well as the import prices of petroleum products. The increase in prices erodes the disposable income of consumers. Furthermore, load-shedding has become a regular occurrence. This impacts the retail sector, as many businesses are left with no choice but to halt their operations during power outages (or incur costs by running generators). The disruptions in business operations are expected to dampen the GDP growth by at least one percentage point in 2022.

The W&R sector is a major employer of the unskilled and semi-skilled labour force. The majority of the unskilled and semi-skilled are mostly African. White employees form a large proportion and high percentage in top

management, senior management, and professional categories in the sector. Although the sector has made some slight progress in terms of transformation, the under-representation of African, Coloured, and Indian workers at professional levels, senior and top level positions however, remain an issue that needs to be addressed.

The supply of wholesale and retail skills does not meet the demand for the skills in the W&R sector. There are key factors identified as change drivers influencing skills supply and demand. These include COVID-19 as already discussed; data privacy and the Protection of Personal Information Act; and technology advancements and access to information; SMME Development and the changing expectations of W&R stakeholders. This has led to the SETA considering skills gaps identified and emerging skills that are required by the sector. The implication is that employers within the sector have to rethink and adapt to the future of work, which is technologically driven, and thus requires technical skills, re-capacitation and reskilling of workers. The shortage of skills is to a certain extent linked to transformational imperatives within the sector and those which have been identified as priority areas in the sector.

An extensive situational analysis for the W&RSETA was conducted using SWOT analysis, PESTEL analysis and the SSP research and impact of COVID-19, as well as research on the Impact of Economic Disruption in the Wholesale and Retail sector. This informed the 2022/23 – 2024/25 strategy which is articulated through the impact statement, the resultant outcomes and outcome indicators. During the upcoming MTSF period, the SETA will aim to concentrate service in priority areas as outlined by the NSDP 2030 (such as the increase in artisanship and occupationally directed programmes) while simultaneously addressing skills needs identified through internal and external environmental analysis. This section summarises the performance environment, internal environment analysis and external environment analysis.



#### 4.1.1. Wholesale and Retail Sector Environment

The W&R sector is divided into two main subsectors: Wholesale and Retail. Wholesale trade deals with the bulk buying of goods from various manufacturers and the breaking down of these bulk purchases into smaller quantities, which are then sold to retailers. Retail trade deals with the buying of goods from the wholesaler and the selling thereof to the consumer. The actual activities that fall within the scope of the wholesale and retail sector are demarcated according to Standard Industrial Classification (SIC) code, as shown in the table below.

*Table 3: Standard Industrial Classification (SIC) code for the W&R Sector*

SIC CODE	TRADE CATEGORY
<b>WHOLESALE</b>	
45000	Wholesale and retail trade and repair of motor vehicles and motorcycles
45100	Sale of motor vehicles
45101	Wholesale of motor vehicles
45102	Retail of new motor vehicles
45103	Retail sale of used motor vehicles
45200	Maintenance and repair of motor vehicles
45300	Sale of motor vehicle parts and accessories
45400	Sale, maintenance and repair of motorcycles and related parts and accessories
45500	Retail of automotive fuel in specialized stores
46000	Wholesale trade, except of motor vehicles and motorcycles
46100	Wholesale on a fee or contract basis
46200	Wholesale of agricultural raw materials and live animals
46300	Wholesale of food, beverages, and tobacco
46301	Wholesale trade in foodstuffs
46302	Wholesale trade in beverages
46303	Wholesale in tobacco products
46400	Wholesale of household goods
46410	Wholesale of textiles, clothing, and footwear
46490	Wholesale of other household goods
46491	Wholesale trade in household furniture, requisites, and appliances

SIC CODE	TRADE CATEGORY
46492	Wholesale trade in books and stationery
46493	Wholesale trade in pharmaceuticals, toiletries, and medical equipment
46499	Other wholesale trade in other household goods n.e.c.
46500	Wholesale of machinery, equipment, and supplies
46510	Wholesale of computers, computer peripheral equipment and software
46520	Wholesale of electronic and telecommunications equipment and parts
46530	Wholesale of agricultural machinery, equipment, and supplies
46590	Wholesale of other machinery and equipment
46600	Other specialized wholesale
46610	Wholesale of solid, liquid, and gaseous fuels and related products
46620	Wholesale of metals and metal ores
46621	Wholesale of gold
46629	Other wholesale of metals and metal ores
46630	Wholesale of construction materials, hardware, plumbing and heating equipment and supplies
46690	Wholesale of waste and scrap and other products n.e.c.
46691	Sale of used parts and accessories, including scrapyards
46692	Wholesale trade in diamonds, pearls, and other precious and semi-precious stones
46699	Other wholesale of waste and scrap and other products n.e.c.
46900	Non-specialized wholesale trade
<b>RETAIL</b>	
47000	Retail trade, except of motor vehicles and motorcycles
47100	Retail sale in non-specialized stores
47110	Retail sale in non-specialized stores with food, beverages or tobacco predominating
47190	Other retail sale in non-specialized stores
47200	Retail sale of food, beverages, and tobacco in specialized stores
47210	Retail sale of food in specialized stores
47211	Retail trade in fresh fruit and vegetables
47212	Retail in meat and meat products
47213	Retail trade in bakery products

SIC CODE	TRADE CATEGORY
47219	Other retail sale in specialized stores
47220	Retail sale of beverages in specialized stores
47230	Retail sale of tobacco products in specialized stores
47300	Retail sale of information and communications equipment in specialized stores
47310	Retail sale of computers, peripheral units, software, and telecommunications
47320	Retail sale of audio and video equipment in specialized stores
47400	Retail sale of other household equipment in specialized stores
47410	Retail sale of textiles in specialized stores
47420	Retail sale of hardware, paints, and glass in specialized stores
47430	Retail sale of carpets, rugs, wall, and floor coverings in specialized stores
47490	Retail sale of electrical household appliances, furniture, lighting equipment and other household articles in specialized stores
47500	Retail sale of cultural and recreation goods in specialized stores
47510	Retail sale of books, newspapers, and stationery in specialized stores
47520	Retail sale of music and video recordings in specialized stores
47530	Retail sale of sporting equipment in specialized stores
47540	Retail sale of games and toys in specialized stores
47600	Retail sale of other goods in specialized stores
47610	Retail sale of clothing, footwear, and leather articles in specialized stores
47620	Retail sale of pharmaceutical and medical goods, cosmetic and toilet articles in specialized stores
47630	Other retail sale of new goods in specialized stores
47631	Specialized retail sale of jewellery
47632	Specialized retail sale of watches and clocks
47639	Other retail sale of new goods in specialized stores n.e.c.
47640	Retail sale of second-hand goods
47700	Retail sale via stalls and markets
47710	Retail sale via stalls and markets of food, beverages, and tobacco products
47720	Retail sale via stalls and markets of textiles, clothing, and footwear
47790	Retail sale via stalls and markets of other goods



SIC CODE	TRADE CATEGORY
47800	Retail trade not in stores, stalls, or markets
47810	Retail sale via mail order houses or via internet
47890	Other retail sale not in stores, stalls, or markets

#### 4.1.2. Key Stakeholders

The key stakeholders which contribute to the SETA's achievement of its outcomes in the sector are categorised into groups of organised employers, the W&RSETA board, training providers, organised labour, government, community, and others as shown on Table 4 below.

Table 4: W&RSETA Stakeholders

ORGANISED EMPLOYERS	ROLES AND RESPONSIBILITIES	NSDP OUTCOME ALIGNMENT
Retailers Association (RA) Consumer Goods Council of South Africa (CGCSA) National Clothing Retail Federation (NCRF) Black Business Council (BBC) Enterprise Mentorship of South Africa (EMOSA) Business Unity South Africa (BUSA) Fuel Retailers Association (FRA) South African Petroleum Retailers Association Retail Motor Industry Organisation Wholesale and retail enterprises (small, medium, and large)	<ul style="list-style-type: none"> <li>Represented equally on the committees of the W&amp;RSETA BOARD</li> <li>Represent and articulate employer (small, medium, and large) interests.</li> <li>Contribute to education and training, negotiations, marketing, finance, human resources and legal.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging workplaces to enable them to provide increasingly relevant data on the skills of their existing workforce as well as projected skills needs, through relevant templates;</li> <li>Engaging stakeholders (including but not limited to employers, labour, and government) to ascertain their perceptions of future trends in their sectors and the implications of these for the demand and supply interventions planning;</li> <li>Continuously exploring the implications of the findings from the workplace data and stakeholder engagement concerning sector trends and national policy priorities; and</li> <li>Effective and meaningful stakeholder engagement to support ownership and participation among stakeholders including social partners, employers, labour, training providers, prospective learners, and the public.</li> </ul>

W&RSETA BOARD	ROLES AND RESPONSIBILITIES	NSDP OUTCOME ALIGNMENT
<b>W&amp;RSETA Board</b>	<ul style="list-style-type: none"> <li>• Ensure good corporate governance principles are adhered to</li> <li>• Provide strategic direction and leadership</li> <li>• Identify strategic risks and ensure mitigation thereof</li> <li>• Ensure regulatory compliance</li> <li>• Ensure policy and strategy development</li> <li>• Oversight and monitoring of implementation</li> <li>• To govern and control the W&amp;RSETA by providing direction and leadership</li> <li>• To approve the W&amp;RSETA SSP</li> <li>• To approve the Strategic Plan and Budget</li> <li>• To provide corporate governance guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Improve governance oversight, monitoring and evaluation mechanisms and capacity, with strong social partners' involvement; and</li> <li>• Institute mechanisms to ensure implementation of findings from the monitoring and evaluation system to understand the strengths, challenges, and impact of the system</li> <li>• Review the system where evidence suggests that there are obstacles preventing the realisation of the agreed-upon outcomes. This will ensure that the Minister can intervene where there is non-performance or maladministration</li> <li>• Introduce mechanisms for instructions to the SETAs by the Minister, where there are challenges; and review the SETA Standard Constitution to strengthen governance and accountability mechanisms. The decision about numbers on the Accounting Authority will take into consideration the nature of the sector (for example the number of sub-sectors) and the need to support effective decision-making and good governance. The accounting authority will continue to have governing powers and steer the sector in terms of the scope (mandate and functions) of the SETA whilst, the management of the SETA will focus on operational and administrative roles; and</li> <li>• The roles and responsibilities of the accounting authority will further be defined. This will include a clear statement regarding conflict of interest and guidelines regarding the number of meetings per annum and the rates at which members of the accounting authority are remunerated.</li> </ul>

TRAINING PROVIDERS	ROLES AND RESPONSIBILITIES	NSDP OUTCOME ALIGNMENT
<p>Further Education and Training Committee. Higher Education and Training Committee; Association of Private Providers of Education Training and Development. Southern African Society for Cooperative Education. Universities; TVET Colleges; Private Training Providers; Community Colleges.</p>	<ul style="list-style-type: none"> <li>• Represent interests of training providers, both public and private.</li> <li>• Contribute to education and training, quality assurance, and curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>• The delivery of programmes against qualifications across all the sub-frameworks that support economic growth, encourage employment creation and enable social development for workers, unemployed and pre-employed (students)</li> <li>• Facilitating workplace-based experience as part of a qualification or a post-graduate qualification with a specific focus on occupations that support growth, encourage employment creation, and enable social development.</li> <li>• Support for, and prioritisation of, Centres of Specialisation, where practically possible.</li> <li>• Support for TVET colleges in implementing occupationally directed programmes.</li> <li>• Partnerships and collaboration with higher education and research institutions, amongst others, will be central for an evidence-based understanding of skills demand and supply</li> </ul>
ORGANISED LABOUR	ROLES AND RESPONSIBILITIES	NSDP OUTCOME ALIGNMENT
<p>Congress of South African Trade Unions (COSATU) Federal Council of Retail Allied Workers (FEDCRAW) Development Institute for Training, Support and Education for Labour (DITSELA) South Africa Commercial Catering and Allied Workers Union (SACCAWU) Entertainment Catering Commercial and Allied Workers Union (ECCAWUSA) National Union of Metal Workers of South Africa (NUMSA)</p>	<ul style="list-style-type: none"> <li>• Represented equally on the committees of the W&amp;RSETA.</li> <li>• Represent and articulate worker interests</li> <li>• Contribute to education and training, negotiations, public management, and dispute resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills levy institutions will work with the Federations / Trade Unions in their sectors in identifying the required skills needs, especially to better understand the sectors, and implement the relevant interventions.</li> <li>• Engaging stakeholders, including but not limited to employers, labour, and government, to ascertain their perceptions of future trends in their sectors and the implications thereof for the demand and supply interventions planning.; and</li> </ul>

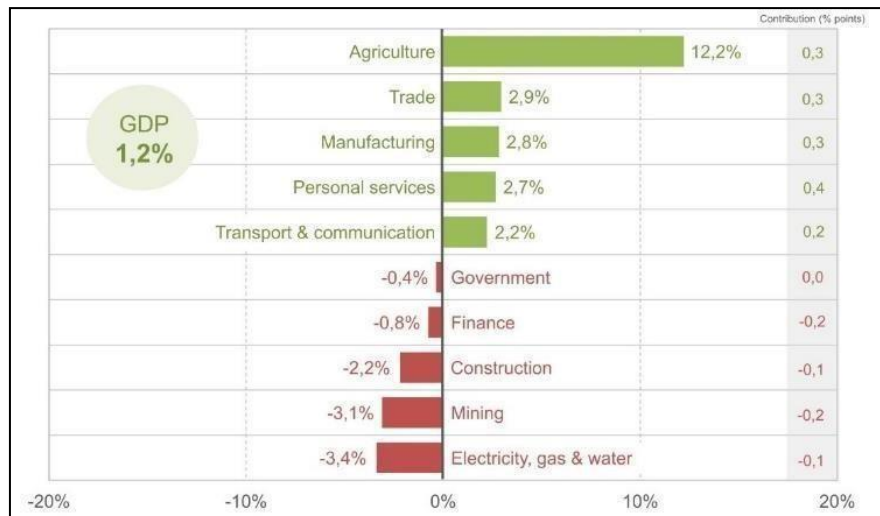
Southern African Clothing and Textile Workers Union (SACTWU)		<ul style="list-style-type: none"> <li>Trade Unions and worker education and training institutions can use the critical networks of their organisations such as shop stewards.</li> </ul>
COMMUNITY	ROLES AND RESPONSIBILITIES	NSDP OUTCOME ALIGNMENT
South African Community at large.	<ul style="list-style-type: none"> <li>Represent interests of communities and co-operatives.</li> <li>Contribute to education and training, small enterprise and co-operative development, and the advancement of women.</li> </ul>	<ul style="list-style-type: none"> <li>Social partners will continue to play an active role, amongst others, in the Accounting Authorities of SETAs and the NSA. These roles will be further elaborated in the Act and relevant skills development Regulations with key responsibilities for the implementation of the NSDP;</li> <li>Career development services, including material, must be accessible to all, especially in rural areas and targeted beneficiaries; and</li> <li>Ensure that prospective learners and the public are aware of when and how to apply for programmes and have access to a simplified process.</li> </ul>

#### 4.1.3. Wholesale and Retail Sector Performance and State of the Economy

This section assesses the current economic performance of the W&R Sector. In the fourth quarter (Q4) of 2021 the Gross Domestic Product (GDP) increased by 1.2%, with five industries recording positive growth. Trade, which is made up of wholesale and retail trade, motor trade, hotels, and restaurants - increased by 2.9% due to eased lockdown restrictions. Positive results were seen in the retail, motor trade, tourist accommodation, restaurants, fast-food and catering sectors, however, there was a slight decrease in the wholesale economic activity (Statistics South Africa, 2022). Manufacturing experienced a 2.8% increase, largely attributable to the production of petroleum, chemical & plastics products, and food & beverages. In the same period, five industries namely, government, finance, construction, mining and electricity, gas & water contracted. The electricity, gas & water industry experienced a 3.4% decline which was mostly attributable to decreased electricity and water consumption.

The diagram below shows the economic performance of South African industries by GDP for Q4 of the year 2021.

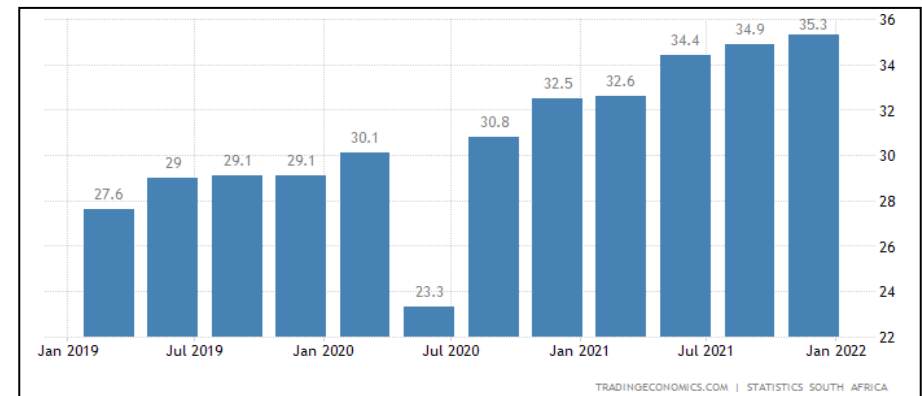




**Figure 1: Performance of South African Industries (2021)**  
Source: (Statistics South Africa, (2022))

#### 4.1.4. South Africa's Unemployment

The unemployment rate increased from 34,9% in the third quarter of 2021 to 35,3% in the fourth quarter of 2021, which is the highest rate recorded for unemployment since 2008. The number of unemployed persons increased by 278 000, causing the number of unemployed people to increase to 7.9 million, while the number of people in the labour force increased by 540 000 to 22.5 million. The expanded unemployment rate, which includes discouraged job seekers, decreased by 0,4 of a percentage point to 46,2% from the third quarter of 20. The following graph shows the unemployment statistics in South Africa dated January 2019 to January 2022.



**Figure 2: South Africa's Unemployment**  
Source: (Trading Economics, (2022))

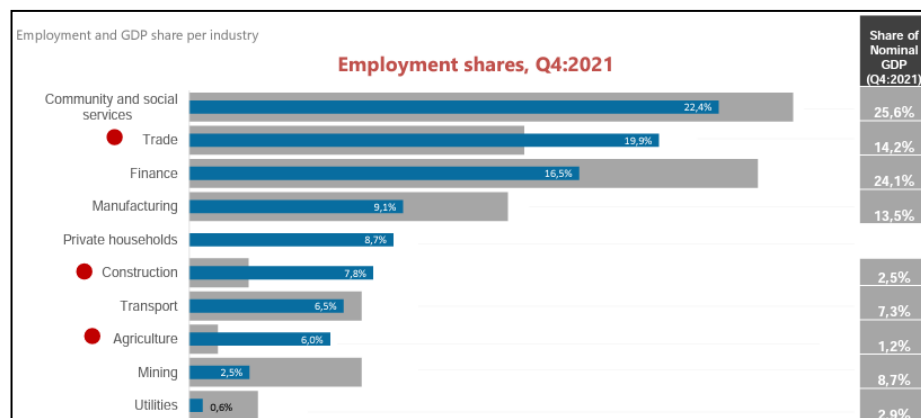
#### 4.1.5. Share of employment per industry relative to its GDP share (%)

In Q4 of 2021, trade, construction and agriculture industries had higher employment shares relative to their GDP contribution. With a recorded growth of 2.9% in Q4 of 2021, the trade, accommodation and catering industry contributed 0.3 of a percentage point to GDP growth.

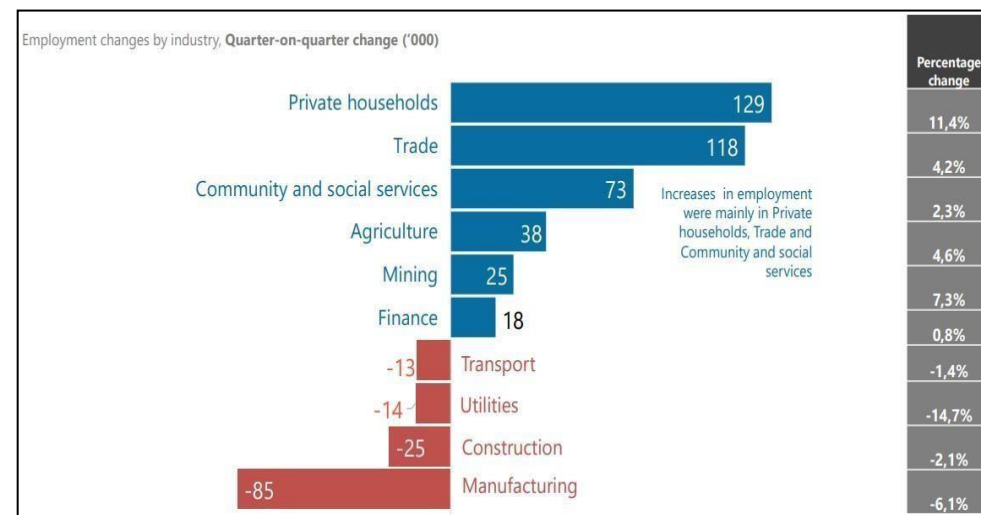
This could lead to an increase in employment shares over time, should the increase trade be consistent. However, with a decrease in the trade of mineral products and long-term purchases, the growth in employment shares might be progressively slow in comparison to GDP contribution.

The graph below depicts the share of employment per industry in the third quarter of 2021, relative to its percentage GDP share.





**Figure 3: Employment Shares per Industry (2021)**  
Source: (Statistic South Africa, (2022))



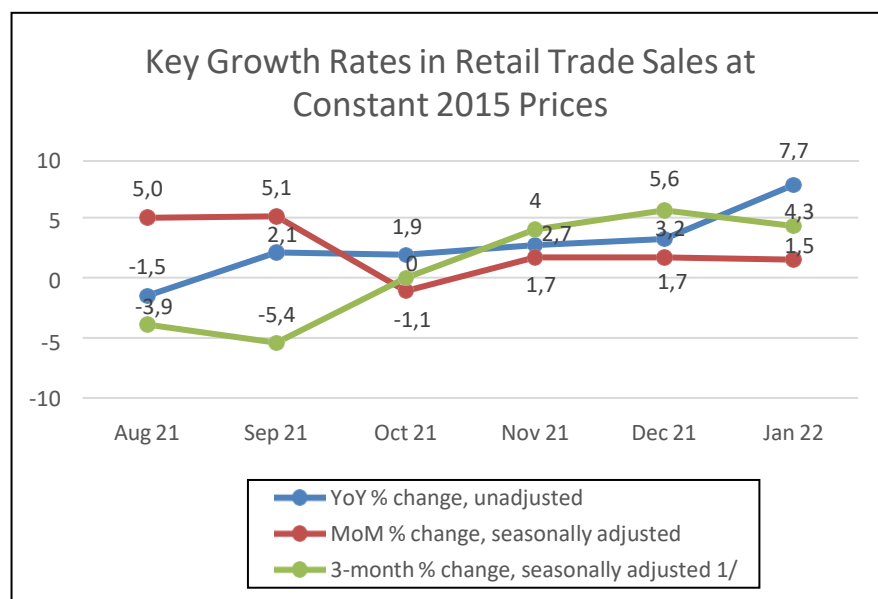
**Figure 4: Employment losses and gains**  
Source: (Statistics SA QLFS Q4:2021 Presentation (2022))

#### 4.1.6. Employment Losses and Gains

Employment gains in Q4 of 2021 were mainly driven by private households (129 000), trade (118 000), and community and social services (73 000). Utilities and manufacturing have the largest recorded negative percentage change at -14,7% and -6,1%, respectively. Employment losses were observed in the informal sector (48 000) in Q4 of 2021, while employment gains were observed in the formal sector (143 000), private households (129 000) and agricultural sectors (38 000). The following diagram shows the employment losses and gains in various sectors.

