



Transport Education Training Authority

*Driven by Vision*

TRANSPORT EDUCATION TRAINING AUTHORITY

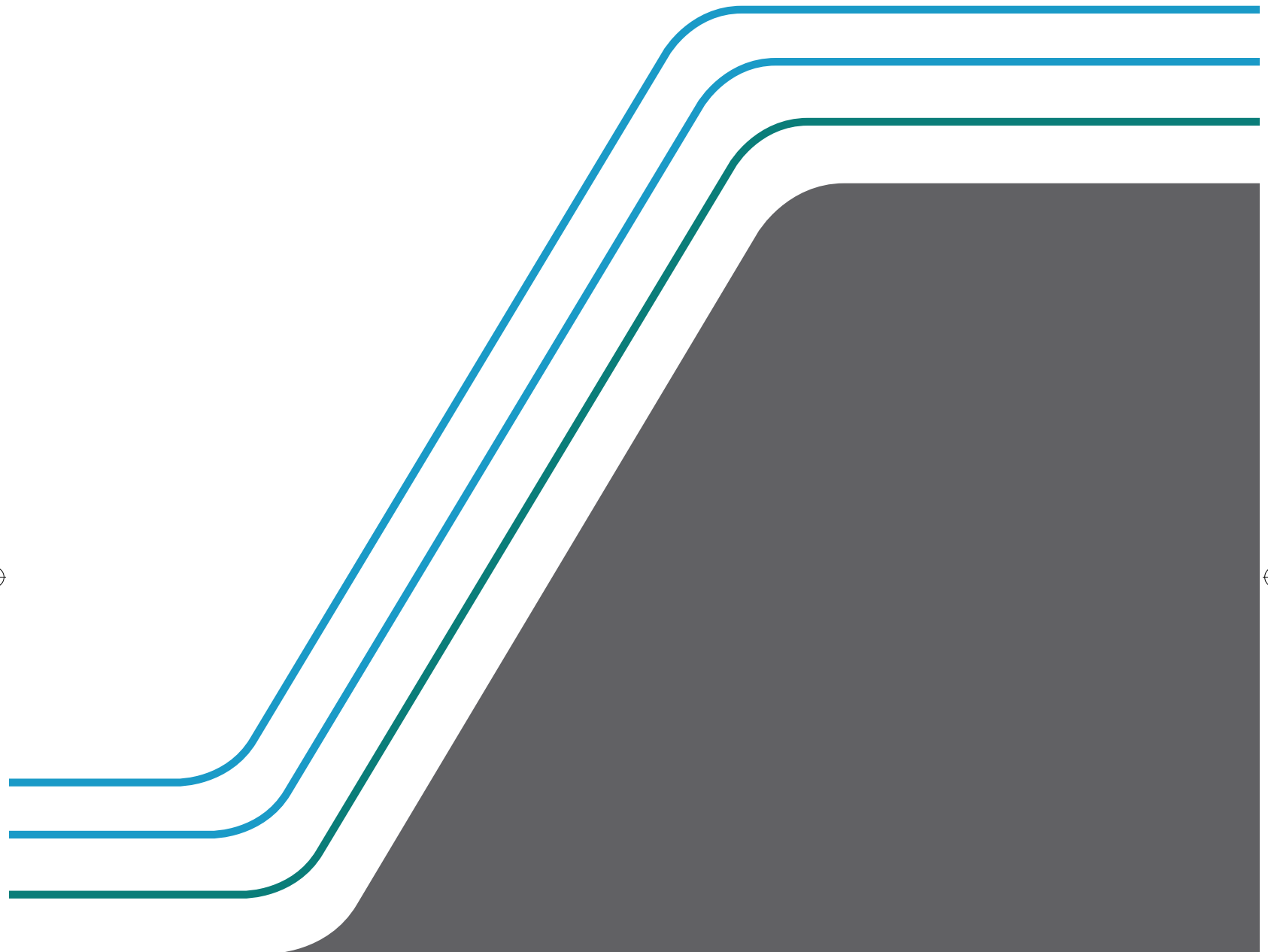
# STRATEGIC PLAN 2020 2025

2021/22 REVIEW



# STRATEGIC PLAN 2020 – 2025

## 2021/22 REVIEW



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



# TABLE OF CONTENTS

Board Chairperson’s Foreword .....	6
Chief Executive Officer’s Foreword.....	8
Official Sign-off .....	10
Introduction .....	11