#### 4.1.7. Economic Performance of the W&R Sector

South Africa's year-on-year retail sales trade increased to 7,7% in January 2022, when measured in real terms at constant 2015 prices. The highest positive annual growth rates were for food, beverages, and tobacco products in specialised stores, followed by textiles, clothing, footwear and leather goods, at 70,9% and 17,4% respectively. The overall increase to 7,7% was mostly contributed to by the retailers in textiles, clothing, footwear and leather goods and general dealers, accounting for 6,5 percentage points combined. The diagram below shows South Africa's retail sales.



**Figure 5:** South Africa's Retail Trade Sales  
Source: (Statistics SA Retail Trade Sales (Preliminary) (2022))

#### 4.1.8. Growth by Industry Type

This section covers the percentage growth by various types of industries.

##### 4.1.8.1. Growth by Type of Retailer

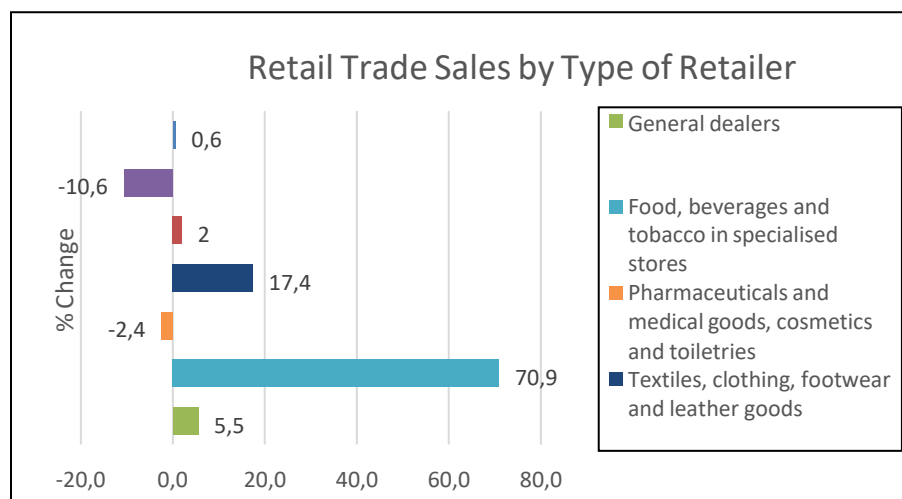
The South African retail trade is recorded at an overall 7,7% change, comprised of a positive change of 70,9% in the food, beverages, and tobacco in specialised stores, which equates to a contribution of 3,5% to the total % change. All other retailers contributed a combined 4,7 % change.

The retailer types with the lowest percentage change are all other retailers, pharmaceuticals and medical goods, cosmetics and toiletries and household furniture, appliances, and equipment. Additionally, the food, beverages and tobacco and metal and metal ores subsectors may grow due to the Economic Reconstruction and Recovery Plan's (ERRP) focus on food security and exports in metals as part of boosting employment and supporting economic recovery.

Furthermore, it is noted that relevant key focus areas of the ERRP include the Green Economy, the Business Process Economy and Communications and the Digital Economy. The SETA will emphasize on these areas with a view to assist in the successful implementation of the ERRP. Regarding the Green Economy, the SETA recognises the following as possible interventions to be explored:

- The FMCG sector's waste management initiatives to convert waste to fuel.
- The Fuel Sector's green agenda should be explored, as it focuses on the reduction of carbon emissions, the move towards cleaner fuels and the use of alternative sources of energy such as wind, water and solar power.
- Bio-fuel innovation could benefit rural communities, by converting plant materials into fuel. Management should consider strategic partnerships, including SETAs in implementing some of these initiatives.

The graph below shows the year-on-year percentage change in retail trade sales at constant 2015 prices by type of retailer in January 2022.

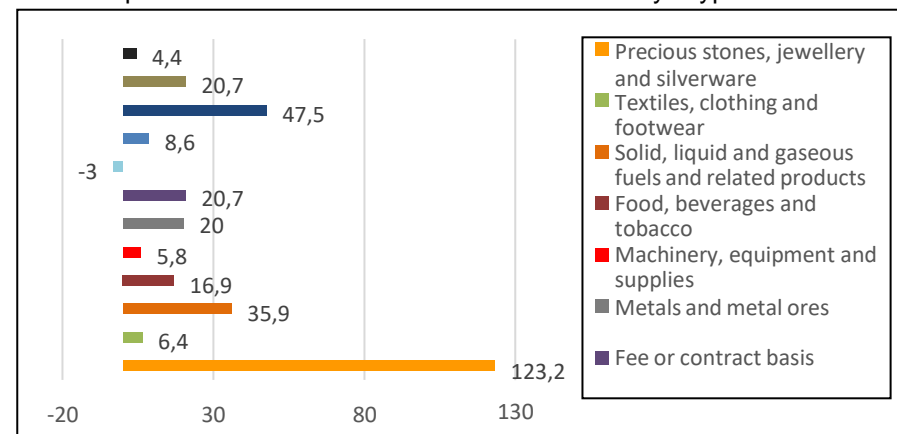


**Figure 6: Retail Trade Sales by Retailer Type**  
Source: (SA Retail Trade Sales (Preliminary) (2022))

#### 4.1.8.2. Growth by Type of Wholesaler

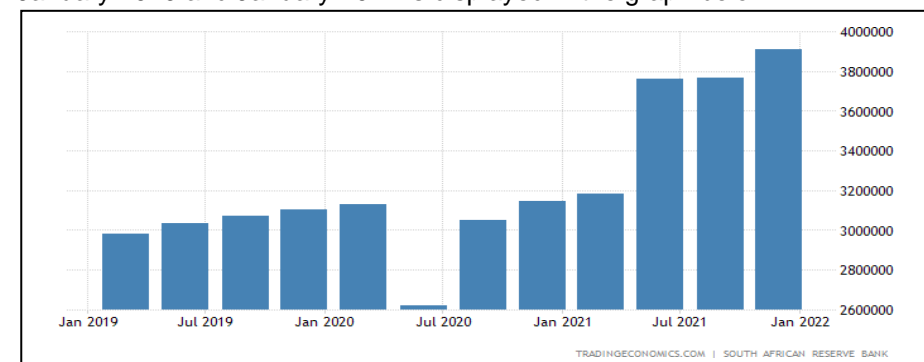
In January 2022, South Africa's annual wholesale trade sales saw a total percentage increase of 7,3% compared to January 2021. The largest negative year-on-year percentage change at the current price was recorded in the construction and building material subsector at -14,5%. Wholesale trade sales increased by 22,6% when measured in current prices, with the highest positive change recorded being for solid, liquid and gaseous fuels and related products, followed by food, beverages and tobacco, and 'other' intermediate products, waste and scrap sub-sector, which contributed 11,2%, 4,0% and 3,3% points, respectively.

The graph below shows the wholesale trade sales percentage change at current prices for the latest three months by type of dealer.



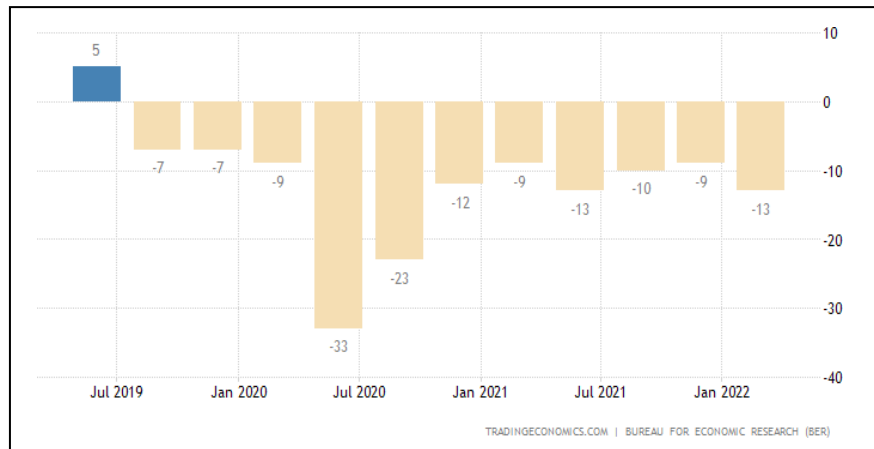
**Figure 7: Wholesale Trade Sales by Dealer Type in Percentage**  
Source: (SA Retail Trade Sales (Preliminary) (2022))

Disposable Personal Income in South Africa increased to R3 907 902 million in the fourth quarter of 2021 from R3 768 746 million in the third quarter of 2021. The disposable personal income in South Africa between January 2019 and January 2022 is displayed in the graph below.



**Figure 8: Disposable Income (2018-2022)**  
Source: (Trading Economics Disposable Personal Income (2022))

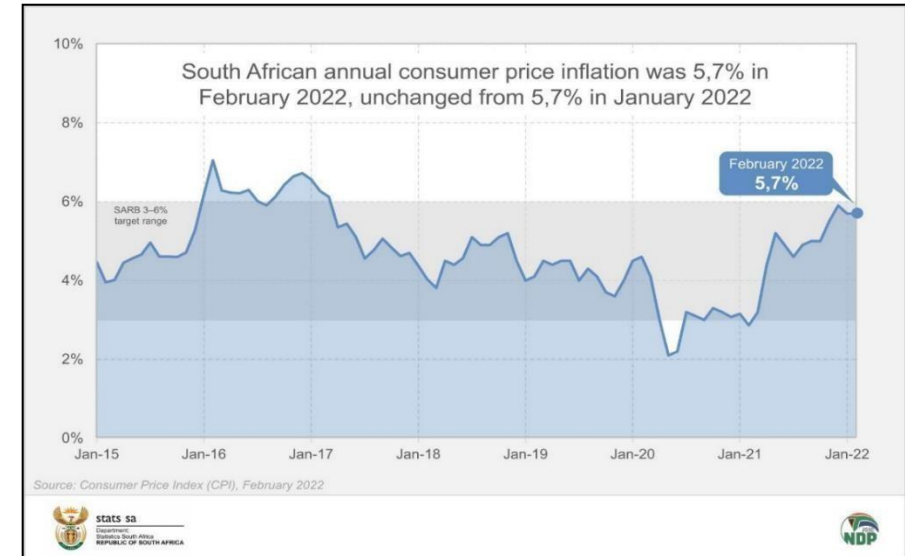
Consumer Confidence Index in South Africa fell to -13 in the first quarter of 2022 from -9 in the fourth quarter. South Africa has already started its path in recovering from the losses caused by COVID-19, however, because of the continued economic uncertainty consumer confidence is still low. It was the lowest reading since Q2 of 2021, however, the -13 figure is still below the +2 average from 1994. The graph below shows consumer confidence from July 2019 to January 2022.



**Figure 9: Consumer Confidence (2018-2022)**

Source: (Trading Economics Consumer Confidence (2022))

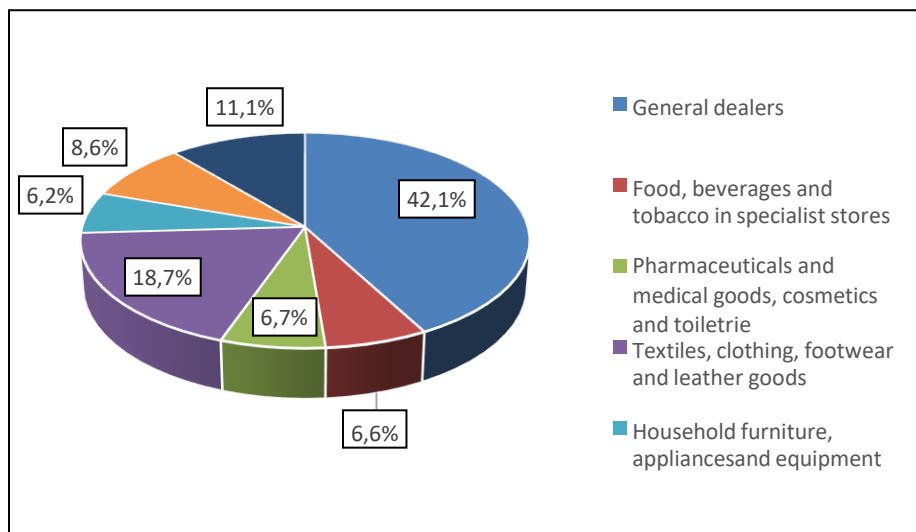
The graph below shows South Africa's Consumer Price Inflation between January 2015 and January 2022.



**Figure 10: Consumer Price Inflation**

Source: (Statistics South Africa, (2022))

The following pie chart shows the biggest role players in South Africa's retail sector. As indicated by the figure, general dealers have the highest weight in the retail sector with 42,1%; followed by textiles, clothing, footwear and leather goods and all other retailers with 18,7% and 11,1%, respectively. The pie chart below shows the biggest role players in South Africa's retail sector.



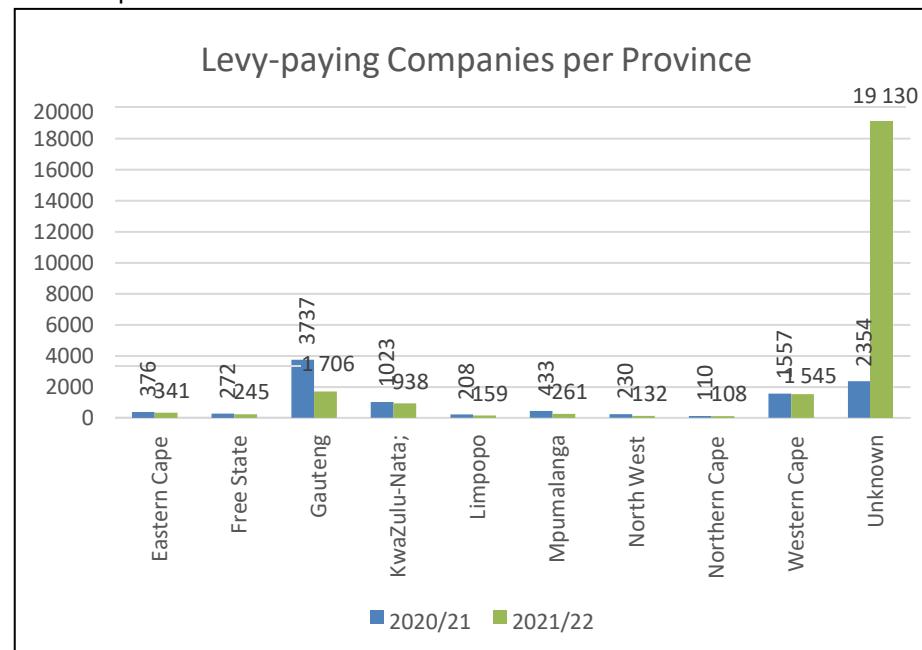
**Figure 11: Biggest Role Players in the Retail Sector**  
Source: (Statistics South Africa, (2022))

#### 4.1.8.3. Employer Profile

This section provides an employer profile of the W&R Sector for the 2021/22 period.

The highest number of levy-paying companies was in Gauteng with 1706 (Gauteng South = 703, Gauteng North = 1003), followed by Western Cape with 1545 and Kwa-Zulu Natal with 938. The high numbers of levy-paying companies are due to the higher concentration of companies in these 3 regions.

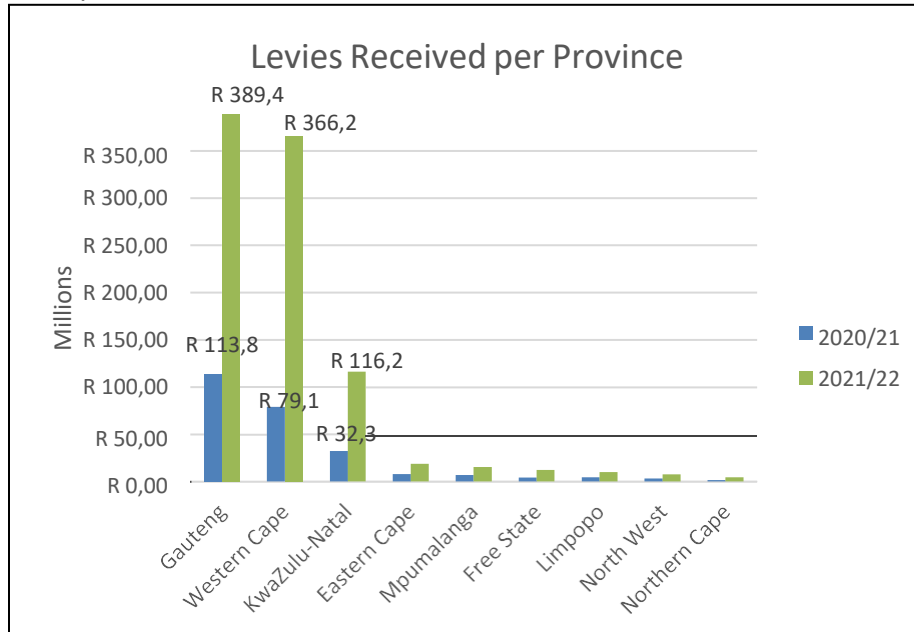
The graph below shows the levy-paying companies per province for the 2021/22 period.



**Figure 12: Levy-paying companies per Province**  
Source: South African Revenue Services

#### 4.1.8.3.1. Levy Income Trends

Levies received from Gauteng were the highest, followed by the Western Cape and KwaZulu-Natal due to the higher concentration of companies in these provinces. The graph below shows the levies received per province in the period 2021/22.



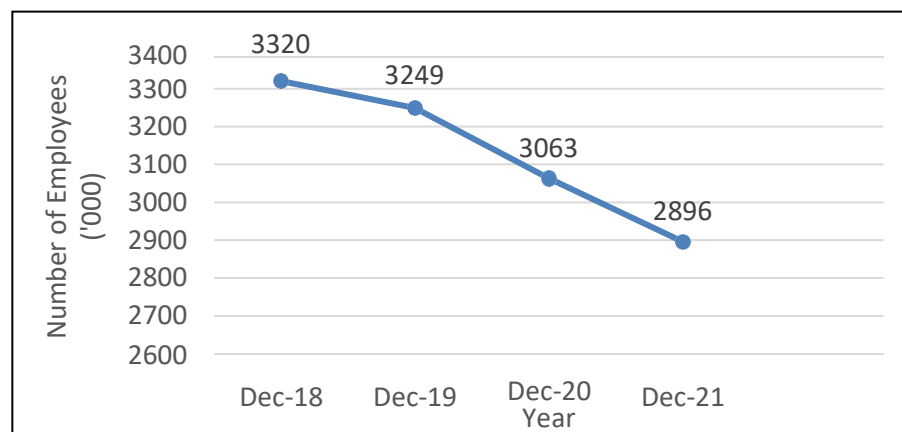
**Figure 13: Levies Received per Province**  
Source: (SARS, 2021/22)

This represents a decrease of 1 341 000 (61%) of employees in this period. It is important to note that COVID-19 had a major influence on employment in the sector, especially from early 2020 onwards.

#### Labour Market Profile

The employee profile of the W&R sector illustrates that job growth has decreased from 2019 and has continued to decrease between 2020 and 2021. The graph below reveals that the Wholesale and Retail Sector employed around 865 000 people in 2021, which is about 6% of the total number of employed people. In 2017, there were 2.206 million employees compared to 865 000 employees in 2021.

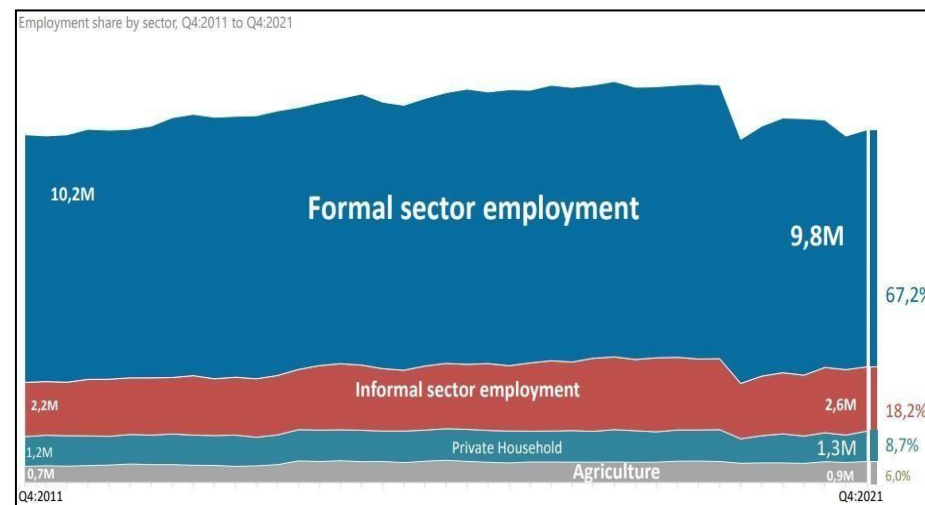
The graph below shows the number of employees in the Wholesale and Retail Sector between 2017 and 2021, according to WSP/ATR submissions<sup>2</sup>.



**Figure 14:** Number of Employees in W&R Sector 2017-2021 ('000)  
Source: Statistics South Africa (2022), (2020)

The graph that follows, shows the number of employees in the formal and informal sector. The graph reveals the following:

- The number of people in formal employment decreased by 0.4 million to 9.8 million in a 10-year period, which is 67,12% of South Africa's total employment. The informal sector accounts for 17,8% (2.6 million people) of South Africa's total employment.
- Employment in both the formal sector and the informal sector experienced a relatively steady increase between 2010 and 2020. However, there was a rapid decline before the fourth quarter of 2020 likely due to the impact of COVID-19, amongst other possible reasons.

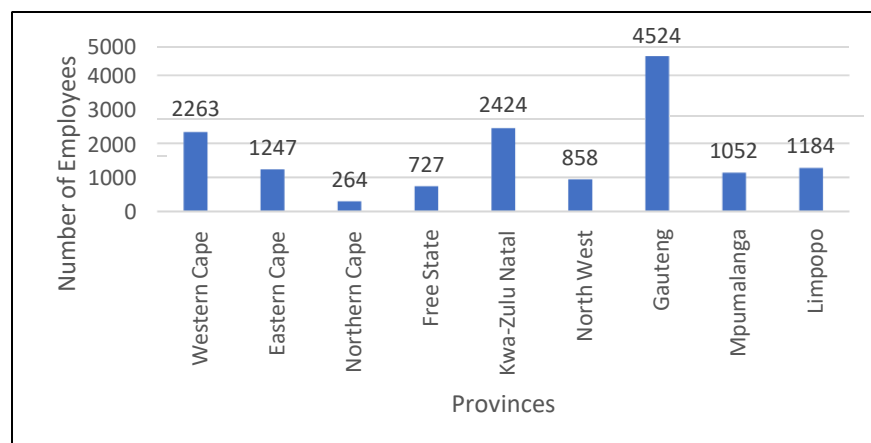


**Figure 15:** Employees in the Formal and Informal sectors Source: (Statistics SA QLFS Q4: 2021 Presentation, 2022)

The below graph shows the number of people employed in the 9 provinces. The total number of employed people is 14,5 million in Q4 of 2021, which is 362 000 people less than the total recorded for Q3 of the same year. This % decrease is spread across the 2 provinces that saw decreases, with the largest contributions recorded in Mpumalanga which decreased by 52 000. It was followed by Northern Cape, which decreased by 11 000. The largest increases in employment were recorded in KwaZulu-Natal and Gauteng, which saw increases of 126 000 and 76 000, respectively.

<sup>2</sup> Labour market data in this section could not be broken down by subsector as WSP/ATR submissions do not indicate this. Improvements need to be made to the system that receives this data so employers can indicate their subsectors.

The graph below provides statistics on employment by province.



**Figure 16:** Employment by Province ('000)  
Source: (Statistics SA QLFS Q4:2021 (2022))

#### 4.1.8.3.2. Employee Demographics

The Table below indicates that even though democratic transformation in South Africa began over 25 years ago, change is still not prominent in this sector. The figures indicate that 51,6% of people in top management are represented by White males, which constitutes the largest group to represent any occupational level. In contrast, there are only 24,4% of South African women who were represented in top management, with only 5,7%

being African. The number of African females represented has increased from 2,2% in 2019/20 to 5,7% in 2020/21, while that of White females has decreased by 1,9%.

Coloured males and females have the lowest representation in senior management. African males and females make up the largest representation of semi-skilled and unskilled workers by a large margin, with 44,4% and 34,1% semi-skilled workers and 47,8% and 36,3% unskilled workers, respectively.

This is followed by Coloured males and females, making up 11,8% of semi-skilled workers and 10,9% of unskilled workers. Through a surface analysis of the below figures, a skewed representation in favour of White males, is visible. There is also an overall larger representation of males than females across all occupational levels.

The employment profile table below shows that the demographics for formal employment in the W&R sector are a challenge. According to the Commission for Employment Equity the racial and gender profile of the sector is as follows:

OCCUPATIONAL LEVEL	MALE (%)				FEMALE (%)				FOREIGN NATIONAL		TOTAL (%)
	A	C	I	W	A	C	I	W	M	F	
Top Management	10,1	3,5	7,3	51,6	5,7	2,2	3,4	13,1	2,6	0,5	100
Senior Management	15,1	4,7	7,4	34,7	9,5	3,3	4,3	17,8	2,3	0,8	100
Professional	22,7	4,9	4,8	18,2	24,0	4,8	4,2	14,0	1,7	0,7	100
Technician	32,3	5,8	2,7	9,0	31,4	5,8	2,7	8,6	1,3	0,4	100
Semi-Skilled Workers	44,4	5,6	1,2	2,1	34,1	6,2	1,3	2,8	1,9	0,3	100
Unskilled Workers	47,8	5,6	0,4	0,6	36,3	5,3	0,2	0,3	2,9	0,8	100

**Table 1:** Employee Demographics

Source: (CEE, (2020/21))

The table below provides the racial profile of W&RSETA registered employees by Major OFO Groups.



OCCUPATIONAL LEVEL	MALE (%)				FEMALE (%)				FOREIGN NATIONAL		TOTAL (%)
	A	C	I	W	A	C	I	W	M	F	
Managers	21,2	5,8	5,7	20,8	23,4	7,2	3,3	11,1	1,1	0,6	100
Professionals	15,0	7,4	5,8	20,4	16,0	7,9	5,3	20,7	0,9	0,5	100
Technicians and Associate Professionals	28,9	6,1	3,0	8,7	29,9	8,9	3,1	10,0	1,0	0,4	100
Clerical Support Workers	28,2	4,4	1,8	2,1	42,3	11,5	2,8	6,0	0,6	0,3	100
Service and Sales Workers	28,6	4,2	1,2	1,8	51,4	8,3	1,2	1,6	1,0	0,7	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	48,9	8,2	1,5	6,6	23,8	5,9	0,6	0,6	3,3	0,4	100
Plant and Machine Operators and Assemblers	69,6	11,4	2,2	3,0	7,4	2,7	0,3	0,6	2,5	0,2	100
Elementary Occupations	42,7	6,7	0,9	1,2	36,9	6,3	0,5	0,4	3,1	1,2	100

**Table 2:** Employee Profile by Major OFO Group  
Source: (WSP Data 2022)

The figures from the table indicate that African males constitute the most predominant group, followed by African females. Furthermore, the biggest demographic across Major OFO Groups is African male Plant and Machine Operators and Assemblers, with 69,6%, in comparison to a combined total of 11,2% of female Plant and Machine Operators and Assemblers.

Overall, there are more males than females in 6 Major OFO Groups, which exclude the Clerical Support Workers, and the Service and Sales Workers Major OFO Groups. While this still indicates a skewed representation in favour of males, from a racial perspective there are more Africans than other racial groups. Furthermore, there are more African males than White males in the Manager and Professionals groups, with 21,2% and 20,8% respectively.

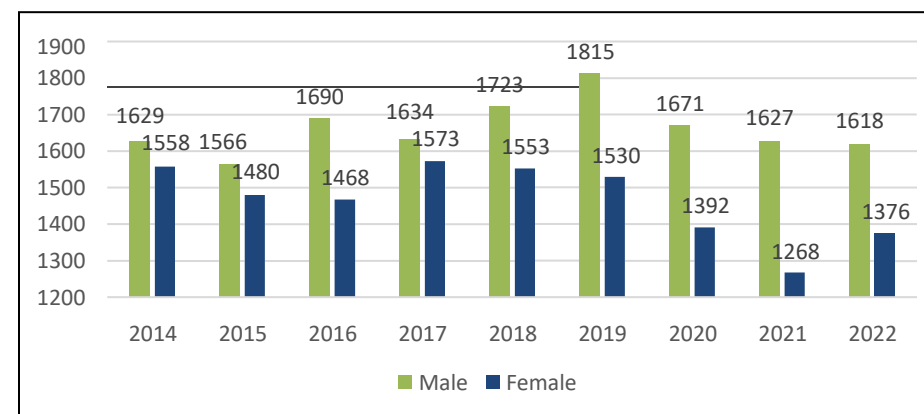
The following table provides the racial profile of the W&R Sector by gender, based on WSP data.

	African	Coloured	Indian	White
Male	33%	5%	2%	5%
Female	41%	8%	2%	4%

**Table 3:** Racial Profile  
Source: (WSP Data 2022)

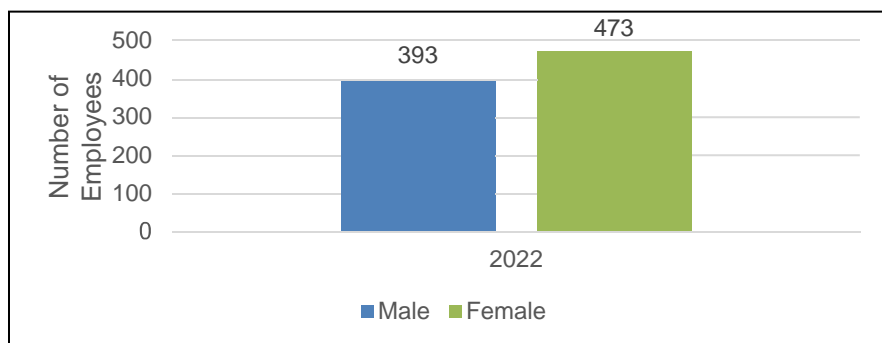
The graph below illustrates that the number of females employed in the sector reached its lowest in 2021 with 1 268 000 employees, in comparison to the 6 years prior. The number of employed males in the sector increased to its highest in 2019 at 1 815 000 but has decreased by 10,9% to 1 618 000 in the first quarter of 2022.

The graph below illustrates the number of employees in the sector by gender between 2014 and 2022:



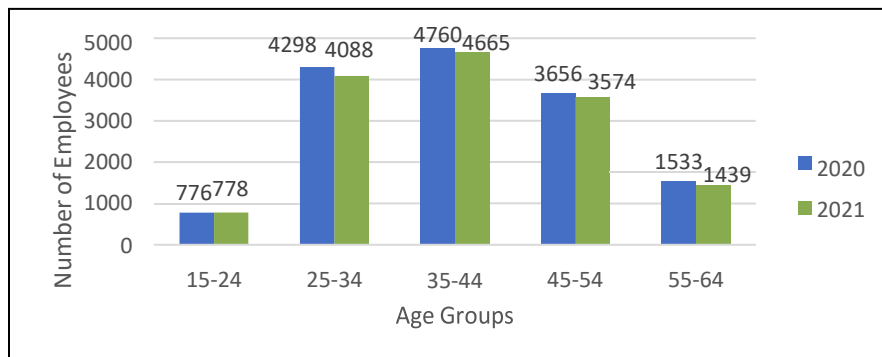
**Figure 17:** Number of Sector Employees by Gender ('000)  
Source: (Statistics South Africa, 2021)

The following graph illustrates the breakdown of employees by gender, based on 2022 WSP/ATR data. From the figure below, it is evident that there are more females than males in the W&R Sector.



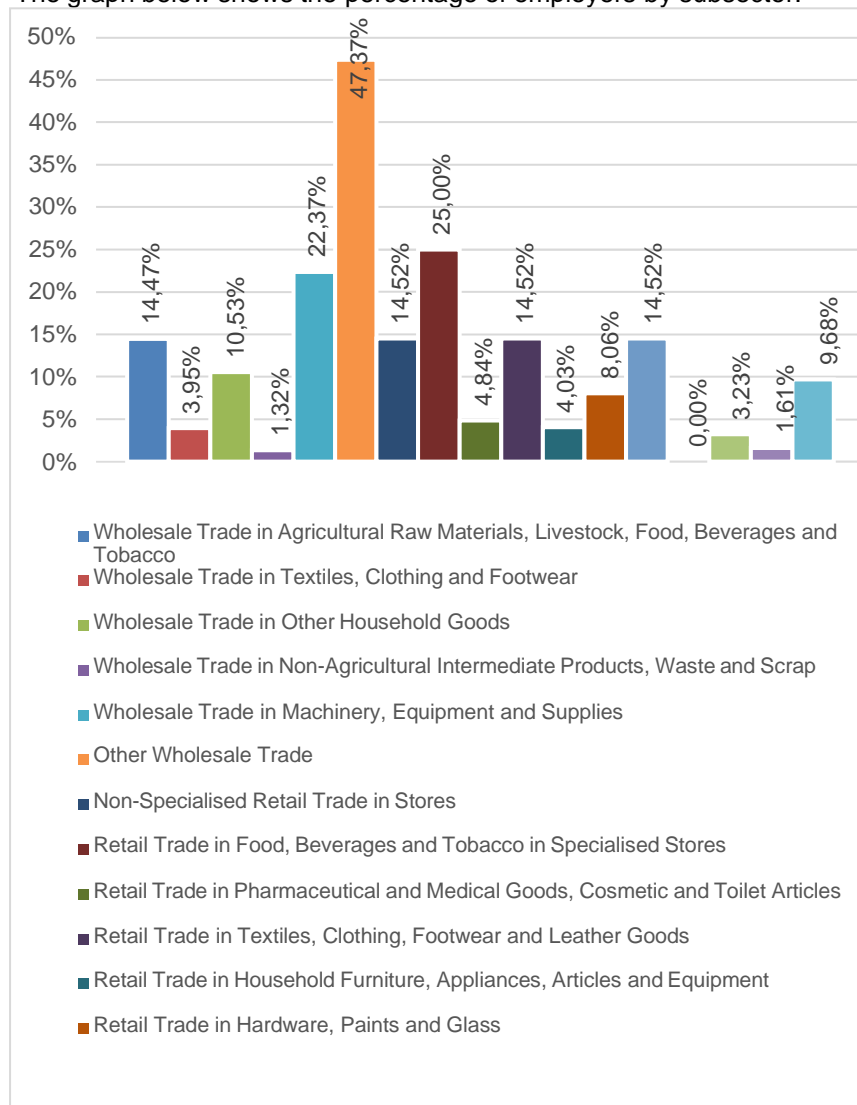
**Figure 18: Employees by Gender ('000)**  
Source: (WSP Data 2022)

The graph below illustrates the number of employed people per age group in thousands. The figure shows that people between the ages of 15 and 24 have the lowest number of employed people in 2020 when compared to 2021 and overall, across the age groups. The age groups 25 to 34, 35 to 44 and 45 to 54 have all seen a decrease in the number of employed people. Overall, the number of employed people decreased across the age groups in 2021, with the exception of the age group 15 to 24.



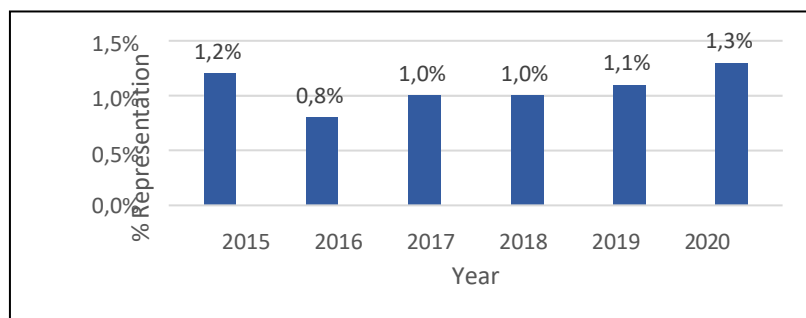
**Figure 19: Number of Employed People per Age Group**  
Source: (Statistics South Africa, 2022)

The graph below shows the percentage of employers by subsector.



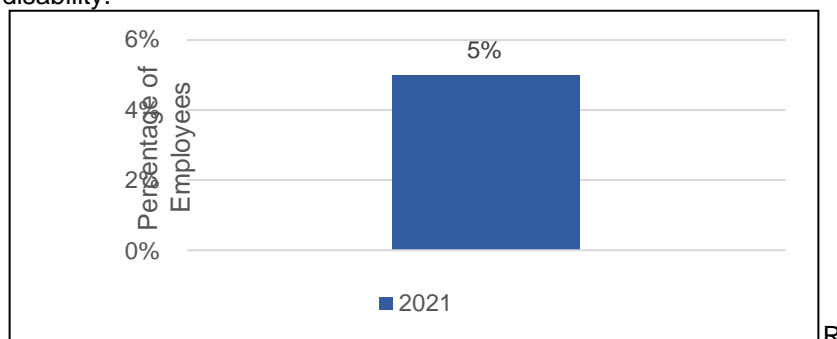
**Figure 20: Employers by Subsectors**  
Source: (Employer Survey)

The following figure shows the percentage of the workforce made up of people with disabilities over the three years from 2015 to 2020. The graph shows an average of 1,0% from 2015 until 2019. Before 2020, the representation of people with disabilities in the workforce had decreased since 2015, especially in 2016 where it decreased by 0,4%. The percentage representation has since increased to 1.3% in 2020.



**Figure 21:** Percentage Representation of Workforce with Disabilities 2015-2019  
Source: (CEE, 2020/21)

The following graph provides the percentage of employees with disabilities, as per the 2022 WSP data. The figure shows that 5% of employees had a disability.



**Figure 22:** Percentage of Employees with Disabilities in 2021  
Source: (WSP/ATR Data 2022)

### Representation of People with Disabilities (PWD) within the Sector:

People with Disabilities are the least represented across the South African workforce, despite the commitment by companies to comply with the Employment Equity Act 55 of 1998 (EEA). The EEA serves 2 key purposes, one of which is 'implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupation categories and levels in the workforce' (Department of Labour, 2004).

The figures in the 21st Commission for Employment Equity Annual Report for 2020/21 show that the representation of People with Disabilities is extremely low, with an average representation percentage of 1,47% across the workforce since 2018 (CEE, 2020/21). This illustrates that the action taken towards transformation and equity in the workplace is taking place at a much slower pace than it should.

The figures for the W&R sector were not much different either, as the sector only had slightly less than 1,2% of the employees that represent People with Disabilities (W&RSETA APP, 2021/22 - 2023/24). This is slightly concerning considering that People with Disabilities are one of the annual SSP priority areas. However, the SETA's strategy highlights the challenges faced by People with Disabilities and is geared towards highlighting this to the W&R sector, to assist in accelerating developmental programmes to alleviate the statistics alluded to.

A challenge with the transformation interventions set for People with Disabilities, and other individuals in marginalised groups, is that although some of the interventions are targeted, the impact imparted does not always translate as well in employment as it does in academics and training. There is still a highly visible margin in the representation of Persons with Disabilities and able-bodied people.

#### 4.1.9. PESTEL Analysis

Table 5: Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Analysis

EMERGING ISSUES		IMPLICATIONS FOR THE W&RSETA
<b>POLITICAL FACTORS</b>	<ol style="list-style-type: none"> <li>1. Macro-reorganisation of the state e.g., the merging of departments</li> <li>2. Instability in the Informal Sector</li> <li>3. SOE governance Framework</li> <li>4. Political pressure for a more inclusive economy</li> <li>5. The country's massive inequality exposed in terms of access to good quality education and training resources and economic impact on vulnerable groups</li> </ol>	<ul style="list-style-type: none"> <li>• Support rural and township economy through skills development initiatives</li> <li>• Drive social cohesion in the Informal Sector</li> <li>• Adopt a more collaborative approach to the planning and execution of the training programme</li> <li>• Greater intersectoral and community involvement.</li> <li>• Programmes aimed at uplifting vulnerable sectors of society.</li> </ul>
<b>ECONOMIC FACTORS</b>	<ol style="list-style-type: none"> <li>1. State of economy, including severe floods in KwaZulu-Natal</li> <li>2. Lower economic growth levels</li> <li>3. Retrenchments by various Sectors</li> <li>4. Rising unemployment especially among youth</li> <li>5. High poverty and rising inequality</li> <li>6. Budget Adjustments – reallocation of funds</li> <li>7. Retrenchments and worsening unemployment</li> <li>8. Deepening Recession</li> <li>9. Reduced SDL Income</li> <li>10. Reconstruction and Recovery Plan</li> <li>11. Severe floods and the impact they had on businesses, especially SMMEs</li> </ol>	<ul style="list-style-type: none"> <li>• Accelerate implementation of strategies that support employment and placement</li> <li>• Entrepreneurship support initiatives</li> <li>• Prioritise programs that can support failing industries and SMMEs</li> <li>• Training layoff scheme with Department of Labour</li> <li>• Upskills and reskilling of the unemployed and those that have been laid off</li> <li>• Partnerships with Department of Labour regarding Training Layoff Scheme programmes</li> <li>• Budget cuts – thus focus priority areas emphasis on making an impact</li> <li>• Budget adjustments to include PPE clothing and Online platforms for learning</li> <li>• The following are guidelines to assist in the implementation of the ERRP: <ul style="list-style-type: none"> <li>○ To understand education and training intervention needs at an occupational level.</li> </ul> </li> </ul>

EMERGING ISSUES	IMPLICATIONS FOR THE W&RSETA
	<ul style="list-style-type: none"> <li>○ To identify training and education interventions critical to ensure occupational shortages do not hamper the effectiveness of the ERRP.</li> <li>○ To understand education and training intervention needs to alleviate/plug skills gaps.</li> <li>○ To Identify training and education interventions critical to ensure skills gaps do not hamper the effectiveness of the ERRP.</li> <li>● To assist businesses impacted by floods <ul style="list-style-type: none"> <li>○ Assist affected SMMEs through appropriate measures such as infrastructure improvements to damaged properties.</li> <li>○ Partner with funding agencies to provide comprehensive solutions for SMMEs because the floods.</li> <li>○ Continuously communicate with SMME associations to understand what the needs of their members brought on by the economic disruptions are to prepare interventions that address those needs.</li> <li>○ Ensure credible labour market analysis to provide a supply and demand analysis that informs sector skills priorities, keeping in consideration the shift in the sector brought on by the economic disruptions.</li> <li>○ Infrastructure supporting (Shelving, painting, and branding).</li> <li>○ Provide training layoff scheme to the affected employees and learners</li> </ul> </li> </ul>

EMERGING ISSUES		IMPLICATIONS FOR THE W&RSETA
		<ul style="list-style-type: none"> <li>Continuous engagement with sub-sectors affected by retrenchments due to economic disruption for the implementation of upskilling programmes.</li> </ul>
<b>SOCIAL FACTORS</b>	<ol style="list-style-type: none"> <li>Unemployment especially among youths</li> <li>Instability in the townships</li> </ol>	<ul style="list-style-type: none"> <li>Grow participation in bursary, learnerships and artisans</li> <li>Come up with skills development initiatives for small businesses</li> <li>Partnerships with the Department of Labour to use the Training Layoff Scheme</li> <li>Reskilling and Upskilling</li> <li>Partnerships with cooperatives, providing them with appropriate training programmes</li> </ul>
<b>TECHNOLOGICAL FACTORS</b>	<ol style="list-style-type: none"> <li>The fourth industrial revolution is driven by artificial intelligence (AI) and cyber-physical systems (CPS)</li> <li>Accelerated adoption of e-commerce with subsequent disruption of supply chain</li> <li>Limited export opportunities occasioned restriction of movement of people and Goods and services</li> <li>A rise in the adoption of digital education and training platforms</li> <li>Lack of or limited access to technology from rural areas and vulnerable groups</li> </ol>	<ul style="list-style-type: none"> <li>Invest in the use of artificial intelligence particularly in curriculum development</li> <li>Support initiatives to build infrastructure that supports 4IR technology</li> <li>Support dialogue and research to understand and benchmark for the 4IR</li> <li>Invest in research on 4IR</li> <li>Ensure regional, national, and international partnerships</li> <li>Facilitate the development of appropriate digital retail skills e.g., Digital Supply Chain Skills, Digital Marketing as well as relevant robotics and coding courses.</li> <li>Empower retailers and SMME's and the informal sector with digital supply chain networks</li> <li>Partnerships and collaboration with Organisations within the ICT space</li> <li>Increase the number of bursaries for students with online academic centres</li> <li>Investing in future skills responding to the 4IR as identified in the SSP. These include: <ul style="list-style-type: none"> <li>Data analyst;</li> </ul> </li> </ul>

EMERGING ISSUES		IMPLICATIONS FOR THE W&RSETA
		<ul style="list-style-type: none"> <li>○ System analyst;</li> <li>○ IT specialist;</li> <li>○ Product manager;</li> <li>○ E-learning Designer.</li> <li>• Investing in new and emerging top-up skills as identified in the SSP. These include: <ul style="list-style-type: none"> <li>○ Digital marketing skills;</li> <li>○ Digital customer communication skills;</li> <li>○ Problem-solving skills;</li> <li>○ Financial literacy skills;</li> <li>○ Data analytics skills;</li> <li>○ Ethics &amp; discipline;</li> <li>○ Information Communication Technology (ICT) skills.</li> </ul> </li> </ul>
<b>ENVIRONMENTAL FACTORS</b>	<ol style="list-style-type: none"> <li>1. Consumer awareness for example the green economy</li> <li>2. The movement towards organic foods</li> <li>3. Plastic pollution awareness, recycling, and alternatives to plastic</li> <li>4. Reduced Carbon Footprint</li> <li>5. Net positive carbon emissions</li> <li>6. Food loss and waste</li> </ol>	<ul style="list-style-type: none"> <li>• Facilitate skills development programmes that support the green economy</li> <li>• Support community-based initiatives that address environmental challenges and unemployment</li> <li>• Cooperatives formation</li> <li>• Facilitate programmes that support the reduction of carbon emissions</li> <li>• Partnership with universities to consider offering entirely new study fields focusing on Green Economy and Environment.</li> <li>• Funds allocation for green trades and occupations through bursaries and placement of the unemployed.</li> <li>• Support eco-innovation programmes for the unemployed.</li> <li>• Upskilling programmes focusing on green technologies by strengthening initial education and vocational training partnerships.</li> </ul>