## PART A: Our Mandate

1 Constitutional Mandates .....	14
2 Updates to Institutional Policies and Strategies .....	15
3 Institutional Policies and Strategies over the five-year planning period .....	16
3.1 Emergent policies, legislation and other strategic initiatives.....	16
3.1.1 Protection of Personal Information (POPI).....	17
3.1.2 Operation Phakisa.....	17
3.1.3 Aviation Industry Transformation-Letsema .....	18
3.1.4 Corporate Governance of Information and Communication Technology Policy Framework (CGICTPF) .....	18
3.2 Programmes Alignment to National Imperatives.....	19
4 Relevant Court Rulings .....	19

## PART B: Our Strategic Focus

5 Strategic Intent 2020/21 – 2024/25 .....	21
6 Situational Analysis.....	21
6.1 Transport Sector Overview .....	21
6.2 Performance Delivery Environment .....	28
6.2.1 Political, Economic, Socio-cultural and Ethical, Technology and Information, Environmental and Legal and Regulatory (PESTEL) Analysis .....	30
6.2.2 Transport Subsectors .....	32
6.2.3 Transport SETA Subsector Profiles.....	33
6.3 Organisational Environment .....	35
6.3.1 Internal Environment.....	35
6.3.2 Priorities and their impact.....	36
6.3.3 Top Key Strategic Risks.....	36
6.3.4 Boston Consulting Group Matrix.....	39
6.4 Sectoral Challenges and Opportunities .....	40
6.4.1 Transport sector future outlook .....	40
6.5 TETA Skills Development Priorities .....	42



## **PART C: Measuring Our Performance**

<b>7</b>	<b>Institutional Performance Information.....</b>	<b>46</b>
7.1	Overall Impact Statement.....	46
7.2	TETA Impact Framework.....	47
7.2.1	Increased access to occupations in high demand through skills interventions.....	47
7.2.2	Linked education institutions and the workplace.....	48
7.2.3	Improving the level of skills in the South African workforce.....	48
7.2.4	Increased access to occupationally directed programmes.....	48
7.2.5	The growth of the public college institution supported as a key provider of skills required for socio-economic development.....	49
7.2.6	Supported skills development for entrepreneurship and cooperative development.....	49
7.2.7	Encouraged and supported worker initiated training.....	49
7.2.8	Supported career development services.....	50
7.2.9	Supported transport safety interventions.....	50
7.2.10	Enhanced administrative support services.....	50
7.2.11	Key Risks.....	51
7.2.12	Explanation of Planned Performance over the five-year planning period.....	52

## **PART D: Technical Indicator Descriptors..... 54**

### **Annual Performance Plan ..... 64**

### **Technical Indicator Descriptors..... 120**



# LIST OF ABBREVIATIONS/ACRONYMS

<b>AET:</b>	Adult Education and Training
<b>APP:</b>	Annual Performance Plan
<b>ATR:</b>	Annual Training Report
<b>BRT:</b>	Bus Rapid Transit
<b>BCG:</b>	Boston Consulting Group Matrix
<b>CBO:</b>	Community-Based Organisations
<b>CoS:</b>	Centre of Specialisation
<b>CGICTPF:</b>	Corporate Governance of Information and Communication Technology Policy Framework
<b>DG:</b>	Discretionary Grant
<b>DHET:</b>	Department of Higher Education and Training
<b>DoT:</b>	Department of Transport
<b>The Dti:</b>	Department of Trade and Industry
<b>EEA:</b>	Employment Equity Act (55 of 1998)
<b>ETQA:</b>	Education and Training Quality Assurance
<b>EXCO:</b>	Executive Committee
<b>HEI:</b>	Higher Education Institution
<b>HET:</b>	Higher Education and Training
<b>HRD:</b>	Human Resources Development
<b>IMC:</b>	Independent Management Committee
<b>IPAP:</b>	Industrial Policy Action Plan
<b>ISO:</b>	International Organization for Standardization
<b>M&amp;E:</b>	Monitoring and Evaluation
<b>MG:</b>	Mandatory Grant
<b>MoU:</b>	Memorandum of Understanding
<b>MTSF:</b>	Medium Term Strategic Framework
<b>NAMB:</b>	National Artisan Moderation Board
<b>NDP:</b>	National Development Plan
<b>NGO:</b>	Non-Governmental Organisation
<b>NGP:</b>	New Growth Path
<b>NLPE:</b>	Non-levy-Paying Enterprise
<b>NQF:</b>	National Qualifications Framework
<b>NSA:</b>	National Skills Authority
<b>NSF:</b>	National Skills Fund