EMERGING ISSUES		IMPLICATIONS FOR THE W&RSETA
		<ul style="list-style-type: none"> <li>Setting up green training and expertise centres to educate employers and employees in the wholesale and retail sector</li> </ul>
<b>LEGAL FACTORS</b>	<p>Legislation affecting the sector in the business includes:</p> <ul style="list-style-type: none"> <li>SETA Grant Regulations (December 2012)</li> <li>National Qualifications Framework Act, No. 67 of 2008</li> <li>Workplace Based Learning Programme Agreement Regulations, 2018</li> <li>Occupational Health and Safety Act, No. 85 of 1993</li> <li>Disaster Management Act, No. 57 of 2002</li> <li>POPI Act</li> <li>Skills Development Act</li> <li>Skills Development Levies Act</li> <li>Employment Equity Act</li> <li>Labour Relations Act</li> <li>Basic Conditions of Employment Act</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring Regulatory Compliance</li> <li>Capacity to adhere to relevant pieces of legislation</li> <li>Enable initiatives that ensure health and safety policies put in place</li> </ul>





#### 4.1.10. Opportunities and Threats

The following opportunities and threats might affect the W&RSETA strategy:

Table 6: Opportunities and Threats

OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> <li>1. National legislation mandates that all corporate organisations participate and pay levies</li> <li>2. The new SETA landscape which has renewed SETA operations up to 2030 provides growth opportunities</li> <li>3. High youth unemployment is an opportunity to expand training programmes. Accordingly, the SETA will pursue priorities for youth skills development for employment creation as well as career advancement, in line with NSDP 2030 principles and SSP priority action 1.</li> <li>4. Opportunity to capitalise on the 4<sup>th</sup> Industrial Revolution (4IR). This gives a chance to change the way things are done e.g., class delivery. To make an impact in the sector, the SETA will pursue the development and revision of a curriculum which is relevant to the sector. Research interventions into industry trends will inform the development and revision of the curriculum, which will seek to respond to sector dynamics.</li> <li>5. Opportunities for partnerships with international organisations, higher education institutions and other SETAs. In line with NSDP 2030 outcome 5, the SETA will pursue partnerships aimed at the capacitation of TVET and CET colleges through infrastructure development, equipment, and lecturer capacitation. Meanwhile, partnerships with other SETAs and international institutions will be made in the fields of research, exchange learning and curriculum development.</li> <li>6. Job opportunities within the sector relating to the Green Economy. Opportunities could be leveraged through: <ul style="list-style-type: none"> <li>• Green skills project aligned to the sector focussing on awareness, supply chain efficiencies, critical and occupational shortages.</li> <li>• The development and implementation of the green policy framework for the sector.</li> <li>• Bursaries may be awarded to students within the sector to venture into the green economy.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Movement of W&amp;RSETA stakeholders to other SETAs – This is a recurring occurrence and is likely to reduce the number of levies collected by the W&amp;RSETA by a significant percentage if the trend persists. The SETA will focus on improving stakeholder relations during the strategic plan implementation period to enhance the retention of levy-paying firms.</li> <li>2. The general perception of rife corruption in the SETA system – This generally leads to a lack of trust in the SETA to deliver on its promises and might also lead to the reluctance of W&amp;R firms to pay their levies. The W&amp;RSETA will accordingly aim to interact with all stakeholders with dignity by delivering on all obligations. Building, maintaining and enhancing trust with stakeholders will be among the key overall priorities for the W&amp;RSETA's implementation processes.</li> <li>3. Overall poor performance of the economy which decreases levies obtained by the W&amp;RSETA – As of the fourth quarter of 2021; unemployment in SA is at its highest, whilst growth rates have also declined. A continuation of the trend will result in the decline in levies received; thereby affecting the SETA's ability to meet targets set in the APPs. Accordingly, the SETA will focus on improving efficiency in the utilisation of limited resources; through investment in extensive research into W&amp;R sector dynamics.</li> <li>4. Reconstruction of SETAs and their mandate</li> <li>5. Bureaucratic systems that do not adapt to the “new normal”</li> <li>6. Low learner absorption and placement rate</li> <li>7. High retrenchment rate due to poor economic conditions</li> </ol>

## OPPORTUNITIES

- Collaboration with the Department of Environmental Affairs and other institutions within the green economy.

## THREATS

### 4.1.11. Factors Affecting Skills Demand and Supply

This section describes the key factors identified as change drivers influencing skills supply and demand either positively or negatively. The section also presents the implications of these factors for the skills development of the sector.

#### i. COVID-19

COVID-19 has been an unprecedented public health emergency that has rapidly transformed the way we all live our lives. It has also mandated significant changes to retail and commerce. In this dynamic time of humanitarian and social uncertainty, what we buy, how we buy, and when and where we buy are undergoing a seismic shift.

The implications of COVID-19 for Skills planning have included slowing down of business activity, a decline in revenue, increased demand for e-commerce, prioritising reskilling and retraining to minimise job losses, and higher health and safety risks to customers, employers, employees and partners. Skills planning has also had to include transitioning to e-learning and/or blended learning to provide training for employees and learners. The strategic priority skills areas, therefore, include Safety, Health, Environmental and Quality (SHEQ), Food Safety, Product knowledge, Skills programmes for unemployed youth and supporting vulnerable sub-sectors of the economy (SMMEs, informal traders, cooperatives, NGOs and youth). Training in ICT literacy has also been a priority due to an increased need for virtual team management.

#### ii. Data Privacy and Protection of Personal Information Act

All businesses in South Africa are now required to adhere to the requirements of the Protection of Personal Information Act. These requirements can be onerous for businesses, especially for SMMEs (for example, the requirement of all businesses to appoint an Information Officer who can be held liable for data breaches in multiple ways). POPI will require a fundamental shift in how businesses process data and how they market themselves. Furthermore, cybersecurity and IT literacy skills will become essential as most data is stored on servers or in the cloud.

#### iii. Technology Advancements and Access to Information

The wholesale and retail industries are rapidly changing due to technological advancements. These advancements offer wholesalers and retailers the opportunity to increase their efficiency and revise their business models. However, these advancements have also given consumers more power concerning retailers. This power is often through constant connectivity, communication and access to information.

Implications of technology for Skills Planning in the sector include the following:

- **Mobile Applications:** Smartphones, tablets, and wearable devices present retailers with new opportunities for engagement with customers. Retailers can build personal relationships with customers based on their preferences, shopping styles, and mobile interaction (data.ai, 2020).
- **Online Shopping:** Online shopping is growing rapidly in popularity. Companies are increasingly marketing online in order not to be outdone by rivals.

- **Big Data:** Large, complex datasets from multiple sources. Provides information on consumer behaviour and is a strong predictive sales indicator.
- **Social Media:** A platform for retailers to expand marketing to a wider range of consumers. Major platforms are Facebook, Twitter, LinkedIn, and others. Conversely, social media offers Consumers an opportunity to gather information about retailers. This includes negative publicity (e.g., retailers being accused of unethical conduct, poorly thought-out marketing campaigns, etc.).
- **Cyber Crime:** Retailers are a target for cybercriminals. Retailers experience nearly three times as many cyber-attacks as those in the finance sector. With 77% of organisations being affected (PWC, 2018).

Other uncategorised implications include the following:

- The future of work is changing as technology is rapidly advancing towards the latest trends such as automation and artificial intelligence, which will change the traditional roles leading to some jobs becoming absolute (NEDLAC, 2019).
- Employers and employees will require skills in the ICT and data analytics space.
- Re-capacitation and reskilling of workers are critical to ensure their readiness to embrace the new technological changes.
- Retailers may have an increased need for environmental managers, social corporate managers, public relations managers and HR Managers. Furthermore, it is increasingly important that companies have the skills to make the correct decision quickly (both in terms of business sustainability and ethics).
- Should the business make a decision that is unpopular (as was the recent case when a major retailer was accused of appropriating someone's product idea as their own) it is imperative that they have the required public relations skills to mitigate the negative impact of this incident may pose.

- There are still areas that struggle with access to the network, internet, and technological resources. This will create a gap within the sector's development and transformation.

The Skills Gap Needs that were identified include ICT, analytics, graphic design, photography, programming, cloud computing, web development, data mining, statistics, research, forecasting, marketing and sales, management, networking, mobile device management, cyber security and ICT law. Re-capacitation and reskilling of workers are critical to ensure their readiness to embrace the new technological changes

The occupational needs include Software Developer/ Web Designer/ Web Administrator/ ICT Security Specialist/ Graphic Designer/ Analyst/ Researcher/ Marketing and Sales Manager Digital skills/Cognitive based work/ Programming/ machine device management/ Customer Service optimization.

#### iv. SMME Development

The W&R sector in South Africa is made up of many SMMEs in need of support and development. The implications for Skills Planning in the sector are listed as follows:

- **Small enterprise development:** SMMEs should build a sustainable business model given that the gestation period for success in the retail sector is long. Sustainable product pricing, offering products that imply longevity, expanding operations in a calibrated but determined manner.
- **Hawkers:** Hawkers are a vulnerable group since many are women with little family support. A major characteristic of hawkers is their mobility since they traverse on foot.
- **Casualization:** The entire retail sector is characterized by high casualization – the “permanent temporary worker”. Most workers employed by unorganized businesses do not receive healthcare, education and minimum wages.

- **New Training Model:** A new training model is required to upgrade the skills of SMMEs, since they cannot leave the business for skills training. Training for SMMEs should include e-training; toolkits; on-the-job training; digitization of training; industry clusters; mentoring and coaching. An SMME Strategy for skills development is needed. The SETA can also ensure partnerships between SMMEs and Training Providers.
- **Township-Based Businesses and Smaller Retailers:** National supermarkets are saturating townships and peri-urban areas causing a strain on small retailers. There is therefore a need for smaller businesses to partner with the larger retailers and form part of these supply chains. This will raise the need for skills relating to business management, compliance training and quality assurance. There are many requirements that larger retailers have for their suppliers and business owners will need training in this space. There have been calls for informal businesses to become formal so they can better compete with the big chains but there are a series of barriers facing them (Charman, et al., 2019).

The occupational needs in the sector include tellers, packagers, cleaners, securities, sales managers, buyers, merchandisers, sales assistants, bakers, butchers, etc. The skills gap needs include financial management, product knowledge, marketing and sales, communication, merchandising

negotiation, technical, conflict management, buying, pricing, time management, customer relations, ICT, life skills and coaching. The occupational needs include Coach/Mentor, SMME specialist, and Finance/Business Management.

#### v. **Changing Expectations of W&R Stakeholders**

The expectations of customers, employees, suppliers and investors are constantly evolving and changing over time. For example, employers are encouraged to be more aware and responsive to differences in employee cultures and religions.

Customers expect a much faster reaction time from their favoured stores. Competition is also being faced from a global perspective. Furthermore, consumers are more inclined to support businesses that operate ethically with a sustainable ecological footprint. With the rise in access to information, consumers can easily seek out retailers who demonstrate these characteristics. There is also an increased demand for Customer Service and Emotional Intelligence to help with dealing with the pressures and trauma faced by employees and customers due to COVID-19. These elements require employees to be skilled and knowledgeable in HR practices, and environmentally friendly practices and be aware of the local and global economic and political context.

#### 4.1.12. Challenges in the External Environment and Interventions for Addressing Challenges

The SETA's performance in terms of meeting its priorities set in the 2020/21 – 2024/25 strategic plan was affected by several challenges which emanated from the internal and external environments.

*Table 7: Challenges experienced by the W&RSETA in the performance environment*

Challenges experienced by the SETA	Mitigations over the period 2020/21 – 2024/25
1) Failure to meet targets due to the mismatches between employers and learning institutions' financial years	<ul style="list-style-type: none"> <li>Activities and reporting will be streamlined to ensure maximum registrations are conducted and reported on during the SETA's financial period.</li> <li>Registrations for skills development programmes will proceed throughout all periods when employers and educational institutions are open</li> </ul>
2) Failure of some companies to submit compliant Annexure II documents, thus leading to rejection of applications	<ul style="list-style-type: none"> <li>Companies will be educated and informed on the process of submitting compliant documents, to reduce the number that fails to submit compliant documents</li> <li>Introduction of new IT systems</li> </ul>
3) Challenges with handling inter-departmental interdependencies within the SETA operating environment	<ul style="list-style-type: none"> <li>The implementation of the decentralised model has assisted to mitigate this challenge</li> </ul>
4) Fragmented IT systems	<ul style="list-style-type: none"> <li>Implementation of an integrated IT system</li> </ul>
5) Manual processing of transactions with stakeholders	<ul style="list-style-type: none"> <li>Implementation of automated processes where all transactions with stakeholders will be automated on the IT system. This will also reduce the amount of paperwork that the regional offices receive, capture and the store. All the input from stakeholders will be electronic with a good audit trail for supporting documents</li> </ul>

Challenges experienced by the SETA	Mitigations over the period 2020/21 – 2024/25
6) COVID-19 and requirements for business to continue as normal	<ul style="list-style-type: none"> <li>Enabling W&amp;RSETA staff to be able to work from home through the implementation of IT collaboration services through Microsoft Teams, digital signatures and approval, online service desk</li> </ul>
7) Planning is not always flexible enough, do not account for provincial differences	<ul style="list-style-type: none"> <li>The decentralised delivery model, together with the development of the Provincial Skills Plan will better inform how interventions are planned for and how resources are distributed to better match the challenges of the individual provinces.</li> </ul>
8) Destructive floods, mass unrest and looting, particularly in KwaZulu-Natal	<ul style="list-style-type: none"> <li>Continuation of business support and grants for small businesses</li> </ul>
9) Lack of assessment/ analysis of previously planned interventions with targets that were both met and unmet	<ul style="list-style-type: none"> <li>The SETA needs to take ample time for creating new targets by evaluating previous tasks, looking at the challenges and enablers for previous tasks set and looking at the risks related to the achievement of each target</li> </ul>
10) Not meeting targets for employed learners	<ul style="list-style-type: none"> <li>Introduce targets for employed learners that are in line with clear career paths and occupations available for employed learners to take up so that the skills are retained within the sector</li> </ul>

## 4.2. Internal Environment Analysis

### 4.2.1. SETA's Capacity to Deliver: Human resources

The W&RSETA has a total of ten Provincial Offices spread in the nine Provinces, and the province of Gauteng has two regional offices because of the size and number of stakeholders. From the operations and management point of view, these Offices are grouped into four Operational Clusters.

The total current staff complement of the W&RSETA is 272 against 325 positions inclusive of employees at both Head Office and the Provincial Offices. The number of staff members on the fixed term is gradually being reduced to the new structure currently being implemented.

The national footprint of the W&RSETA offices facilitates access to W&RSETA services and projects; and is adequately resourced with skilled and competent W&RSETA officials whose duties include management and monitoring of skills interventions through learner verifications, monitoring, evaluation, and reporting. Provincial offices are also responsible for ensuring quality standards in the implementation of learning programmes through assessments, moderation, and learner certification

W&RSETA embarked on the journey to implement the Turnaround Strategy in 2019/20, which proposed several business interventions, and one such intervention was the organisational redesign. The new/revised Organisational Structure was developed in alignment with the decentralised business model as adopted in the Turnaround Strategy. The development of the new/revised Organisational Structure is meant to yield the following results/outputs:

- Greater effectiveness and efficiency
- Meeting the desired results/outputs
- Use of resources economically
- Ensuring a mechanism for clean administration is in place
- Ensuring the W&RSETA becomes an employer of choice

- Bringing services closer to the major role players
- Supporting, developing, and growing the informal sector

#### *Implications of the New Structure:*

- Clustering of regions for greater efficiencies
- Revisions of the naming conventions
- Clear job profiles and descriptions
- Migration to the new structure and remuneration framework
- Devolution of powers/ responsibilities
- Decentralisation of identified services
- Sharing of enablers/ support services

In the last two financial years, the SETA has been seized with the implementation of the new/revised Organisational Structure, which entailed among other things the placement of current employees in the structure, recruitment and placements for the new vacancies, etc.

#### *Human Resources Management and Development (HRM&D) Strategy*

W&RSETA developed and adopted an HRM&D Strategy during the 2020/21 financial year. In developing strategy, the SETA took a long-term view to human resources planning and management through interventions which are aimed at:

- Ensuring that the W&RSETA has the requisite number of skills and competencies to improve organisational performance,
- Ensuring that the W&RSETA is configured strategically and correctly in terms of the organisational structure
- Ensuring that the W&RSETA attracts and retains the right capacity to deliver on the mandate to address the organisational needs
- Promote the sound organisational culture and environment that enhance service delivery.

### **Approved Macro Structure**

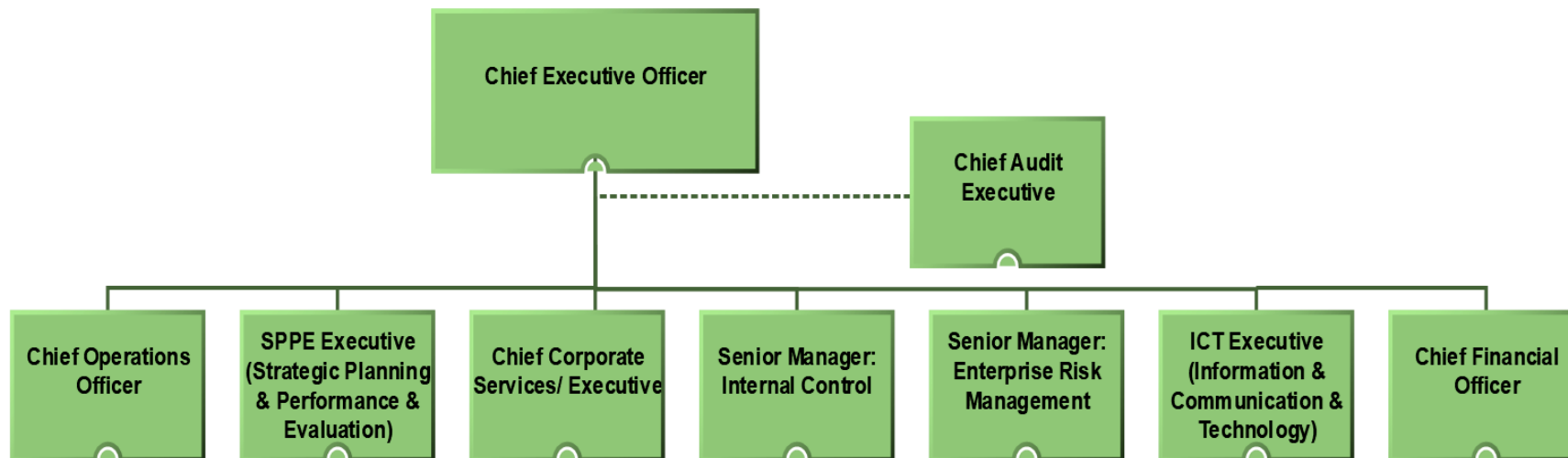
The approved macro structure is the culmination of the second phase of the organizational design (OD) process for the SETA. The macro structure includes the following:

- Executive Management Structure; and
- Functional Structure

The Organisational Design is structured around three key focus areas which are:

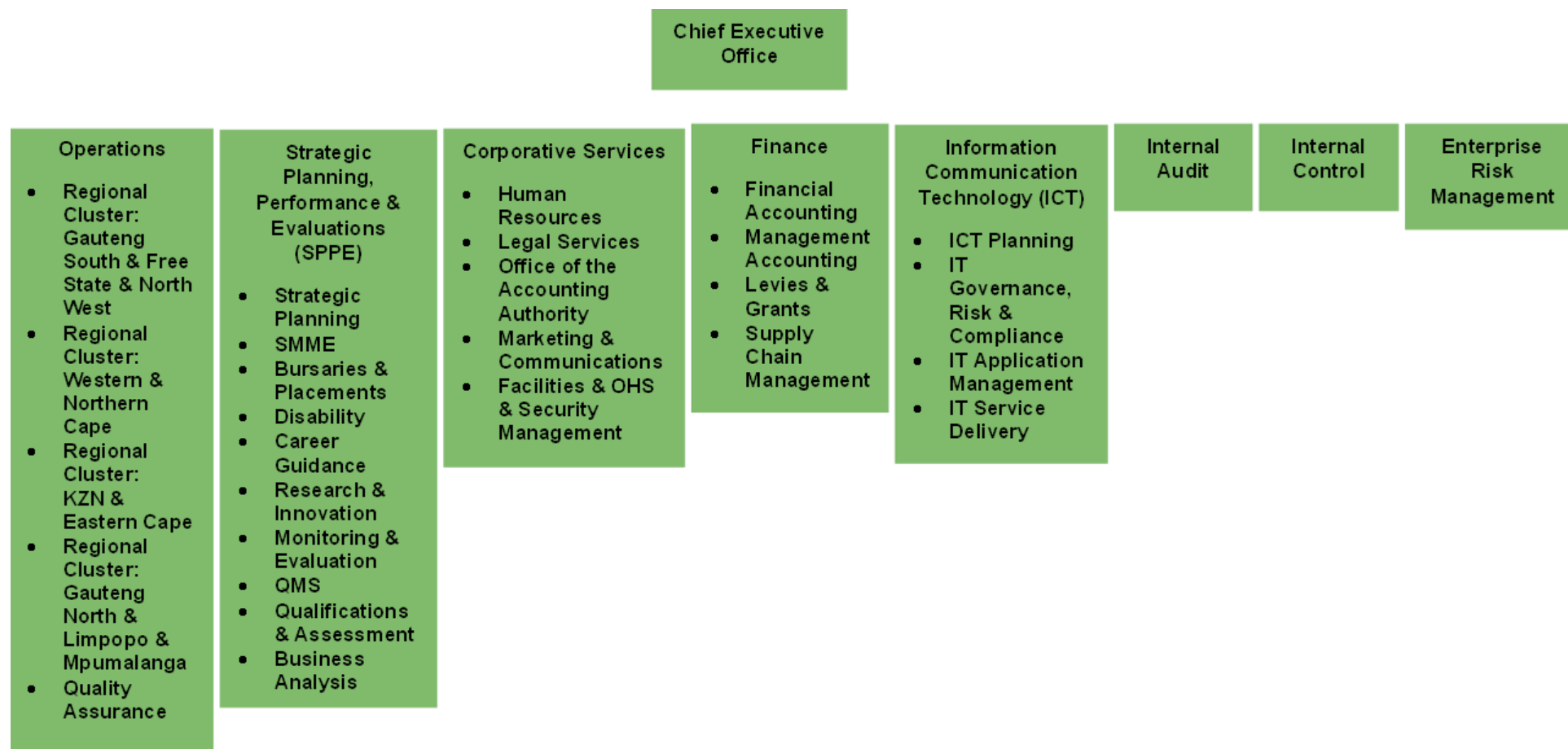
- Value creators
- Value enablers
- Value defenders

### **Approved W&RSETA Structure: Executive Management**





## Approved W&RSETA: Functional Structure



#### 4.2.2. W&RSETA's Capacity to Deliver: Financial Resources

The Medium-Term Expenditure Framework (MTEF) outlines the strategic priorities of the W&RSETA. The adjustments to the budgets are largely informed by external economic factors. Overall performance of the economy and the status of employment in South Africa are among the factors impacting the overall levies obtained by the Wholesale and Retail SETA.