<b>NSDS:</b>	National Skills Development Strategy
<b>OHASA:</b>	Occupational Health and Safety Act (85 of 1993)
<b>POPI:</b>	Protection of Personal Information
<b>PDI:</b>	Previously Disadvantaged Individuals
<b>PFMA:</b>	Public Finance Management Act (PFMA) (29 of 1999)
<b>PIVOTAL:</b>	Professional, Vocational, Technical and Academic Learning
<b>PM&amp;E:</b>	Performance Monitoring and Evaluation
<b>PRASA:</b>	Passenger Rail Agency South Africa
<b>QCTO:</b>	Quality Council for Trades and Occupations
<b>RPL:</b>	Recognition of Prior Learning
<b>SAMSA:</b>	South African Maritime and Safety Authority
<b>SAQA:</b>	South African Qualifications Authority Act (58 of 1995)
<b>SARS:</b>	South African Revenue Service
<b>SDA:</b>	Skills Development Act (97 of 1998) as amended
<b>SDF:</b>	Skills Development Facilitator
<b>SDLA:</b>	Skills Development Levies Act (9 of 1999)
<b>SETA:</b>	Sector Education and Training Authority
<b>SETMIS:</b>	SETA Management Information System
<b>SIPs:</b>	Strategic Integrated Projects
<b>SoR:</b>	Statement of Results
<b>SLA:</b>	Service Level Agreement
<b>SMME:</b>	Small, Micro and Medium-sized Enterprise
<b>SSP:</b>	Sector Skills Plan
<b>SWOT:</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TETA:</b>	Transport Education Training Authority
<b>TVET:</b>	Technical and Vocational Education and Training
<b>UIF:</b>	Unemployment Insurance Fund
<b>WCO:</b>	World Customs Organization
<b>WIL:</b>	Work Integrated Learning
<b>WMU:</b>	World Maritime University
<b>WSP:</b>	Workplace Skills Plan



## BOARD CHAIRPERSON'S FOREWORD



## BOARD CHAIRPERSON'S FOREWORD

The Transport Education Training Authority's Strategic Plan is set to be the compass that directs the performance and activities of the SETA for the period ending 2025. Though it comes at a time when our country is battling the effects of the COVID-19 pandemic, debilitating state of economy, declining investor confidence, low levels of adequately skilled workforce and constraints on Small, Micro and Medium-sized Enterprises (SMMEs), among others; we remain ambitious that our contributions and that of our partners and stakeholders in the transport industry will bring the economic improvement our country so years for.

Notwithstanding that it is laid on the foundations of the National Skills Development Plan (NSDP), TETA Strategic Plan 2020-2025 conforms to the imperatives of the National Development Plan (NDP)-Vision 2030 and various constitutional, legislative and policy mandates. We would have erred if we ignored the demands of the transport sector as detailed in the TETA Sector Skills Plan.

Among others, our system for governing the actions of the Transport SETA will be dictated by the Skills Development Levies Act, Public Finance Management Act and South African Qualifications Authority Act.

Our ultimate role as a SETA is clearly defined in the NSDP and places us at the centre of addressing the demand and supply of skills in the transport sector. We address skills demand by conducting labour market research and developing Sector Skills Plans (SSP). The SSP informs our Strategic Plan and Annual Performance Plan. In addressing the supply of skills in the sector, we focus on sector skills needs and priorities as well as scarce and critical skills through the implementation of Professional Vocational Technical and Academic Learning (PIVOTAL) programmes. Moreover, we promote ease-of-access to skills development opportunities and collaborate with the Quality Council for Trade and Occupations (QCTO) to ensure quality and provision of skills programmes.



South Africa is often praised for having excellent and impeccably crafted policies, plans and strategies but criticised for falling way below par in implementation.

The implementation of this strategy and plan will be underpinned by a culture that supports TETA's philosophical statement built on the bedrocks of economic development, stakeholder participation and financial sustainability. Our legislative framework obliges for quarterly reporting to the Department of Higher Education and Training in accordance with the signed Service Level Agreements (SLAs). It is our belief that these processes will enable us to keep our fingers on the pulse in the implementation of this strategy and the annual performance plan.

I owe my gratitude to the board, executives, managers and staff members of TETA who played a pivotal role in responding to the emergent dictates of COVID-19 and charting the path for the five years ahead.

Though we are faced with enormous challenges in the sector with a rather blur future. I strongly believe in our resolve and tenacity to hold the fort and breathe success of this institution.

**Mr Samuel Zungu**  
TETA Board Chairperson

“

***Though we are faced with enormous challenges in the sector with a rather blur future. I strongly believe in our resolve and tenacity to hold the fort and breathe success of this institution.***

”





# CHIEF EXECUTIVE OFFICER'S FOREWORD



## CHIEF EXECUTIVE OFFICER'S FOREWORD

I present to you the Transport Education Training Authority (TETA) Strategic Plan 2021/22. This is the second instalment of our five-year strategic cycle ending 2025.