In the 2021/22 financial year, the impact of COVID-19 disruptions to the wholesale and retail sector, as well as rampant looting of retail shops in Gauteng and KwaZulu Natal had a significant impact on the sector.

However, for the 2023/24 financial year and years to follow, it is anticipated that as the economy stabilises and things are starting to normalise in the country, levy income will increase steadily, meaning that the W&RSETA will be able to continue focusing on delivering on its mandate.

##### Financial Resource

The W&RSETA receives 80% of the 1% of payroll paid by levy-paying companies. Revenue streams projected for 2022/2023 - 2024/2025 are based on actual levies received during the 2021/2022 financial year, considering the state of the economy and the CPI percentiles (part of the MTEF guidelines).

Revenue streams in past budgets have always been conservatively projected at an average increase of 5% - 6% per year, this is largely based on the salary negotiations within the sector that forms the basis for the calculation of the 1% skills levy.

#### Goods and Services

2022/23 FY R' 000	2023/24 FY R' 000	2024/25 FY R' 000	2025/26 FY R' 000
70 350	74 746	78 072	81 570

Goods and services are expected to increase by 6.2% from the 2022/23 to 2023/24 financial years and again expected to increase by 4.4% from 2023/24 to the 2024/25 financial years.

The 6.2% increase in Goods and Services from 2022/23 to 2023/24 financial year can be attributed to the following reasons:

- The COVID-19 pandemic vases have drastically reduced, and restrictions have been removed, leading to business activities improvement.
- Other expenses have been adjusted for inflation over the MTEF.

#### Employee Costs

Employee costs are expected to increase by 9.4% from the 2022/23 financial year to the 2023/24 financial year. The increases are projected based on anticipated wage increase negotiations as well as the filling of some vacant positions. In the journey to deliver on a Turnaround Strategy, the W&RSETA has embarked on various initiatives. One of these initiatives is the Organisational Design (OD) process which involves the realignment of the W&RSETA organizational structure with the mandate to respond adequately to changing demands and needs of the sector.

## Levy Revenue

2022/23 FY R' 000	2023/24 FY R' 000	2024/25 FY R' 000	2025/26 FY R' 000
1 409 604	1 494 179	1 568 887	1 642 621

Levy revenue is expected to increase by 6% (from 2022/23 to 2023/24) and again by 6% (from 2023/24 to 2024/25).

- The 6% increase from 2022/23 to 2024/25 is due to the recovery of the economy after the COVID-19 pandemic year which was in 2020/21 and reflects levy income for the full 12 months.
- With things being back to normal, more businesses opened their doors which results in more levy-paying companies and more levies being collected.

## Transfers and Subsidies

2022/23 FY R' 000	2023/24 FY R' 000	2024/25 FY R' 000	2025/26 FY R'000
1 761 291	1 896 633	2 060 704	2 179 729

Transfers and subsidies expenditure represents the total value of both mandatory and discretionary grant expenditure for the W&RSETA. This expenditure is expected to increase by 7.7% from 2022/23 to 2023/24 financial years and again increase by 9% from 2023/24 to 2024/25 financial years.

The increases of 7.7% and 9% respectively in the 2023/24 and 2024/25 financial years are directly linked to the increases in levy revenue and linked to the increased performance targets set by the W&RSETA.

### 4.2.3. The status of W&RSETA's compliance with the Broad-Based Black Economic Empowerment Act 53 of 2003, as amended.

In South Africa, Broad-Based Black Economic Empowerment (BBBEE, or BEE as it is more commonly known) is a complex system of rules and guidelines designed to effect socio-economic transformation by levelling the playing field for people of all races. The W&RSETA ensures compliance with the Broad-Based Black Economic Empowerment Act in its procurement of goods and services. All adverts for tenders and request for quotations includes a clause on BBBEE, and the award of contracts considers the BBBEE points.

### 4.2.4 The status of the W&RSETA in responding to interventions relating to women, youth and people with disabilities.

Section 15 of the Employment Equity Act no 55 of 1998 stipulates that a Designated Employer must implement affirmative action measures intended to ensure that suitably qualified employees from Designated Groups have equal opportunity and are equitably represented in all occupational categories and levels of the workforce. In line with the provisions of the Employment Equity Act, the W&RSETA workforce as at end of March 2022 is shown in the table below:

Table 8: HR Statistical picture

Item	Numbers	Comment
Total Staff (including fixed term)	253	None
Women (including fixed term)	172	68 % of the SETA are women
People with disability	1	0.40% is the number representing the people with disability.

The above table demonstrates that the SETA has made strides in maintaining a high number of females in its employment (68%). Of the 15 filled senior management posts within the W&RSETA, eight (8) of them, translating to 53% comprised of women, showing good progress in ensuring gender equality at the senior management level.

According to the Employment Equity Commission Report of 2020/2021, 44.6% of the economically active population (EAP) are women and 55,4% are men. This suggests that the SETA's numeric goals in the Employment Equity Plan have to be progressively moving towards the balance as depicted in the Commission's Report.

As of 31 March 2022, a total of 8 350 unemployed learners, who are all youths, were registered in NQF 2-5 learnerships or occupational Programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually. Of the 8 350 learners registered in learnerships, 5052(60,5%) were females.

The SETA has however slacked in increasing the representation of people with disabilities in its employ. As of 31 March 2022, the W&RSETA had one person with disabilities, translating to 0.4%. The SETA continues to implement and monitor its Employment Equity Plan. The national target for People with Disabilities has been standing at 2% for the past number of years, and the SETA picture indicates the need to increase the representation of people with disabilities to align with national objectives.

It is also worth noting that the SETA (annually) prepares and submits an online EE Report as required by law. Increased access to wholesale and retail occupationally directed programmes has been provided to 339 (4.06%) people with disabilities in 2021/22, compared to 159 (4.45%) in 2020/21.

An impact study was conducted on "W&R programmes on People with Disabilities". The study sought to understand the relevance of W&R programmes on People with disabilities, how the access of persons with various disabilities can be mainstreamed within the sector and the role of 4IR towards greater access to the labour market by persons with various disabilities. The study found that People with disabilities are currently not adequately represented in the W&R sector. The study recommended that technological changes and developments such as assistive technologies and the work-from-home lifestyle provide opportunities to access the labour market. In addition, recruitment strategies and inclusive skills development strategies can play a significant role in mainstreaming the access of PWD in the labour market.

The approved Disability Development Strategy of the W&RSETA and its programmes will, henceforth, address gaps identified in Disability Development.

#### 4.2.4. Strengths and Weaknesses

Table 9: Strengths and Weaknesses (APP)

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> <li>1. Availability of financial resources due to numerous levy-paying firms</li> <li>2. Existing national footprint with regional offices in all nine provinces</li> <li>3. Availability of W&amp;RSETA offices at nearly all the TVET branches in South Africa</li> <li>4. Staff complement with a substantive understanding of clients and the wholesale and retail sector</li> <li>5. Since W&amp;RSETA is statutorily created, government support is available</li> <li>6. Organisational stability</li> <li>7. Leadership commitment</li> <li>8. Providing platforms for stakeholder input and engagement</li> </ol>	<ol style="list-style-type: none"> <li>1. An organisational culture which does not support business – Staff and management are so far working with a SILO mentality which stifles teamwork. To mitigate this, contracts of employees could be based on overall performance rather than narrowly defined roles and responsibilities</li> <li>2. Inadequate investment in change management – A rigid approach to organisational activities can cripple the SETA's ability to swiftly respond to the dynamics of the W&amp;R environment such as the recent 4<sup>th</sup> IR introduction. Target owners should hence be more flexible towards embracing change, and communicating it to their subordinates</li> <li>3. Poor communication internally and externally – Poor internal communication results in a lack of coordination in doing business, especially due to existing interdependencies between functional units and support units.</li> </ol>

## Outcomes of the W&RSETA

The following are the eight Outcomes for the W&RSETA, as identified in the 2020 - 2025 Strategic Plan, aligned to the NSDP 2030 Outcomes:

Table 10: Outcome of the W&RSETA

NSDP 2030 OUTCOME	W&RSETA OUTCOMES	W&RSETA Outputs
<b>Outcome 1:</b> Identify and increase production of occupations in high demand	<b>Outcome 1:</b> An efficient and effective organisation with good corporate governance	<ul style="list-style-type: none"> <li><b>Output 12:</b> Efficient and effective use of resources to ensure good governance, compliance with laws and regulations and excellent service delivery</li> <li><b>Output 3:</b> Identity, prioritise, and form partnerships to address priority occupations</li> </ul>
<b>Outcome 2:</b> Linking education and the workplace	<b>Outcome 4:</b> A sector-responsive Research Agenda that supports and informs the establishment of impact-gearred W&R skills development programmes	<ul style="list-style-type: none"> <li><b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply</li> <li><b>Output 3:</b> Identity, prioritise, and form partnerships to address priority occupations</li> <li><b>Output 6:</b> Facilitate access and provide support for interventions towards occupationally directed learning Programmes.</li> </ul>
<b>Outcome 3:</b> Improving the level of skills in the South African workforce	<b>Outcome 8:</b> An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector's current and emerging skills needs	<ul style="list-style-type: none"> <li><b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply</li> <li><b>Output 6:</b> Facilitate access and provide support for interventions towards occupationally directed learning programmes.</li> <li><b>Output 13:</b> A skilled, competent, and professional workforce in the wholesale and retail sector through the provision of Bursaries to W&amp;RSETA employed and unemployed beneficiaries</li> </ul>
<b>Outcome 4:</b> Increase access to occupationally directed Programmes	<b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes	<ul style="list-style-type: none"> <li><b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector</li> <li><b>Output 5:</b> Facilitate and create opportunities for skills development for the employed</li> <li><b>Output 8:</b> Assist CET colleges to increase capacity to offer retail and related Programmes</li> </ul>

NSDP 2030 OUTCOME	W&RSETA OUTCOMES	W&RSETA Outputs
		<ul style="list-style-type: none"> <li><b>Output 12:</b> Efficient and effective use of resources to ensure good governance, compliance with laws and regulations and excellent service delivery</li> </ul>
<b>Outcome 5:</b> Support the growth of the public college system	<b>Outcome 3:</b> Growth-focused programmes for the development and support of Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances	<ul style="list-style-type: none"> <li><b>Output 3:</b> Identity, prioritise, and form partnerships to address priority occupations</li> <li><b>Output 7:</b> Assist public colleges to increase capacity to offer Retail and related learning programmes</li> <li><b>Output 8:</b> Assist CET colleges to increase capacity to offer retail and related Programmes</li> </ul>
<b>Outcome 6:</b> Skills development support for entrepreneurship and cooperative development	<b>Outcome 6:</b> Growth-focused skills development and entrepreneurship development support for emerging entrepreneurs, cooperative sector, and small, medium, and informal business enterprises to enhance their participation in the mainstream economy	<ul style="list-style-type: none"> <li><b>Output 9:</b> Provide skills development support to, SMMEs, Cooperatives and Informal traders who participate in the mainstream economy.</li> </ul>
<b>Outcome 7:</b> Encourage and support worker-initiated training	<b>Outcome 7:</b> Capacitated Trade Unions within the W&R sector	<ul style="list-style-type: none"> <li><b>Output 10:</b> Facilitate and create the potential for collaborations in support of worker-initiated Programmes at retail workplaces</li> </ul>
<b>Outcome 8:</b> Support career development services	<b>Outcome 2:</b> An integrated career guidance programme	<ul style="list-style-type: none"> <li><b>Output 11:</b> Develop and support an integrated career guidance and development strategy</li> </ul>

## PART C: MEASURING OUR PERFORMANCE

### 5. Institutional Programme Performance Information

#### 5.1 Programme 1: Administration

The purpose of this Programme is to provide effective and efficient support functions within the organisation. The Programme is responsible for creating an enabling environment for the W&RSETA to deliver on its Outputs and goals.

The success of this Programme over the MTEF will be measured in terms of its ability to establish organisational capacity and capability that will enable a culture of high-performance productivity which will enable the delivery of the SETA's mandate. This will be attained through the deployment of robust business processes and systems, embedding effective corporate governance, strengthening oversight and compliance, as well as monitoring and evaluation capabilities for measuring the impact of skills interventions in the sector.

##### 5.1.1. Outcomes, Outputs, Output Indicators and Targets

Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Outcome 1:</b> An efficient and effective organisation with good corporate governance	<b>Output 12:</b> Efficient and effective use of resources to ensure good governance, compliance with laws and regulations and excellent service delivery	[1.1] Audit opinion annually	Unqualified	Unqualified	Qualified <sup>3</sup>	Unqualified	Unqualified	Clean	Clean

<sup>3</sup> The 2021/22 actual outcome of a qualified audit opinion is based on the Annual Performance Report for 2021/22.



Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	<b>Output 3:</b> Identify, prioritise and form partnerships to address priority occupations	[1.2] Number of stakeholder sessions conducted annually to advocate for participation in skills development programmes	10	7	10	15	16	18	20

### 5.1.2. Indicators, Annual and quarterly targets

Outputs	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
<b>Output 12:</b> Efficient and effective use of resources to ensure good governance, compliance with laws and regulations and excellent service delivery	[1.1] Audit opinion annually	Unqualified	- <sup>4</sup>	-	-	Unqualified
<b>Output 3:</b> Identify, prioritise, and form partnerships to address priority occupations	[1.2] Number of stakeholder sessions conducted annually to advocate for participation in skills development programmes	16	4	4	4	4

<sup>4</sup> (-) represents no target for the quarter in cases where the target indicator is qualitative.

### 5.1.3. Explanation of Planned Performance Over the Medium-Term Planning Period

W&RSETA's overarching impact statement is to facilitate the development of a "well-skilled workforce contributing towards a transformed, agile, and thriving wholesale and retail sector." It has been recognised that in doing this, an efficient and effective organisation with good corporate governance is a pre-requisite. To achieve the above-mentioned outcome, the SETA intends to achieve the following outputs:

- Efficient and effective use of resources to ensure good governance, compliance with laws and regulations and excellent service delivery
- Identify, prioritise, and form partnerships to address priority occupations

Effective and efficient use of resources will be shown through maintaining an unqualified audit opinion by the Auditor-General South Africa, with an eventual clean opinion being achieved in the 2024/25 financial year. Sound administration and governance are critical to the effective functioning of a SETA and W&RSETA places great emphasis on this component of its operations. It has been recognised that addressing priority occupations needs to be done through partnerships. Stakeholder sessions are conducted to raise awareness and attract relevant role-players to partner with W&RSETA to achieve this, and to this end, a total of 16 sessions will be conducted during the financial year.

## 5.2 Programme 2: Skills Planning and Research

### 5.2.1. Programme purpose

Functions falling within the ambit of this Programme include skills planning, monitoring, evaluation, reporting and research Programmes. These Programmes provide key inputs in advancing skills development in the sector.

Programme 2 implements its mandate through robust planning, improving the quality and quantity of research outputs, as well as strengthening the integrity of monitoring, evaluation and reporting on performance information.

### 5.2.2. Outcomes, Outputs, Output Indicators and Annual Targets

Outcome	Outputs	Output Indicator	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Outcome 4: A sector responsive Research Agenda that supports and informs the establishment of impact-gearred W&amp;R skills development programmes.</b>	<b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply	[2.1] Number of Board approved planning documents submitted to DHET within prescribed timeframes annually	1 <sup>5</sup>	1	1	1 <sup>6</sup>	2	2	2
	<b>Output 3:</b> Identify, prioritise and form partnerships to address priority occupations.	[2.2] Number of Memorandums of Understanding with strategic partners addressing sector needs, annually	4	5	3	2	2	2	2
	<b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in response to the sector skills demand and supply	[2.3] Number of sector research reports completed annually	12	4	4	3	4	5	5

5 The audited / actual performance of 1 for the 2019 MTEF includes an achievement of 1 which entailed a Board approved SSP, SP and APP.

6 The estimated performance of 1 for the 2022/23 Financial Year includes an achievement of 1 which entailed a Board approved SSP, SP and APP.

Outcome	Outputs	Output Indicator	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	<b>Output 6:</b> Facilitate access and provide support for interventions towards occupationally directed learning Programmes.	[2.4] Number of sector directed tracer/ impact study reports completed annually	4	2	2	2	2	2	2

### 5.2.3 Indicators, Annual and Quarterly Targets

Output	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
<b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in response to the sector skills demand and supply	[2.1] Number of Board approved planning documents submitted to DHET within prescribed timeframes annually	2	0	1	1	0
<b>Output 3:</b> Identify, prioritise and form partnerships to address priority occupations.	[2.2] Number of Memorandums of Understanding with strategic partners addressing sector needs, annually	2	0	0	0	2
<b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in response to the sector skills demand and supply	[2.3] Number of sector research reports completed annually	4	0	0	0	4
<b>Output 6:</b> Facilitate access and provide support for interventions towards occupationally directed learning programmes.	[2.4] Number of sector directed tracer/ impact study reports completed annually	2	0	0	0	2

### **5.2.3. Explanation of Planned Performance Over the Medium-Term Planning Period**

The NSDP places a central emphasis on the need for research that needs to be robust and allow for improved forecasting and planning. SETAs must create credible institutional mechanisms for skills planning, applied research and innovation projects. This is the driver behind the W&RSETA's Outcome 4: A sector responsive Research Agenda that supports and informs the establishment of impact-gearred W&R skills development programmes.

Programme 2 looks to achieve several outputs that will collectively achieve this outcome by facilitating skills and strategic planning, conducting strategic and purposeful research that continuously improves the SETA's labour market intelligence as well as ensuring and formalising strategic partnerships with key institutions that can contribute towards addressing sector needs.

Research conducted also looks to support women, children and people with disabilities by assessing their needs and identifying market opportunities, and as part of the research agenda, the W&RSETA also focus on topics that look at skills development initiatives and special projects implemented in support of the transformation agenda, with a specific focus on women, people with disabilities, youth and people from rural areas.

The outputs and indicators in Programme 2 are also linked to Intervention 8 of the ERRP Skills Strategy, which requires that Institutions, as well as the SETAs, embed skills planning in economic planning processes.

### 5.3. Programme 3: Learning Programmes and Projects

#### 5.3.1. Programme purpose

The purpose of this Programme is to contribute to addressing the HTFVs identified in the SSP and reducing HTFVs in the wholesale and retail sector through the provisioning of quality learning programmes. Sub programmes under this Programme include career guidance and the implementation of learnerships, apprenticeships, skills Programmes, internships, workplace-based learning programmes (learnerships) and bursaries for students at TVET Colleges and Higher Education institutions.

#### 5.3.2. Outcomes, Outputs, Output Indicators and Annual Targets

Outcome	Outputs	Output Indicator	Annual Targets						
			Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Outcome 8:</b> An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector's current and emerging skills needs	<b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply	[3.1a] Percentage of WSPs and ATRs approved for Small Companies per annum	5331	81%	90,25%	70%	70%	70%	70%
		[3.1b] Percentage of WSPs and ATRs approved for Medium Companies per annum	1331	82%	86,41%	70%	70%	70%	70%
		[3.1c] Percentage of WSPs and ATRs approved for Large Companies per annum	570	85%	90,68%	70%	70%	70%	70%
	<b>Output 13:</b> A skilled, competent, and professional workforce in the wholesale and retail sector through the provision of Bursaries to the W&RSETA employed and unemployed beneficiaries	[3.2] Number of unemployed persons awarded bursaries for studies in retail-related qualifications annually	3792	2170	2163	3500	3500	3500	3500
		[3.3] Number of employed persons awarded bursaries for studies in retail-related qualifications annually	425	-	941	1895	1895	1895	1895
		[3.4] Number of bursars completing their studies, annually	418	101	106	500	500	500	500

Outcome	Outputs	Output Indicator	Annual Targets						
			Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes	<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.5] Number of unemployed learners registered on learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	9613	4664	10334	10000	12000	12000	12000
		[3.6] Number of unemployed learners completing learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	2710	2435	3565	5000	5000	5000	5000
<b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes	<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.7] Number of learners enrolled on Artisan/ technician programmes annually	103	-	323	500	500	500	500
		[3.8] Number of learners completing Artisan/ technician programmes annually	206	-	0	250	300	350	400
<b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes	<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.9] Number of learners from TVET colleges and HETs are placed in Work Integrated Learning programmes, annually	665	728	1227	2400	2400	2400	2400
		[3.10] Number of learners from TVET colleges and HETs completed their Work Integrated Learning Programmes, annually	69	230	352	850	850	850	850
	<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.11] Number of employed learners registered on learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	6962	7452	10399	9800	9800	9800	9800
<b>Outcome 5:</b> Increased access to wholesale and retail	<b>Output 5:</b> Facilitate and create opportunities for	[3.12] Number of employed learners completing learning programmes addressing Wholesale and Retail	3733	1735	2092	4850	4850	4850	4850



Outcome	Outputs	Output Indicator	Annual Targets						
			Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
occupationally directed programmes	skills development for the employed.	HTFVs as identified in the SSP annually.							
<b>Outcome 6:</b> Growth-focused skills development and entrepreneurship development support for emerging entrepreneurs, cooperative sector, and small, medium, and informal business enterprises to enhance their participation in the mainstream economy	<b>Output 9:</b> Provide skills development support to, SMMEs, Cooperatives and Informal traders who participate in the mainstream economy.	[3.13] Number of small and micro businesses supported annually	3608	2446	2508	2700	3000	3000	3000
		[3.14] Number of Informal Traders supported annually	1600	2426	2401	2700	3000	3000	3000
		[3.15] Number of Cooperatives /Community-based entities supported annually	113	120	138	120	120	120	120
		[3.16] Number of persons enrolled on entrepreneurship development programmes annually	-	303	177	250	300	300	300
<b>Outcome 7:</b> Capacitated Trade Unions within the W&R sector	<b>Output 10:</b> Facilitate and create the potential for collaborations in support of worker-initiated Programmes at retail workplaces	[3.17] Number of Trade Union beneficiaries who participated in Trade Union Capacitation Programmes annually	442	1095	1010	1152	1382	1382	1382
<b>Outcome 2:</b> An integrated career guidance programme	<b>Output 11:</b> Develop and support an integrated career guidance and development strategy	[3.18] Number of career guidance interventions per annum	411	-	950 <sup>7</sup>	211	211	211	211

<sup>7</sup> The audited outcome for 2021/22 reflects as high due to the fact that the indicator was also measuring the number of people trained, while the target as of 2022/23 FY focuses on the number of events and not the number of people.



Outcome	Outputs	Output Indicator	Annual Targets						
			Audited/ Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes	<b>Output 8:</b> Assist CET colleges to increase capacity to offer retail and related Programmes	[3.19] Number of learners assisted to access opportunities in the W&R sector annually	431	-	1803	500	500	500	500
	<b>Output 5:</b> Facilitate and create opportunities for skills development for the employed								
<b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes	<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.20] Number of unemployed learners enrolled for Candidacy Programmes annually	-	-	27	50	50	50	50

### 5.3.3. Indicators, Annual and Quarterly Targets

Output	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
<b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply	[3.1a] Percentage of WSPs and ATRs approved for Small per annum	70%	25%	25%	10%	10%
	[3.1b] Percentage of WSPs and ATRs approved for Medium Companies per annum	70%	25%	25%	10%	10%
	[3.1c] Percentage of WSPs and ATRs approved for Large Companies per annum	70%	25%	25%	10%	10%
<b>Output 13:</b> A skilled, competent, and professional workforce in the wholesale and retail sector through the provision of Bursaries to W&RSETA employed and unemployed beneficiaries	[3.2] Number of unemployed persons awarded bursaries for studies in retail-related qualifications annually	3500	500	0	1000	2000

Output	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
<b>Output 13:</b> A skilled, competent, and professional workforce in the wholesale and retail sector through the provision of Bursaries to W&RSETA employed and unemployed beneficiaries	[3.3] Number of employed persons awarded bursaries for studies in retail-related qualifications annually	1895	0	200	1000	695
	[3.4] Number of bursars completing their studies, annually	500	0	250	0	250
<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.5] Number of unemployed learners registered on learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	12000	0	6500	4000	1500
<b>Output 5:</b> Facilitate and create opportunities for skills development for the employed	[3.6] Number of unemployed learners completing learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	5000	0	2500	2200	300
<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.7] Number of learners enrolled on Artisan/ technician programmes annually	500	0	250	250	0
	[3.8] Number of learners completing Artisan/ technician programmes annually	300	0	0	0	300
<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.9] Number of learners from TVET colleges and HETs are placed in Work Integrated Learning programmes, annually	2400	0	1000	1000	400
<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.10] Number of learners from TVET colleges and HETs completed their Work Integrated Learning Programmes, annually	850	0	300	300	250
<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector <b>Output 5:</b> Facilitate and create opportunities for skills development for the employed	[3.11] Number of employed learners registered on learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	9800	500	3900	3900	1500
<b>Output 5:</b> Facilitate and create opportunities for skills development for the employed	[3.12] Number of employed learners completing learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.	4850	1000	1000	1500	1350
<b>Output 9:</b> Provide skills development support to, SMMEs, Cooperatives and Informal traders who participate in the mainstream economy.	[3.13] Number of small and micro businesses supported annually	3000	0	500	2500	0
	[3.14] Number of Informal Traders supported annually	3000	0	500	2500	0
	[3.15] Number of Cooperatives /Community-based entities supported annually	120	0	60	60	0
	[3.16] Number of persons enrolled on entrepreneurship development programmes annually	300	0	150	150	0



Output	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
<b>Output 10:</b> Facilitate and create the potential for collaborations in support of worker-initiated Programmes at retail workplaces	[3.17] Number of Trade Union beneficiaries who participated in Trade Union Capacitation Programmes annually	1382	0	500	500	382
<b>Output 11:</b> Develop and support an integrated career guidance and development strategy	[3.18] Number of career guidance interventions per annum	211	0	106	0	105
<b>Output 8:</b> Assist CET colleges to increase capacity to offer retail and related Programmes	[3.19] Number of learners assisted to access opportunities in the W&R sector	500	0	0	250	250
<b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector	[3.20] Number of unemployed learners enrolled for Candidacy Programmes	50	0	0	0	50

### 5.3.4. Explanation of Planned Performance Over the Medium-Term Planning Period

In line with the NDP priorities of promoting an economy that creates employment and improving the quality of education, training, and innovation, W&RSETA's contribution to the achievement of the NDP's goals includes the following:

- Partnerships with TVET and other HET institutions with the objective to improve accessibility to education;
- Learning Programmes targeted at unemployed youth aiming at increasing employability of the youth in the economy;
- Mainstreaming women, youth, and people with disabilities in all projects implemented; and
- Partnerships with employers and labour to improve training delivery and employability across the sector.

The Learning Programmes and Projects are core to W&RSETA. The programme looks to achieve the following outcomes:

- Outcome 2: An integrated career guidance programme
- Outcome 5: Increased access to wholesale and retail occupationally directed programmes
- Outcome 6: Growth-focused skills development and entrepreneurship development support for emerging entrepreneurs, cooperative sector, and small, medium, and informal business enterprises to enhance their participation in the mainstream economy
- Outcome 7: Capacitated Trade Unions within the W&R sector
- Outcome 8: An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector current and emerging skills needs

A key focus of the SETA's outputs and respective indicators are youth, women and people with disabilities. Objectives surrounding the upliftment of the most vulnerable members of society are embedded in our performance indicators and find a prominent voice in our operational plans. Career guidance interventions also make up part of our targets to educate the youth about opportunities in the sector. Furthermore, W&RSETA recognises that entrepreneurs and SMMEs are the lifeblood of the economy and the wholesale and retail sector and are therefore a major focus of what the SETA does.

## 5.4. Programme 4: Quality Assurance

### 5.4.1. Programme purpose

The purpose of this Programme is to execute the QCTO delegated quality assurance functions with regards to the accreditation of training providers, registration of assessors, facilitators, and moderators, evaluation of assessments and facilitation of moderation including certification of learners as proof of successful completion of the 'historical' unit standard based qualification, until 2024.

### 5.4.2. Outcomes, Outputs, Output Indicators and Annual Targets

Outcome	Outputs	Output Indicator	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Outcome 3:</b> Growth-focused programmes for the development and support of Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances	<b>Output 3:</b> Identify, prioritise, and form partnerships to address priority occupations	[4.1] Number of signed partnership agreements with HET Institutions, annually	1	2	2	2	2	2	2
	<b>Output 7:</b> Assist public colleges to increase capacity to offer Retail and related learning programmes	[4.2] Number of Public TVET Centres of Specialisation supported annually	-	-	6	4	4	4	4
	<b>Output 3:</b> Identify, prioritise, and form partnerships to address priority occupations	[4.3] Number of signed partnership agreements with TVET's, annually	-	-	9	16	16	16	16
	<b>Output 7:</b> Assist public colleges to increase capacity to offer Retail and related learning programmes	[4.4] Number of TVET colleges where the SETA has or maintains a presence, annually	-	35	33	32	32	32	32
		[4.5] Number of partnerships formed with CETs to improve the delivery of retail and related programmes, annually	-	-	3	3	3	3	3

### 5.4.3. Indicators, Annual and Quarterly Targets

Output	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
<b>Output 3:</b> Identify, prioritise, and form partnerships to address priority occupations	[4.1] Number of signed partnership agreements with HET Institutions, annually	2	0	2	0	0
<b>Output 7:</b> Assist public colleges to increase capacity to offer Retail and related learning programmes	[4.2] Number of Public TVET Centres of Specialisation supported annually	4	0	0	4	0
<b>Output 3:</b> Identify, prioritise, and form partnerships to address priority occupations	[4.3] Number of signed partnership agreements with TVET's, annually	16	0	8	8	0
<b>Output 7:</b> Assist public colleges to increase capacity to offer Retail and related learning programmes	[4.4] Number of TVET's colleges where the SETA has or maintains a presence, annually	32	0	0	0	32
	[4.5] Number of partnerships formed with CETs to improve the delivery of retail and related programmes, annually	3	0	0	3	0

#### 5.4.4. Explanation of Planned Performance Over the Medium-Term Planning Period

In order to constantly professionalize the sector, high quality levels of training and course content are required. As such, we regularly engage in partnerships with TVETs, CETs and HETs to further improve retail and retail related qualifications. A high performing PSET ecosystem is the backbone of strong learners and employees, and in turn a strong sector.

In line with the NDP priorities of promoting an economy that creates employment and improving the quality of education, training, and innovation, W&RSETA's contribution to the achievement of the NDP's goals includes the following:

- Partnerships with TVET and other HET institutions with the objective of improving accessibility to education;

- Learning Programmes targeted at unemployed youth aiming at increasing employability of the youth in the economy;
- Mainstreaming women, youth, and people with disabilities in all projects implemented; and
- Partnerships with employers and labour in order to improve training delivery and employability across the sector.

## 6 Link between Outputs and, Outcomes and national priorities

To contribute to the delivery of national priorities, the W&RSETA has aligned its Outputs to the NSDP outcomes and SSP priority actions as shown in Table 11 below.

Table 11: Alignment of National Outcomes, Outcomes and National Imperatives

OUTCOMES	OUTPUTS	SSP PRIORITIES	NSDP 2030 PRIORITIES
<b>Impact Statement: A well-skilled workforce contributing towards a transformed, agile, and thriving wholesale and retail sector</b>			
<b>Outcome 1:</b> An efficient and effective organisation with good corporate governance	<b>Output 2:</b> Allocate resources to implement Programmes aligned to the SSP, SP and APP	SSP Priority 1: Priority Skills Plan SSP Priority 2: SMME, Informal Traders and Cooperative Development SSP Priority 3: Youth Unemployment	Sub-Outcome 1.1: National enrolment and resource ratios for the high, intermediate, and elementary skills level

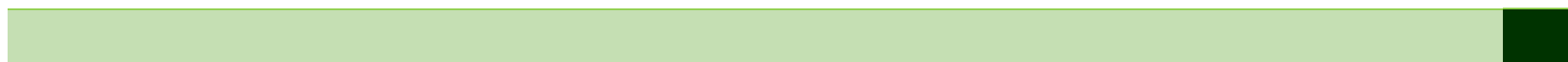
	<b>Output 12:</b> Efficient and effective use of resources to ensure good governance, compliance with laws and regulations and excellent service delivery	SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 6: Training and Employment for People with Disabilities SSP Priority 7: Sector Transformation	Sub-Outcome 1.2: Targets for priority occupations
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OUTCOMES	OUTPUTS	SSP PRIORITIES	NSDP 2030 PRIORITIES
<p><b>* Outcome 4:</b> A sector-responsive Research Agenda that supports and informs the establishment of impact-gearred W&amp;R skills development programmes</p>	<p><b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply</p>	<p>SSP Priority 1: Priority Skills Plan SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 7: Sector Transformation</p>	<p>Sub-Outcome 1.4: Identification of interventions required to improve enrolment and completion of priority occupations</p>
	<p><b>Output 3:</b> Identify, prioritise, and form partnerships to address priority occupations</p>	<p>SSP Priority 1: Priority Skills Plan SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 5: Stakeholder Engagement SSP Priority 7: Sector Transformation</p>	<p>Sub-Outcome 1.2: Targets for priority occupations Sub-Outcome 1.3: Targets for priority qualifications</p>
	<p><b>Output 6:</b> Facilitate access and provide support for interventions towards occupationally directed learning programmes.</p>	<p>SSP Priority 1: Priority Skills Plan SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 7: Sector Transformation</p>	<p>Sub-Outcome 4.2: Increase access for Intermediate and high-level skills</p>
<p><b>Outcome 2:</b> An integrated career guidance strategy</p> <p><b>*Outcome 3:</b> Growth-focused programmes for the development and support of Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances.</p> <p><b>Outcome 5:</b> Increased access to wholesale and retail occupationally directed programmes</p> <p><b>Outcome 6:</b> *Growth-focused skills development and</p>	<p><b>Output 1:</b> Research and develop a Sector Skills Plan (SSP) in reply to the sector skills demand and supply</p>	<p>SSP Priority 1: Priority Skills Plan SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 7: Sector Transformation</p>	<p>Sub-Outcome 1.4: Identification of interventions required to improve enrolment and completion of priority occupations</p>
	<p><b>Output 4:</b> Facilitate innovative workplace-based learning opportunities within the sector</p>	<p>SSP Priority 1: Priority Skills Plan SSP Priority 2: SMME, Informal Traders and Cooperative Development SSP Priority 3: Youth Unemployment SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 6: Training and Employment for People with Disabilities SSP Priority 7: Sector Transformation</p>	<p>Sub-Outcome 2.1: Workplace-based learning opportunities increased</p>
	<p><b>Output 5:</b> Facilitate and create opportunities for skills development for the employed</p>	<p>SSP Priority 1: Priority Skills Plan SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 6: Training and Employment for People with Disabilities SSP Priority 7: Sector Transformation</p>	<p>Sub-Outcome 3.1: To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy</p>





OUTCOMES	OUTPUTS	SSP PRIORITIES	NSDP 2030 PRIORITIES
<p>entrepreneurship development support for emerging entrepreneurs, cooperative sector, and small, medium, and informal business enterprises to enhance their participation in the mainstream economy.</p> <p><b>Outcome 7:</b> Capacitated Trade Unions within the W&amp;R sector</p> <p><b>*Outcome 8:</b> An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&amp;R sector current and emerging skills needs.</p>	<b>Output 6:</b> Facilitate access and provide support for interventions towards occupationally directed learning programmes.	SSP Priority 1: Priority Skills Plan SSP Priority 3: Youth Unemployment SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 6: Training and Employment for People with Disabilities SSP Priority 7: Sector Transformation	Sub-Outcome 4.2: Increase access for Intermediate and high-level skills
	<b>Output 8:</b> Assist CET colleges to increase capacity to offer retail and related programmes	SSP Priority 7: Sector Transformation	Sub-Outcome 5.2: Support the CET colleges
	<b>Output 9:</b> Provide skills development support to SMMEs, Cooperatives, Informal traders, and emerging entrepreneurs	SSP Priority 2: SMME, Informal Traders and Cooperative Development	Sub-Outcome 6.1: To increase skills development support to stimulate entrepreneurial activity and the establishment of new enterprises and cooperatives
	<b>Output 10:</b> Facilitate and create the potential for collaborations in support of worker-initiated Programmes at retail workplaces	SSP Priority 7: Sector Transformation	Outcome 7: Encourage and support worker-initiated training
	<b>Output 11:</b> Develop and support an integrated career guidance and development strategy	SSP Priority 1: Priority Skills Plan	Outcome 8: Support career development services
	<b>Output 13:</b> A skilled, competent, and professional workforce in the wholesale and retail sector through provision of Bursaries to W&RSETA employed and unemployed beneficiaries	SSP Priority 1: Priority Skills Plan SSP Priority 3: Youth Unemployment SSP Priority 4: Hard-To-Fill Vacancies SSP Priority 6: Training and Employment for People with Disabilities SSP Priority 7: Sector Transformation	Sub-Outcome 4.2: Increase access for Intermediate and high-level skills
<b>Outcome 3:</b> Growth-focused programmes for the development and support of Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances.	<b>Output 7:</b> Assist public colleges to increase capacity to offer Retail and related learning programmes	SSP Priority 1: Priority Skills Plan SSP Priority 3: Youth Unemployment SSP Priority 5: Stakeholder Engagement SSP Priority 6: Training and Employment for People with Disabilities	Sub-Outcome 5.1: Support the TVET Colleges
	<b>Output 8:</b> Assist CET colleges to increase capacity to offer retail and related Programmes	SSP Priority 1: Priority Skills Plan SSP Priority 3: Youth Unemployment SSP Priority 5: Stakeholder Engagement SSP Priority 6: Training and Employment for People with Disabilities	Sub-Outcome 5.2: Support the CET colleges



## 6. Programme Resource Considerations

The following are the Medium-term Expenditure Framework (MTEF) for the period 2023/24-2025/26

Table 12: Medium-term Expenditure Framework for the MTEF period 2023/24-2025/26 (Consolidated budget)

	R'000	R'000	R'000	R'000		R'000	R'000	R'000
				Approved				
Financial Performance data	Audited Outcome/ Actual values			Previous Budget	Revised Budget	Medium Term Estimates		
R thousand	2019/20	2020/21	2021/22	2022/23	2022/23	2023/24	2024/25	2025/26
<b>Revenue</b>								
<b>Non-tax revenue</b>	<b>187 574</b>	<b>97 443</b>	<b>108 181</b>	<b>142 125</b>	<b>142 125</b>	<b>161 667</b>	<b>171 367</b>	<b>181 478</b>
Interest income	186 878	95 871	106 435	142 125	142 125	161 667	171 367	181 478
Other	696	1 572	1 746					
<b>Transfers received</b>	<b>1 211 426</b>	<b>834 225</b>	<b>1 323 572</b>	<b>1 184 374</b>	<b>1 409 604</b>	<b>1 494 179</b>	<b>1 568 887</b>	<b>1 642 621</b>
Administration Grant (10.5%)	154 657	105 513	168 776	146 620	181 897	192 810	202 451	211 966
Mandatory Grant (20%)	292 868	200 914	325 794	278 067	346 471	367 259	385 622	403 745
Discretionary Grant (49,5%)	729 978	497 485	806 729	692 647	857 515	908 966	954 413	999 268
Penalties and interest on levies	33 923	30 313	22 273	67 040	23 721	25 144	26 401	27 642
<b>Total revenue</b>	<b>1 399 000</b>	<b>931 668</b>	<b>1 431 753</b>	<b>1 326 499</b>	<b>1 551 729</b>	<b>1 655 846</b>	<b>1 740 254</b>	<b>1 824 099</b>
<b>Expenses</b>								
<b>Current expenses</b>	<b>141 660</b>	<b>162 256</b>	<b>135 269</b>	<b>146 620</b>	<b>181 022</b>	<b>192 455</b>	<b>201 601</b>	<b>211 210</b>
Compensation of employees	67 277	60 823	56 732	72 038	100 672	105 706	110 991	116 540
Goods and services	71 239	94 472	67 743	71 582	70 350	74 746	78 072	81 570
Depreciation	3 144	6 961	10 794	3 000	10 000	12 004	12 538	13 099
<b>Transfers and subsidies</b>	<b>1 127 637</b>	<b>964 072</b>	<b>1 267 681</b>	<b>1 761 291</b>	<b>1 820 649</b>	<b>1 928 464</b>	<b>2 058 239</b>	<b>2 179 729</b>
Transfers and subsidies excluding project costs	1 023 933	862 760	1 099 119	1 605 056	1 713 027	1 814 484	1 937 560	2 052 017
- Compensation of employees	60 213	79 371	107 679	108 057	79 422	83 393	87 563	91 941
- Other Project Expenses	43 491	21 941	60 883	48 178	28 200	30 587	33 116	35 771
<b>Total expenses</b>	<b>1 269 297</b>	<b>1 126 328</b>	<b>1 402 950</b>	<b>1 907 911</b>	<b>2 001 671</b>	<b>2 120 919</b>	<b>2 259 840</b>	<b>2 390 940</b>
<b>Surplus / (Deficit)</b>	<b>129 703</b>	<b>- 194 660</b>	<b>28 803</b>	<b>- 581 412</b>	<b>- 449 942</b>	<b>- 465 073</b>	<b>- 519 586</b>	<b>- 566 840</b>
<b>Retained Surpluses</b>				<b>581 412</b>	<b>449 942</b>	<b>465 073</b>	<b>519 586</b>	<b>566 840</b>
<b>Total Surplus / (Deficit)</b>				<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
				Approved				
Financial Performance data	Audited Outcome/ Actual values			Previous Budget	Revised Budget	Medium Term Estimates		
R thousand	2019/20	2020/21	2021/22	2022/23	2022/23	2023/24	2024/25	2025/26
<b>Total Revenue Budget</b>	<b>1 399 000</b>	<b>931 668</b>	<b>1 431 753</b>	<b>1 326 499</b>	<b>1 551 729</b>	<b>1 655 846</b>	<b>1 740 254</b>	<b>1 824 099</b>
1. Administration Grant (10.5%)	154 657	105 513	168 776	146 620	181 897	192 810	202 451	211 966
2. Mandatory Grant (20%)	292 868	200 914	325 794	278 067	346 471	367 259	385 622	403 745
3. Discretionary Grant (49,5%)	729 978	497 485	806 729	692 647	857 515	908 966	954 413	999 268
4. Other Income	221 497	127 756	130 454	209 165	165 846	186 811	197 768	209 120
<b>Expense Breakdown per Grant Category</b>								
<b>Total Expenditure Budget</b>	<b>1 269 297</b>	<b>1 126 328</b>	<b>1 402 950</b>	<b>1 907 911</b>	<b>2 001 671</b>	<b>2 120 919</b>	<b>2 259 840</b>	<b>2 390 940</b>
1. Administration Grant (10%)	133 912	154 410	129 647	140 320	172 782	182 762	190 727	199 210
2. QCTO (0.5%)	7 748	7 846	5 622	6 300	8 240	9 693	10 874	12 000
3. Mandatory Grant (20%)	211 797	138 512	218 566	278 067	278 067	294 751	328 507	349 190
<b>4. Discretionary Grant (49.5%)</b>	<b>915 840</b>	<b>825 560</b>	<b>1 049 115</b>	<b>1 483 224</b>	<b>1 542 582</b>	<b>1 633 713</b>	<b>1 729 732</b>	<b>1 830 539</b>
<b>4.1 Project Expenses (7.5% Admin)</b>	<b>103 704</b>	<b>101 312</b>	<b>168 562</b>	<b>156 235</b>	<b>107 622</b>	<b>113 980</b>	<b>120 679</b>	<b>127 712</b>
- Compensation of employees	60 213	79 371	107 679	108 057	79 422	83 393	87 563	91 941
- Other Project Expenses	43 491	21 941	60 883	48 178	28 200	30 587	33 116	35 771
<b>4.2 Discretionary Grant excluding project expenditure</b>	<b>812 136</b>	<b>724 248</b>	<b>880 553</b>	<b>1 326 990</b>	<b>1 434 960</b>	<b>1 519 733</b>	<b>1 609 053</b>	<b>1 702 827</b>
4.2.1 Discretionary Grant: Pivotal (80%+ of 49,5%)	606 836	579 398	704 442	1 061 592	1 147 968	1 215 786	1 287 242	1 362 262
4.2.2 Discretionary Grant: Various Projects (20%- of 49.5%)	205 300	144 850	176 111	265 398	286 992	303 947	321 810	340 565

	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
				Approved				
Financial Performance data	Audited Outcome/Actual values			Previous Budget	Revised Budget	Medium Term Estimates		
R thousand	2019/20	2020/21	2021/22	2022/23	2022/23	2023/24	2024/25	2025/26
<b>Programme 1: Administration</b>	<b>141 660</b>	<b>162 256</b>	<b>135 269</b>	<b>146 620</b>	<b>181 022</b>	<b>192 456</b>	<b>201 601</b>	<b>211 209</b>
1.1 Compensation of employees	67 277	60 823	56 732	72 038	100 672	105 706	110 991	116 540
1.2 Good and services	71 239	94 472	67 743	71 582	70 350	74 746	78 072	81 570
1.3 Depreciation	3 144	6 961	10 794	3 000	10 000	12 004	12 538	13 099
<b>Programme 2: Skills Planning</b>	<b>222 547</b>	<b>152 429</b>	<b>234 506</b>	<b>295 176</b>	<b>295 176</b>	<b>312 754</b>	<b>336 522</b>	<b>347 767</b>
2. Project Expenses	750	3 361	3 563	3 777	3 777	4 004	4 308	4 450
2.1 Research (Chairs and SOEs)	6 000	6 336	8 733	9 170	9 170	9 628	10 359	10 711
2.2 Sector Skills Plans	4 000	4 220	3 644	4 163	4 163	4 371	4 703	4 862
2.3 Work Skills Plans and Annual Training Reports (Mandatory Grant)	211 797	138 512	218 566	278 067	278 067	294 751	317 152	327 744
<b>Programme 3: Learning Programmes and Projects</b>	<b>867 257</b>	<b>761 039</b>	<b>979 533</b>	<b>1 409 256</b>	<b>1 468 614</b>	<b>1 555 438</b>	<b>1 656 867</b>	<b>1 764 946</b>
3. Project Expenses	100 314	100 145	141 733	137 844	137 844	90 075	110 416	100 287
3.1 Implementation of learning Programmes per NSDS goals	689 753	639 223	743 963	1 171 944	1 231 302	1 359 926	1 433 002	1 547 422
3.2 Special projects (including partnerships)	66 900	15 120	80 280	85 097	85 097	90 203	97 058	100 299
3.3 Monitoring, Evaluation and Reporting	2 500	-	2 650	2 809	2 809	2 978	3 204	3 311
3.4 Career and vocational guidance	10 290	6 551	10 907	11 562	11 562	12 256	13 187	13 627
<b>Programme 4: Quality Assurance</b>	<b>37 833</b>	<b>50 604</b>	<b>53 641</b>	<b>56 859</b>	<b>56 859</b>	<b>60 271</b>	<b>64 850</b>	<b>67 018</b>
4. Project Expenses	2 640	13 006	13 787	14 614	14 614	15 491	16 668	17 228
4.1 Provider Accreditations	17 269	18 688	19 809	20 998	20 998	22 258	23 949	24 748
4.2 Learning Programmes	-	-	-	-	-	-	-	-
4.3 Certifications	-	-	-	-	-	-	-	-
4.4 Qualification Development	17 924	18 910	20 045	21 247	21 247	22 522	24 233	25 042
<b>Total expense</b>	<b>1 269 297</b>	<b>1 126 328</b>	<b>1 402 950</b>	<b>1 907 911</b>	<b>2 001 671</b>	<b>2 120 919</b>	<b>2 259 840</b>	<b>2 390 940</b>



## 7. Updated Key Risks

Table 13: Key Risks and Mitigation Factors

Outcome	Risk	Risk Mitigation Plan
Outcome 1: An efficient and effective organisation with good	1. Impact of changes in Grant Regulations on available funds (Financial Risk)	<ul style="list-style-type: none"> <li>a) Continuous updates to be obtained from DHET in relation to the review of the grant regulations.</li> <li>b) Implement cost containment measures over and limit employee costs, particularly project costs</li> <li>c) Implement revised investment policy to ensure that the SETA improve returns on invested surplus reserves in order to generate additional income to be used for discretionary grants.</li> <li>d) Reprioritisation of the budget.</li> <li>e) Reduce accumulated cash reserves annually over the MTEF (will be achieved by increasing expenditure and ensuring completions of historic projects).</li> <li>f) Monthly updates and reporting on commitments register.</li> </ul>
	2. Delays in processing payments.	<ul style="list-style-type: none"> <li>a) Implement capacity building for both internal and external stakeholder on all SOPs across the organisation</li> <li>b) Implement capacity building for both internal and external stakeholder on all contract's implementation across the organisation</li> <li>c) Engagement with the DHET on regulation</li> <li>d) Enable monitoring and reporting system capabilities to facilitates efficient process of payments</li> <li>e) Development of a complaints platform for stakeholder's queries to be adequately resolved</li> <li>f) Ensure performance management contract includes payment of claims.</li> </ul>
Outcome 5: Increased access to wholesale and retail occupationally directed programmes	3. Relevant skills delivery aligned to stakeholders needs.	<ul style="list-style-type: none"> <li>a) Misaligned economic research and the quality of existing research (incorrect information in terms of the needs of the industry)</li> <li>b) Poor implementation of the SSP within the SETA due to lack of alignment between APP targets and SSP priorities</li> </ul>
Outcome 1: An efficient and effective organisation with good	4. Inadequate skills, consequence management and breakdown of ethical principle across the organisation.	<ul style="list-style-type: none"> <li>a) Annual fraud awareness</li> <li>b) Training on code of conduct</li> <li>c) Performance management review should be continuously done, highlighting the gaps noted</li> <li>d) Implementation of the recommendation of the skills audit report</li> </ul>

Outcome	Risk	Risk Mitigation Plan
All 8 outcomes	5.Reputational risk due to inadequate impact of W&RSETA programmes	<ul style="list-style-type: none"> <li>a) Engage large retailers on learner absorption and agree on a contractual percentage for fulltime employment.</li> <li>b) Stakeholder engagement Plan (Improved stakeholder communication and consultation)</li> <li>c) Implement monitoring and evaluation programmes to report on impact across the organisation</li> </ul>
Outcome 1: An efficient and effective organisation with good	6. Inadequate project and contract management	<ul style="list-style-type: none"> <li>a) Capacity building for all staff members dealing with contract management processes</li> <li>b) Incorporation of contract management of the individual performance contract</li> <li>c) Development of Contract Life cycle management tool</li> </ul>
	7. Inadequate adoption of the ICT systems and solutions	<ul style="list-style-type: none"> <li>a) Continuous adoption of implementation plan</li> <li>b) Continuous implementation of the ICT systems enhancement as per business requirements</li> <li>c) Appointment of ICT business analyst</li> <li>d) ICT network and hosting infrastructure capabilities monitored on regular basis and attend to all emerging challenges raised</li> <li>e) Quarterly reporting ICT capabilities to various governance structures.</li> </ul>
	8. Fraud and corruption and other related unethical behaviour	<ul style="list-style-type: none"> <li>a) Implement revised Fraud Prevention Policy and Plan</li> <li>b) Conduct and create awareness on Fraud, corruption and prevention mechanisms across the organisation.</li> <li>c) Ongoing training for Supply Chain officials</li> <li>d) Probity and Proactive Security Audits (including SCM, Grant reviews, Validation of Disclosure of Interest, Phishing reviews etc.)</li> <li>e) Monitor the annual financial declarations</li> </ul>



Outcome	Risk	Risk Mitigation Plan
All 8 outcomes	9. Cyber security and organisational resilience	<ul style="list-style-type: none"> <li>a) Continuous monitoring and evaluation of the cyber security reports and prompt resolution of any identified vulnerabilities</li> <li>b) Ongoing monitoring of exiting controls</li> </ul>
All 8 outcomes	10. Non achievement of strategic outcomes	<ul style="list-style-type: none"> <li>a) Ensure governance structures at management level and operational level</li> <li>b) Ensure that the performance plan is aligned to APP and Operational plan</li> <li>c) Ensure the implementation of the operational plan</li> <li>d) Ongoing staff capacitation on new processes</li> <li>e) Mid-term review of SP/APP/Operational Plan</li> </ul>

## 8. Public Entities

Not applicable.



## 9. Infrastructure Projects

No.	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Cost	Current Year Expenditure
1.	Sekhukhune Skills Development Centre	<b>Other:</b> TVET Infrastructure Support	The Construction of Sekhukhune Skills Development Centre	The Sekhukhune TVET Skills Development Centre with the proposed teaching and learning facility	29 March 2019	30 April 2025	R131 000 000	R131 000 000.00
2.	Access Road to the Sekhukhune Skills Development Centre	<b>Other:</b> TVET Infrastructure Support	The Construction of the Traffic Circle and Access Road to the Sekhukhune Skills Development Centre	Access to the Skills Centre as per the Local Authority Requirements	31 March 2021	30 March 2025	R6 900 000	R0.00



No.	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Cost	Current Year Expenditure
3.	Informal Traders Capacitation and Infrastructure project(Hawkers)	SMME Capacitation	Training of Informal Traders and Construction of Trading stalls near the Skills Development Centre	Increased skills levels within the cooperative sector and small, medium and informal business enterprises to enhance their participation in the mainstream economy	31 March 2021	30 March 2025	R9 052 312.50	R0.00
4.	DHET-W&RSETA Partnership for Infrastructure Support	<b>Other:</b> CET Infrastructure Support	Refurbishment of 54 community learning centres nationally to establish Information and Communication Technology laboratories	The provision of Information and Communication Technology laboratories for Community Education and Training College	13 December 2020	31 March 2025	R50 000 000.00	R16 190 588.86
5.	Free State CET Skills Development Centre: DHET-W&RSETA Partnership for Infrastructure Support	<b>Other:</b> CET Infrastructure Support	The Construction of Free State CET Skills Development Centre	The provision of the Free State CET Skills Development Centre with the proposed teaching and learning facility	31 March 2021	31 March 2025	R60 000 000.00	R0.00
6.	CETA & W&RSETA Collaborative Project	<b>Other:</b> TVET Infrastructure Support	The Construction of the KwaMpumuza Skills Development Centre	The provision of the KwaMpumuza Skills Development Centre with the proposed teaching	31 March 2022	31 March 2025	R50 000 000.00	R0.00



No.	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Cost	Current Year Expenditure
				and learning facility				

## 10. Public Private Partnerships

Not applicable



## PART D: TECHNICAL INDICATOR DESCRIPTORS (TIDs)

### Programme 1: Administration

<b>Indicator Title</b>	Audit opinion annually
<b>Definition</b>	<p>This indicator aims to ensure that the unqualified audit opinion is obtained by the 2023/24 financial year, and a clean audit opinion is achieved by the 2024/25 financial year.</p> <p>An unqualified audit opinion in the context of this indicator means that the financial statements of the W&amp;RSETA contain no material misstatements.</p>
<b>Source of data</b>	Signed Auditor General report
<b>Method of Calculation / Assessment</b>	Determine achievement of target by assessing the Auditor General's report. An unqualified Audit opinion indicates the achievement of the set target.
<b>Means of verification</b>	Signed Auditor General report
<b>Assumptions</b>	Internal processes are implemented while complying with all regulations as required by the Auditor General
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Not applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Unqualified audit opinion for 2023/24 financial year
<b>Indicator Responsibility</b>	Chief Financial Officer

<b>Indicator Title</b>	Number of stakeholder sessions conducted annually to advocate participation in skills development programmes
<b>Definition</b>	This indicator aims to ensure that stakeholder outreach programmes are conducted to create awareness of the W&RSETA brand, publicise its programmes, advocate for participation in skills development and communicate to stakeholders the benefits of participation in the W&RSETA skills development programmes
<b>Source of data</b>	Online and physical attendance registers of stakeholder outreach sessions
<b>Method of Calculation/ Assessment</b>	Count the number of stakeholder sessions conducted
<b>Means of verification</b>	Attendance registers of stakeholder sessions
<b>Assumptions</b>	There will be prioritisation for the inclusion of all relevant stakeholders to participate in stakeholder sessions
<b>Disaggregation of Beneficiaries (where applicable)</b>	N/A
<b>Spatial Transformation (where applicable)</b>	Throughout the 9 provinces of South Africa
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	16 stakeholder sessions are to be conducted annually to advocate participation in the W&RSETA programmes
<b>Indicator Responsibility</b>	Chief Corporate Services Executive

## Programme 2: Skills Planning and Research

<b>Indicator Title</b>	Number of Board approved planning documents submitted to DHET within prescribed timeframes
<b>Definition</b>	<p>The indicator measures submission of board approved planning documents (Sector Skills Plan and Annual Performance Plan) to DHET within prescribed timeframes.</p> <ul style="list-style-type: none"> <li>• The Sector Skills Plan (SSP) that is reflective of skills requirements in different W&amp;R subsectors is approved by the Board annually and submitted to DHET within prescribed timeframes. The prescribed timeframe to submit the final SPP is August each year.</li> <li>• The APP is developed annually in line with the DPME Framework for SPs and APPs and approved by the Board prior to submission to DHET within prescribed timeframes. The prescribed timeframe to submit the final APP for consideration by the Executive Authority is 30 November each year.</li> </ul>
<b>Source of data</b>	SSP and APP documents signed by the W&RSETA Board Chairperson and proof of submission
<b>Method of Calculation /Assessment</b>	A simple count of the SSP and APP approved by the Board and submitted to DHET within the prescribed timeframes.
<b>Means of verification</b>	Board Approved SSP and APP Proof of submission of the SSP and APP to DHET
<b>Assumptions</b>	Credible information provided during the SSP and APP consultation process as well as alignment to recommended actions
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Not applicable
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-annual
<b>Desired performance</b>	Board approved SSP and APP submitted to DHET within prescribed timeframes
<b>Indicator Responsibility</b>	SPPE Executive

<b>Indicator Title</b>	Number of Memorandums of Understanding with strategic partners addressing sector needs, annually
<b>Definition</b>	The indicator measures the total number of strategic partnerships on research and innovation entered into with strategic partners that address sector needs.
<b>Source of data</b>	Signed partnership agreements/ MOUs
<b>Method of Calculation / Assessment</b>	A simple count of the signed MOUs/partnership agreements that addresses sector needs
<b>Means of verification</b>	Signed MOUs
<b>Assumptions</b>	Identified potential strategic partners who are willing to enter into a partnership agreement with the W&RSETA The MOU/ Partnership Agreements will be implemented
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Not applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	Two (2) MOUs signed with strategic partners annually
<b>Indicator Responsibility</b>	SPPE Executive

<b>Indicator Title</b>	Number of sector research reports completed annually
<b>Definition</b>	The indicator measures the number of research reports that were completed that provide insight into W&RSETA skills development interventions
<b>Source of data</b>	Research reports
<b>Method of Calculation / Assessment</b>	Simple count of the number of research reports completed annually
<b>Means of verification</b>	Completed research reports.
<b>Assumptions</b>	Credible and quality research reports that contribute to the sector needs
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Not applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	4 Research reports completed
<b>Indicator Responsibility</b>	SPPE Executive

<b>Indicator Title</b>	Number of sector directed tracer/ impact study reports completed annually
<b>Definition</b>	The indicator measures the number of sector directed tracer/ impact studies reports that are completed per year. Tracer and impact assessment of W&RSETA programmes are undertaken for the purpose of providing insight on skills development interventions.
<b>Source of data</b>	Research reports
<b>Method of Calculation / Assessment</b>	A simple count of tracer/ impact study reports completed
<b>Means of verification</b>	Completed impact/tracer study reports
<b>Assumptions</b>	Credible and quality impact/tracer study reports that contribute to the sector
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Not applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Two (2) impact/tracer studies reports completed annually
<b>Indicator Responsibility</b>	SPPE Executive



### Programme 3: Learning Programmes and Projects

<b>Indicator Title</b>	<p>[3.1a] Percentage of WSPs and ATRs approved for Small Companies per annum</p> <p>[3.1b] Percentage of WSPs and ATRs approved for Medium Companies per annum</p> <p>[3.1c] Percentage of WSPs and ATRs approved for Large Companies per annum</p>
<b>Definition</b>	The indicator measures the percentage of approved Work Skills Plans (WSP) and Annual Training Reports - ATRs (Annexure II) for small, medium, and large firms as against the number of submitted WSPs and ATRs.
<b>Source of data</b>	System report indicating submitted and approved WSPs and ATRs for the relevant period
<b>Method of Calculation / Assessment</b>	Number of approved WSP's and ATRs / Total number of WSP's and ATRs submissions made x 100
<b>Means of verification</b>	MIS System report indicating the submitted and approved WSPs and ATRs for small, medium, and large firms.
<b>Assumptions</b>	Companies will continue to submit compliant Annexure II documents to be approved.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	<p>70% of compliant Annexure II submissions approved per annum per company category listed below:</p> <ul style="list-style-type: none"> <li>a. Small</li> <li>b. Medium</li> <li>c. Large</li> </ul>
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of unemployed persons awarded bursaries for studies in retail-related qualifications, annually
<b>Definition</b>	The indicator measures the number of unemployed persons awarded bursaries for new and continuing undergraduate studies towards retail and related qualifications at HET and TVET Institutions per annum.
<b>Source of data</b>	System report reflecting registered new and continuing bursary beneficiaries Signed bursary agreements (new bursars) Bursary renewal letters (continuing bursars)
<b>Method of Calculation / Assessment</b>	Count the number of registered new and continuing unemployed persons.
<b>Means of verification</b>	New Bursaries: Bursary agreements; Continuing Bursaries: Bursary Agreements & Renewal letters
<b>Assumptions</b>	Unemployed persons will have an appetite to study in the fields of retail studies or related qualifications.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural and Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	3500 bursaries awarded annually for new and continuing unemployed beneficiaries
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of employed persons awarded bursaries for studies in retail and related qualifications
<b>Definition</b>	The indicator measures the number of bursaries (new and continuing) that are awarded to employed persons in the retail sector to study towards retail and related qualifications at HET and TVET Institutions per annum.
<b>Source of data</b>	System report reflecting registered employed bursary beneficiaries (new and continuing). New Bursaries: Bursary agreements/ Continuing Bursaries: Bursary Agreements & Renewal letters
<b>Method of Calculation / Assessment</b>	Count the number of registered new and continuing employed persons using signed bursary agreements (new) and renewal letters (continuing) awarded to individuals.
<b>Means of verification</b>	New Bursaries: Bursary agreements. Continuing Bursaries: Bursary Agreements & Renewal letters
<b>Assumptions</b>	Employed people within the W&R sector will have an appetite to study in the fields of retail studies or related qualifications.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural and Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	A total of 1895 bursaries awarded to new and continuing employed beneficiaries in 2023/24 financial year.
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of bursars completing their studies annually
<b>Definition</b>	The indicator measures the number of W&RSETA's bursary beneficiaries (both employed and unemployed) who completed their studies.
<b>Source of data</b>	Learner statement of results or certificates from the HET or TVET Institutions
<b>Method of Calculation / Assessment</b>	Count the number of learner certificates issued to W&RSETA bursars who have completed their qualifications.
<b>Means of verification</b>	System report reflecting completed bursary beneficiaries and Data Source
<b>Assumptions</b>	Bursary beneficiaries will complete their studies
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural & Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	500 bursars completed their studies annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of unemployed learners registered on learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually
<b>Definition</b>	The indicator measures the number of unemployed learners registered to participate in learning programmes that address the W&R HTFV's at NQF levels 1 – 5. Learning programmes will consist of learnerships, skills programmes, occupational qualifications and part qualifications.
<b>Source of data</b>	Registered learner agreements
<b>Method of Calculation / Assessment</b>	Count the number of signed learner agreements used to register unemployed learners that participate in W&RSETA-funded learning programmes.
<b>Means of verification</b>	Registered learner agreements and system report
<b>Assumptions</b>	Employers will be agreeable to host unemployed youth participating in programmes that address the HTFV's as identified in the SSP.
<b>Disaggregation of Beneficiaries (where applicable)</b>	The unemployed population for learnerships to be disaggregated as follows: 100% Youth 60% Female 4% PWD
<b>Spatial Transformation (where applicable)</b>	Rural (20%), Township, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	12 000 unemployed learners registered in learning programmes annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of unemployed learners completing learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.
<b>Definition</b>	The indicator measures the number of unemployed learners completing learning programmes that address the W&R HTFV's at NQF levels 1 – 5. Example of learning programmes are learnerships, skills programmes, occupational qualifications and part qualifications.
<b>Source of data</b>	Certificates or statement of results
<b>Method of Calculation / Assessment</b>	Count each learner who completed/ certificated in Learnership Programmes addressing HTFVs as identified in the SSP.
<b>Means of verification</b>	Certificates or statement of results issued for completions and System Report
<b>Assumptions</b>	Learners will complete the Programme
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not Applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Township, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	5000 Unemployed learners complete learning programmes addressing Wholesale and Retail HTFVs identified in the SSP
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of learners enrolled on Artisan / Technician programmes annually
<b>Definition</b>	The indicator measures the number of learners (employed and unemployed) enrolled on artisan/ technician programmes on an annual basis. An artisan is a person who has been certified as competent to perform a listed trade per the skills development act, 1998 (Act of 97 Of 1998).
<b>Source of data</b>	System report and Learner agreements
<b>Method of Calculation / Assessment</b>	Count the number of learners enrolled on Artisan programmes, ARPL, Trade Tests or Accelerated Programmes.
<b>Means of verification</b>	Signed Learner agreements and system report
<b>Assumptions</b>	There are sufficient host sites to accommodate learners.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	500 Learners enrolled annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of learners completing Artisan/ technician programmes annually
<b>Definition</b>	The indicator measures the number of learners (employed and unemployed) funded by W&RSETA who completes Artisans/ Technician programmes annually. An artisan is a person who has been certified as competent to perform a listed trade per the skills development act, 1998 (Act of 97 Of 1998).
<b>Source of data</b>	Certificates; trade test certificates; statements of results.
<b>Method of Calculation / Assessment</b>	Count the number of W&RSETA learners who successfully completed artisan/technician programmes
<b>Means of verification</b>	Certificates/statements of results issued for completions
<b>Assumptions</b>	Learners will complete their programmes
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, Rural
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	300 Learners completed their artisans/ technicians' programmes in 2023/24
<b>Indicator Responsibility</b>	COO



<b>Indicator Title</b>	Number of learners from TVET colleges and HETs are placed in Work Integrated Learning programmes, annually
<b>Definition</b>	The indicator measures the number of unemployed learners who are placed with W&R sector organisations to gain workplace experience or to obtain their qualifications.
<b>Source of data</b>	WBLP agreements
<b>Method of Calculation / Assessment</b>	Count the number of <i>unemployed</i> learners registered on Work Integrated Learning Programmes.
<b>Means of verification</b>	WBLP agreements
<b>Assumptions</b>	There will be a sufficient number of organizations to host learners to gain workplace experience.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban & Rural
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	2400 Learners registered on WIL programmes annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of learners from TVET colleges and HETs completed their Work Integrated Learning Programmes, annually
<b>Definition</b>	The indicator measures the number of learners (Interns and Graduates) from TVET colleges and HETs who complete their Work Integrated Learning Programmes, annually. Work Integrated Learning Programmes aims to provide students/ learners with the required work experience.
<b>Source of data</b>	Completion letters and system report
<b>Method of Calculation / Assessment</b>	Count the number of learners completing their WIL programmes
<b>Means of verification</b>	System report reflecting registered workplace beneficiaries and completion letters.
<b>Assumptions</b>	Learners will successfully complete their WIL programmes
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban & Rural
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	850 Learners complete their WIL programmes, annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of employed learners registered on learning programmes addressing Wholesale and Retail HTFV's as identified in the SSP annually.
<b>Definition</b>	The indicator measures the number of employed learners registered on learning programmes or occupational qualifications that address the Wholesale and Retail HTFV's as identified in the SSP. Example of learning programmes are learnerships, skills programmes, occupational qualifications, RPL interventions and part qualifications.
<b>Source of data</b>	Signed learner agreements and system report
<b>Method of Calculation / Assessment</b>	Count the number of signed learner agreements used to register employed persons that participate in W&RSETA-funded learning programmes.
<b>Means of verification</b>	Signed registered learner agreements, skills programme agreements
<b>Assumptions</b>	Employers will release staff to attend training interventions.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	9800 Employed Learners registered on learning programmes annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of employed learners completing learning programmes addressing Wholesale and Retail HTFVs as identified in the SSP annually.
<b>Definition</b>	Number of employed learners who complete the learning programmes that address the Wholesale and Retail HTFV's as identified in the SSP annually. Examples of learning programmes are learnerships, skills programmes, occupational qualifications, RPL interventions and part qualifications.
<b>Source of data</b>	Certificates or statement of results and system report
<b>Method of Calculation / Assessment</b>	Count each learner who completed/ certificated in Learning Programmes addressing HTFVs as identified in the SSP.
<b>Means of verification</b>	Certificates or statement of results issued for completions and system report
<b>Assumptions</b>	Learners will complete the Programme
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	4850 Employed learners complete learning programmes addressing Wholesale and Retail HTFVs identified in the SSP annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of small and micro businesses supported annually
<b>Definition</b>	The indicator measures the number of registered small and micro companies that operate in the Wholesale and Retail Sector who are supported by participating in Wholesale and Retail SETA's skills development projects during the period
<b>Source of data</b>	Learner Agreement & Signed contracts between the small and micro businesses and Wholesale and Retail SETA
<b>Method of Calculation / Assessment</b>	Count each registered small and micro businesses that operate in the Wholesale and Retail Sector that has signed a contract with the W&RSETA for participation in skills development interventions in the financial year
<b>Means of verification</b>	Signed contract and Learner Agreement
<b>Assumptions</b>	Small and micro business entities apply for SME Discretionary Grants
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Townships, Rural, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	3000 small and micro businesses supported annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of Informal Traders supported annually
<b>Definition</b>	The indicator measures the number of Informal Traders who are supported through participation in Wholesale and Retail SETA Skills Development Programmes to enable the growth and sustainability of their businesses.
<b>Source of data</b>	Informal Traders Development Programmes Attendance Register
<b>Method of Calculation / Assessment</b>	Count each informal trader that participated in W&RSETA development programmes by assessing attendance through attendance registers
<b>Means of verification</b>	Informal Traders Development Programmes attendance register
<b>Assumptions</b>	Informal Traders participate in skills development interventions and workshops organised by the W&RSETA
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Townships, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	3000 Informal Traders supported annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of Cooperatives/ Community-based entities supported annually
<b>Definition</b>	The indicator measures the number of enterprises categorised as Cooperatives or Community-based entities supported through their participation in Wholesale and Retail SETA Skills Development Initiatives to enable them to participate in the mainstream economy and address HTFVs as identified in the Sector Skills Plan
<b>Source of data</b>	MOUs signed with Cooperatives and Community-based entities and the Wholesale and Retail SETA and attendance register
<b>Method of Calculation / Assessment</b>	Count the number of Cooperatives and Community-based entities participating in the skills development initiatives
<b>Means of verification</b>	Signed MOUs with Cooperatives and Community-based entities Attendance Registers
<b>Assumptions</b>	Targeted Cooperatives and Community-based entities are registered with the relevant bodies (CIPC or Department of Social Development) and their skills needs are addressed via retail and related programmes
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, Townships, Rural
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	120 enterprises (20 Cooperatives and 100 Community-based entities) supported annually
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of persons enrolled on entrepreneurship development programmes annually
<b>Definition</b>	The indicator measures the number of persons who were enrolled to participate in the W&RSETA's Entrepreneurship Development Programmes to enable the growth and sustainability of their businesses.
<b>Source of data</b>	System Report
<b>Method of Calculation / Assessment</b>	Count the number of persons enrolled on entrepreneurship development programmes
<b>Means of verification</b>	Learner Agreements
<b>Assumptions</b>	There are people who are willing and available to attend the programmes
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, Townships, Rural
<b>Calculation Type</b>	Cumulative (year end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	300 persons enrolled on Entrepreneurship Development Programmes in 2023/24
<b>Indicator Responsibility</b>	COO



<b>Indicator Title</b>	Number of Trade Union beneficiaries who participated in Trade Union Capacitation Programmes annually
<b>Definition</b>	The indicator measures the number of trade Union members who participate in capacitation programmes that address the skills needs of the Trade Unions within the sector. Participation in this indicator is considered only when the members have attended the capacitation programme to completion.
<b>Source of data</b>	Trade Union Registration certificate, attendance registers and Proof of Membership
<b>Method of Calculation / Assessment</b>	Count the number of trade union members who attended Capacitation Programmes by verifying signed attendance registers.
<b>Means of verification</b>	Benefit template reflecting capacitated Trade Unions beneficiaries, Attendance registers and completion certificates
<b>Assumptions</b>	Availability of Trade Union members to participate in Capacitation Programmes.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Townships, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	1382 Trade Union members participate in Capacitation Programmes
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of career guidance interventions per annum
<b>Definition</b>	The indicator measures the number of Career guidance interventions conducted, comprising of career guidance exhibitions/events and the capacitation of Life Orientation (LO) Educators.
<b>Source of data</b>	<ul style="list-style-type: none"> <li>• Career Guidance Events: Invitations and Attendance registers</li> <li>• LO Capacitation: Attendance Register and Invitations</li> </ul>
<b>Method of Calculation / Assessment</b>	Count the number of Career Guidance interventions implemented.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Career Guidance Events: Invitations and Attendance registers</li> <li>• LO Capacitation: Attendance Register and Invitations</li> </ul>
<b>Assumptions</b>	Practitioners are equipped to offer sound career advice to LO Educators and youth attending career exhibitions.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, rural & Townships
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-annual
<b>Desired performance</b>	211 Career Guidance interventions (201 events + 10 LO workshops)
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of learners assisted to access opportunities in the W&R sector annually
<b>Definition</b>	Unemployed learners participate in bridging programmes, retail work readiness programmes, Access RPL or AET programmes to access further learning opportunities or placement opportunities in the retail sector.
<b>Source of data</b>	System report
<b>Method of Calculation / Assessment</b>	Count the number of learners assisted to access opportunities using signed learner agreements
<b>Means of verification</b>	Learner Agreements
<b>Assumptions</b>	Sufficient accredited providers to offer bridging programmes Resources are available for the SETA to provide work readiness programmes
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, Rural
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	500 learners assisted in 2023/24
<b>Indicator Responsibility</b>	COO

**Target [3.20]**

<b>Indicator Title</b>	Number of unemployed learners enrolled for Candidacy Programmes
<b>Definition</b>	The indicator measures the number of unemployed learners who are assisted to obtain professional designation through the Candidacy Programmes.
<b>Source of data</b>	System report and Learner Agreements
<b>Method of Calculation / Assessment</b>	Count the number of registered candidates using signed learner agreements
<b>Means of verification</b>	Learner agreements and System report
<b>Assumptions</b>	Candidates in need of professional designation will accept and participate in the Candidacy Programmes funded by the W&RSETA
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not Applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Township, Urban
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	50 Unemployed learners enrolled per year
<b>Indicator Responsibility</b>	COO

<b>Indicator Title</b>	Number of signed partnership agreements with HET Institutions, annually
<b>Definition</b>	<p>Partnership agreements are concluded with HET Institutions to improve the delivery of Wholesale and Retail related qualifications through using a variety of interventions, for example:</p> <ul style="list-style-type: none"> <li>• Workshops;</li> <li>• Infrastructure support;</li> <li>• Equipment;</li> <li>• Training Material;</li> <li>• Lecturer capacitation;</li> <li>• Establishing Assessment Centres</li> </ul>
<b>Source of data</b>	Partnership agreements with HET Institutions
<b>Method of Calculation / Assessment</b>	Count the number of partnership agreements concluded with HET Institutions.
<b>Means of verification</b>	Duly signed partnership agreements
<b>Assumptions</b>	Sufficient interest from HET Institutions to partner with W&RSETA
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, Rural
<b>Calculation Type</b>	Non - Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	2 Partnership agreements signed with HET Institutions annually



<b>Indicator Title</b>	Number of Public TVET Centres of Specialisation supported annually
<b>Definition</b>	The indicator measures the number of Public TVET Centres of Specialization supported through a partnership agreement that outlines the support to be provided.
<b>Source of data</b>	Agreements with Public TVET Centres of Specialisation
<b>Method of Calculation / Assessment</b>	Count the number of Centres of Specialisation supported using signed agreements
<b>Means of verification</b>	Signed Agreements
<b>Assumptions</b>	Public TVET Centres of Specialization need support
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Urban, Rural
<b>Calculation Type</b>	Non - Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	4 Public TVET Colleges Centres of Specialization supported
<b>Indicator Responsibility</b>	COO



<b>Indicator Title</b>	Number of signed partnership agreements with TVETs, annually
<b>Definition</b>	<p>Partnership agreements are concluded with TVET Institutions to improve the delivery of Wholesale and Retail related qualifications through using a variety of interventions, for example:</p> <ul style="list-style-type: none"> <li>• Workshops;</li> <li>• Infrastructure support;</li> <li>• Equipment;</li> <li>• Training Material;</li> <li>• Lecturer capacitation;</li> <li>• Establishing Assessment Centres</li> </ul>
<b>Source of data</b>	Partnership agreements with TVET Institutions
<b>Method of Calculation / Assessment</b>	Count the number of partnership agreements concluded with TVET Institutions
<b>Means of verification</b>	Duly signed agreements
<b>Assumptions</b>	Sufficient interest from TVET Institutions to partner with W&RSETA
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Urban
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Bi-Annual
<b>Desired performance</b>	16 Partnership Agreements signed with TVET Institutions annually
<b>Indicator Responsibility</b>	COO

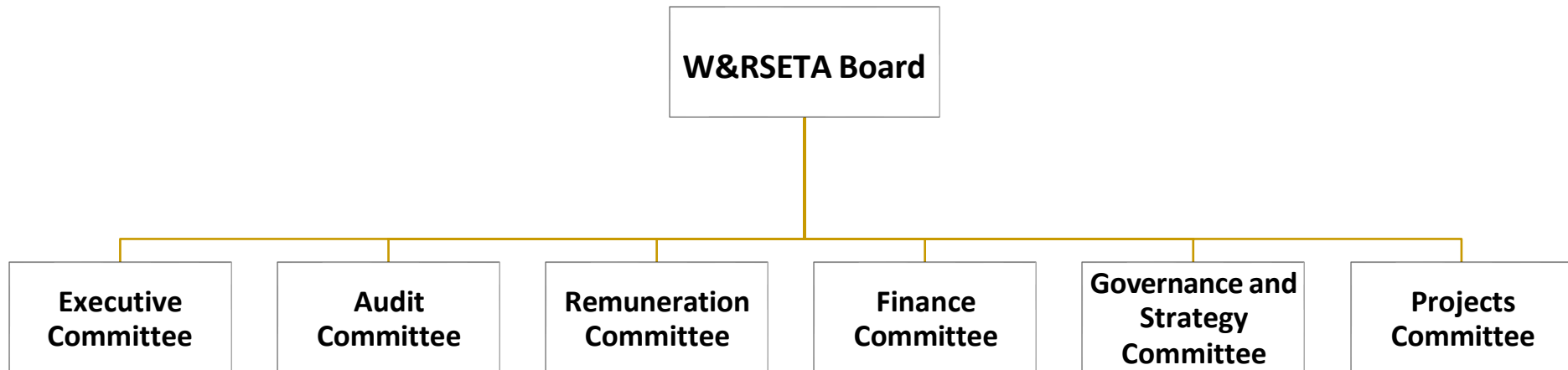
<b>Indicator Title</b>	Number of TVET colleges where the SETA has or maintains a presence, annually
<b>Definition</b>	The indicator measures the number of TVET colleges where the SETA has maintained a presence through having a workstation at the campuses, having a workstation at a university nearby to a TVET college or maintaining a presence through the respective regional office.
<b>Source of data</b>	Contract/ MOU between the SETA and the TVET MOU/ Contract Implementation Reports
<b>Method of Calculation / Assessment</b>	Count the number of TVET colleges where the Wholesale and Retail SETA has maintained a presence by assessing the Implementation Report to determine if the MOU/Contract is being implemented annually
<b>Means of verification</b>	MOU Implementation Reports
<b>Assumptions</b>	TVET colleges will allow the Wholesale and Retail SETA to maintain a presence at their various campuses
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Across townships
<b>Calculation Type</b>	Non - Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	Wholesale and Retail SETA has maintained a presence at 32 TVET Institutions
<b>Indicator Responsibility</b>	COO





<b>Indicator Title</b>	Number of partnerships formed with CETs to improve the delivery of retail and related programmes, annually
<b>Definition</b>	<p>Partnership agreements are concluded with CETs to improve the delivery of Wholesale and Retail related qualifications through using a variety of interventions, for example:</p> <ul style="list-style-type: none"> <li>• Workshops;</li> <li>• Infrastructure support;</li> <li>• Equipment;</li> <li>• Training Material;</li> <li>• Lecturer capacitation;</li> <li>• Establishing Assessment Centres</li> </ul>
<b>Source of data</b>	Signed Partnership Agreements
<b>Method of Calculation / Assessment</b>	Count the number of partnerships formed with CETs using agreements signed by all parties
<b>Means of verification</b>	Duly signed partnership agreements
<b>Assumptions</b>	Sufficient interest from CETs to partner with W&RSETA
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not applicable
<b>Spatial Transformation (where applicable)</b>	Rural, Urban
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	3 Partnership Agreements entered into with CET's annually
<b>Indicator Responsibility</b>	COO

# ANNEXURE A: W&RSETA GOVERNANCE STRUCTURE



## Legend:

<b>W&amp;RSETA Board</b>	<b>15 Members</b> 1 Board Chairperson 6 Organised Labour 6 Organised Employer 2 Community Organisations
<b>Board Committees</b>	<b>4 Board Members</b> 2 Organised Labour 2 Organised Employer 1 Community Organisation
<b>Audit Committee</b>	<b>6 Members</b> 4 Independent Members 2 Board Members

# ANNEXURE B: MATERIALITY FRAMEWORK

In terms of Treasury Regulations, 28.3.1 for purposes of material [sections 50(1), 55(2) and 66(1) of the Act] and significant [section 54(2) of the Act], the accounting authority must develop and agree on a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.

The Wholesale & Retail SETA has developed a materiality and significance framework which outlines materiality and significance as follows:

## TREASURY REGULATION 28.1.5

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

		Materiality approach adopted
Section 50(1)	<p>(1) The accounting authority for a public entity must -</p> <p>(a) Exercise the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;</p> <p>(b) Act with fidelity, honesty, integrity and in the best interest of the public entity in managing the financial affairs of the public entity;</p>	<p>Appropriate systems of control and risk management are maintained as well as a corporate risk management policy which is reviewed annually for effectiveness and a high level of compliance.</p> <p>W&amp;RSETA sets high standards for good governance and ethical behaviour. The best interest of the public entity is always relevant and reflected in the business plan as approved by the Board (accounting authority) and the implementation of the business plan is of the utmost importance.</p>

### TREASURY REGULATION 28.1.5

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

		Materiality approach adopted
	<p>(c) On request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all <b>material</b> facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and</p> <p>(d) Seek, within the sphere of influence of that accounting authority, to prevent any prejudice against the financial interests of the state.</p>	<p>W&amp;RSETA is committed to an open and transparent culture and in revealing any relevant information to its stakeholders. Materiality can only be determined if the nature of the information which will affect the decision of the stakeholder is known.</p> <p>W&amp;RSETA employs risk management plans and reviews. Identified processes are aimed at preventing any prejudice to the financial interest of the state.</p>

## TREASURY REGULATION 28.1.5

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

		Materiality approach adopted
Section 55 (2)	<p>(2) The annual report and financial statements referred to by PFMA Subsection 55 (1)(d) must –</p> <p>(a) Fairly present the state of affairs of the public entity, its business, its financial results, its performance against pre-determined objectives and its financial position as of the end of the financial year concerned;</p> <p>(b) include particulars of –</p> <ul style="list-style-type: none"><li>(i) Any <b>material</b> losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;</li><li>(ii) Any criminal or disciplinary steps taken as a consequence of such losses or irregular expenditure or fruitless and wasteful expenditure;</li><li>(iii) Any losses recovered or written off;</li><li>(iv) Any financial assistance received from the state and commitments made by the state on its behalf; and</li><li>(v) Any other matters that may be prescribed; and</li></ul> <p>(c) Include the financial statements of any subsidiaries.</p>	<p>W&amp;RSETA makes use of independent assurance providers and is involved with disclosure forums for the presentation of annual financial statements to ensure that its affairs are fairly represented in the AFS.</p> <p>All losses are disclosed in the AFS.</p> <p>All activities are disclosed in the AFS.</p> <p>All losses are disclosed in the AFS.</p> <p>All financial assistance received or committed is disclosed.</p> <p>W&amp;RSETA will apply any other matters that become prescriptive.</p> <p>Not applicable.</p>
Section 54 (2)	<p>(1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant</p>	

**TREASURY REGULATION 28.1.5**

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

		Materiality approach adopted
	particulars of the transaction to its executive authority for approval of the transaction  (a) Establishment or participation in the establishment of a company;  (b) Participation in a significant partnership, trust, unincorporated joint venture, or similar arrangement  (c) Acquisition or disposal of a significant shareholding in a company  (d) Acquisition or disposal of a significant asset  (e) Commencement or cessation of a significant business activity;  (f) A significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture, or similar arrangement.	  Not applicable.  Not applicable.  Not applicable.  Management attains the approval of the Accounting Authority. Not applicable. Not applicable.
Section 61(1)(c)	(a) The report of an auditor appointed in terms of section 58(1)(b) must be addressed to the executive authority responsible for the public entity concerned and must state separately in respect of each of the following matters whether in the auditor's opinion –	The materiality of 0.5% of the total value of the sum of the revenue received for the year is applied.  Budgeted Revenue 2022/23 = R 1, 551 billion (based on MTEFestimate)  Materiality for 2022/23 = R 7,8 million

**TREASURY REGULATION 28.1.5**

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

		Materiality approach adopted
	(b) The transactions that had come to the auditor’s attention during auditing were in all material respects per the mandatory functions of the public entity determined by law or otherwise.	
Section 66 (1)	<p>(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity, or security, or enter into any other transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security, or other transaction –</p> <p>(2)</p> <p>(a) Is authorised by this Act; and</p> <p>(b) In the case of public entities, is also authorised by other legislation, not in conflict with this Act; and</p> <p>(c) In the case of loans by a province or a provincial government business enterprise under the ownership control of a provincial executive, is within the limits as set in terms of the Borrowing Powers of Provincial Governments Act, 1996 (Act No 48 of 1996).</p>	W&RSETA operates within the ambit as set by this clause and its related Act.

### Quantitative Aspects

Materiality level for consideration, the level of materiality for 2023/24 has been set as follows:

Financial Statement Base	Base Amount	Materiality %	Materiality value for 2023/24
Total assets	R 2 816 414 000	1%	R 28 164 140
Total revenue	R 1 551 729 000	0.5%	R 7 758 645
Total Surplus	Not relevant as the W&RSETA is not budgeting for a surplus		

The total revenue amount is based on the MTEF Estimates for the 2023/24 financial year while the total assets value is based on the audited financial statements for the 2021/22 financial year.

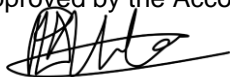
Therefore, final materiality is set at R 7 758 645 for the 2023/24 financial year.

### Qualitative aspects

Materiality is not merely related to the size of the entity and the elements of its financial statements. Misstatements that are large either individually or taken together may affect a “reasonable” user’s judgement. However, misstatements may also be material on qualitative grounds. These qualitative grounds include amongst others:

- New contracts that the SETA has entered into.
- Unusual transactions entered into that are not repetitive and are disclosable purely due to the nature thereof due to knowledge thereof affecting the decision making of the user of the financial statements.
- Transactions entered into that could result in a reputational risk to the SETA.
- Any fraudulent or dishonest behaviour of an officer or staff of the SETA.
- Any infringement of W&RSETA’s agreed performance levels.
- Procedures/processes required by legislation or regulation (e.g., PFMA and the Treasury Regulations)

This Materiality Framework is re-assessed and adjusted on an annual basis with the Audit Committee, Internal and External Auditors and assessed and approved by the Accounting Authority.



**CHIEF FINANCIAL OFFICER**





## ANNEXURE C: GLOSSARY OF TERMS

<b>Artisan</b>	The person who has been certified as competent to perform a listed trade per the skills development act, 1998 (Act of 97 Of 1998)
<b>Candidacy</b>	The structured work experience component is part of an occupational qualification as determined by the relevant professional body and may follow the completion of an academic qualification required for access to the assessment for the issuing of a professional designation. This may lead to the designated registration on the NQF.
<b>Certification</b>	the formal recognition of a student who successfully completed all courses required to obtain a qualification or part qualification
<b>“Centres of Specialisation</b>	in the TVET College sector” is a programme which aims to inform college differentiation, promote quality teaching and learning, facilitate responsiveness and provide a model for the implementation of QCTO’s trade qualifications at the same time as it develops artisanal skills in demand for economic growth, starting with the Strategic Integrated Projects (SIPs)”.
<b>Continuing Education Training</b>	all learning and training Programmes leading to qualifications or part qualifications at Levels 1-4 of the NQF contemplated in the National Framework Act, 2008 (Act No. 67 of 2008)
<b>Data source</b>	a record, organisation, individual or database from which data is obtained
<b>Data verification</b>	the process by which data is checked, assessed reviewed and audit
<b>Higher Education Institution</b>	any institution that provides higher education on a full time, part-time or distance basis and which is established deemed to be established or declared as a public higher education institution or registered or conditionally registered as a private higher education institution under the Higher Education Act No 101 of 1997 as amended.
<b>Hard to Fill Vacancies (HTFVs)</b>	hard to fill vacancies are defined as those vacancies that take the employer a period longer than six months to find suitable candidates to fill the vacancy (with mainly skills-related reasons)
<b>Learnership</b>	a learning Programme that leads to an occupational qualification or part qualification
<b>Recognition of prior learning</b>	the principles and processes, through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purpose of alternative access and admission, recognition and certification, or further learning and development
<b>Workplace-based learning</b>	an educational approach with a quality assured curriculum through which a person internalizes knowledge, gains insights, and acquires skills and competencies through exposure to a workplace to achieve specific outcomes applicable to employability

## ANNEXURE D: SERVICE LEVEL AGREEMENT

# ANNEXURE E: LIST OF TVET COLLEGES WITH W&RSETA OFFICES

NAME OF THE COLLEGE	PHYSICAL ADDRESS	REGION
<b>uMgungundlovu TVET College</b>	44 Burger Street, Pietermaritzburg	<b>KwaZulu Natal</b>
<b>Majuba TVET College</b> (Madadeni Campus)	CPD, Nelson Mandela Drive, Section 2; Madadeni	<b>KwaZulu Natal</b>
<b>uMfolozi TVET College</b> (Esikhawini Campus)	Lot: 11 Eskhawini Highway, Eskhawini	<b>KwaZulu Natal</b>
<b>Mthashana TVET College</b> (Vryheid Campus)	90 Hlobane Street, Vryheid	<b>KwaZulu Natal</b>
<b>Esayidi TVET College</b> (Enyenyenzi Campus)	Boboyi Location, N2 Main Harding Road, Port Shepstone	<b>KwaZulu Natal</b>
<b>Enhlanzeni TVET College</b>	29 Bell Street, Nelspruit	<b>Mpumalanga</b>
<b>Gert Sibande TVET College</b>	No. 2 Tambourin Ave, Standerton	<b>Mpumalanga</b>
<b>Taletso TVET College</b>	Carrol Street, Lichtenburg	<b>North West</b>
<b>Vuselela TVET College</b>	133 OR Tambo Street, Klerksdorp	<b>North West</b>



NAME OF THE COLLEGE	PHYSICAL ADDRESS	REGION
West Coast College	2 Loedolf Street, Malmesbury	Western Cape
False Bay College	Khayelitsha Campus, Mew Way	Western Cape
Boland College	85 Bird Street, Stellenbosch	Western Cape
South Cape College	125 Mitchell Street, George	Western Cape
Maluti TVET College	Central Office, Mampoi Road Phuthaditjhaba 9866	Free State
Goldfields TVET College	Cnr Toronto Rd & Petrus Bosch Str. City Centre Welkom	Free State



# ANNEXURE F: SECTOR SKILLS PLAN