We started this strategic cycle with bruised feet as COVID-19 threatened business continuity, training and skills development delivery, levy income and transport sector activities. The President of the Republic, Cyril Ramaphosa, announced a four-month skills levy payment holiday as a COVID-19 relief intervention. Owing to this intervention, our 2021/22 targets were reduced, as were 2020/21 targets.

Principally, this Strategic Plan was informed by the Constitution of the Republic of South Africa, National Skills Development Plan and New Growth Path. In addition to other strategies and policies that guide our strategic focus and outputs, we always position ourselves to respond positively to the dictates of the day, emergent policies and legislation changes.

In June 2020, the President signed the remaining sections of the Protection of Personal Information

(POPI) Act into law. This means from 1 July 2021, compliance failure by both public and private entities may result in legal implications. TETA started its POPIA compliance journey in 2017 and would like to urge all stakeholders to align their data collection and processing mechanisms to the dictates of the POPI Act.

TETA is tabling this Strategic Plan amidst severe economic challenges as COVID-19 continues to take its toll on South Africa's weak economy. As reported by Statistics South Africa, in the second quarter of 2020 gross domestic product (GDP) plummeted by 51 percent as lockdown restrictions reduced productivity. The transport and communication industry contribution to the GDP plummeted by 67.9 percent. This is because international and domestic air travel were restricted as well as rail, road and freight operations.

Another pressing issue in the transport sector is the lack of transformation in the aviation subsector. The South African Civil Aviation Authority recently reported that only 10.1 percent of pilots are from previously disadvantaged groups (either black,



coloured or Indian). TETA is aware of the role it must play to enforce transformation in the sector hence our strategy aims to respond to the Department of Transport's efforts to transform the sector through Aviation Industry Transformation-Letsema.

As mentioned before, COVID-19 disrupted many of TETA processes and programmes delivery. While TETA is proactively pursuing technological solutions to ensure that our services overcome physical barriers, we cannot underplay the fact that high costs of data, poor internet connection and limited access to technology in rural areas will hamper our efforts. Within this five-year strategic cycle many of our processes including bursary applications, accreditation applications and grant applications will be fully automated. Our biggest challenge will remain ensuring that people in rural areas are not excluded from training and skills development opportunities as a result of technological barriers.

Another change worth noting is that our safety programmes have been extended to cater for all safety requirements, including COVID-19 personal protective equipment (PPE). In the 2020/21 financial year, we supported all our 57 adopted schools with PPE and digital devices to enable e-learning. We are continuing to monitor emerging needs so we can support learners and other stakeholders where necessary.

Once again, I would like to appreciate the new board members who took up their challenging roles in April 2020. They have already shown strong leadership and have made insightful contributions to the direction of TETA on a range of issues that affect the Authority. This Strategic Plan is the artefact of the new Board's expertise, transport sector knowledge and collaborative spirit that honours the inputs of TETA staff members.

I would also like to appreciate our stakeholders who always respond positively to our consultative efforts to ensure that our strategic focus address real sectoral needs. In the commitment and dedication of TETA management team and staff members rests my confidence that TETA will always come up strong amidst challenges.



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

***" I would also like to appreciate our stakeholders who always respond positively to our consultative efforts to ensure that our strategic focus address real sectoral needs. "***



# OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan

- Was developed by the management of the Transport Education Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;
- Takes into account all relevant policies, legislation and other mandates for which TETA is responsible;
- Accurately reflects the impact, outcomes and outputs which TETA will endeavour to achieve over the period 2021/2022.

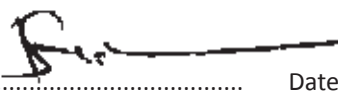
**Mrs Morongoe Nkabinde**

Senior Manager: Skills Development  
and Learning Programmes

Signature:  Date: 30 November 2020

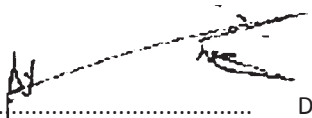
**Mr Simon Ndukwana**

Chief Financial Officer

Signature:  Date: 30 November 2020

**Mr Famanda Shirindza**

Chief Operations Officer

Signature:  Date: 30 November 2020

**Mrs Maphefo Anno-Frempong**

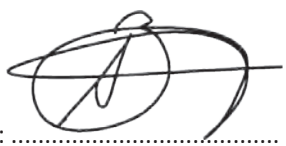
Chief Executive Officer

Signature:  Date: 30 November 2020

**Approved by:**

**Mr Samuel Zungu**

Board Chairperson

Signature:  Date: 30 November 2020



Transport Education Training Authority  
*Driven by Vision*



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# INTRODUCTION

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

The primary functions of TETA as set out in Section 10 of Skills Development Act, 1998, as amended, are

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

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

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

## TETA Skills Development Priorities

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

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

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

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

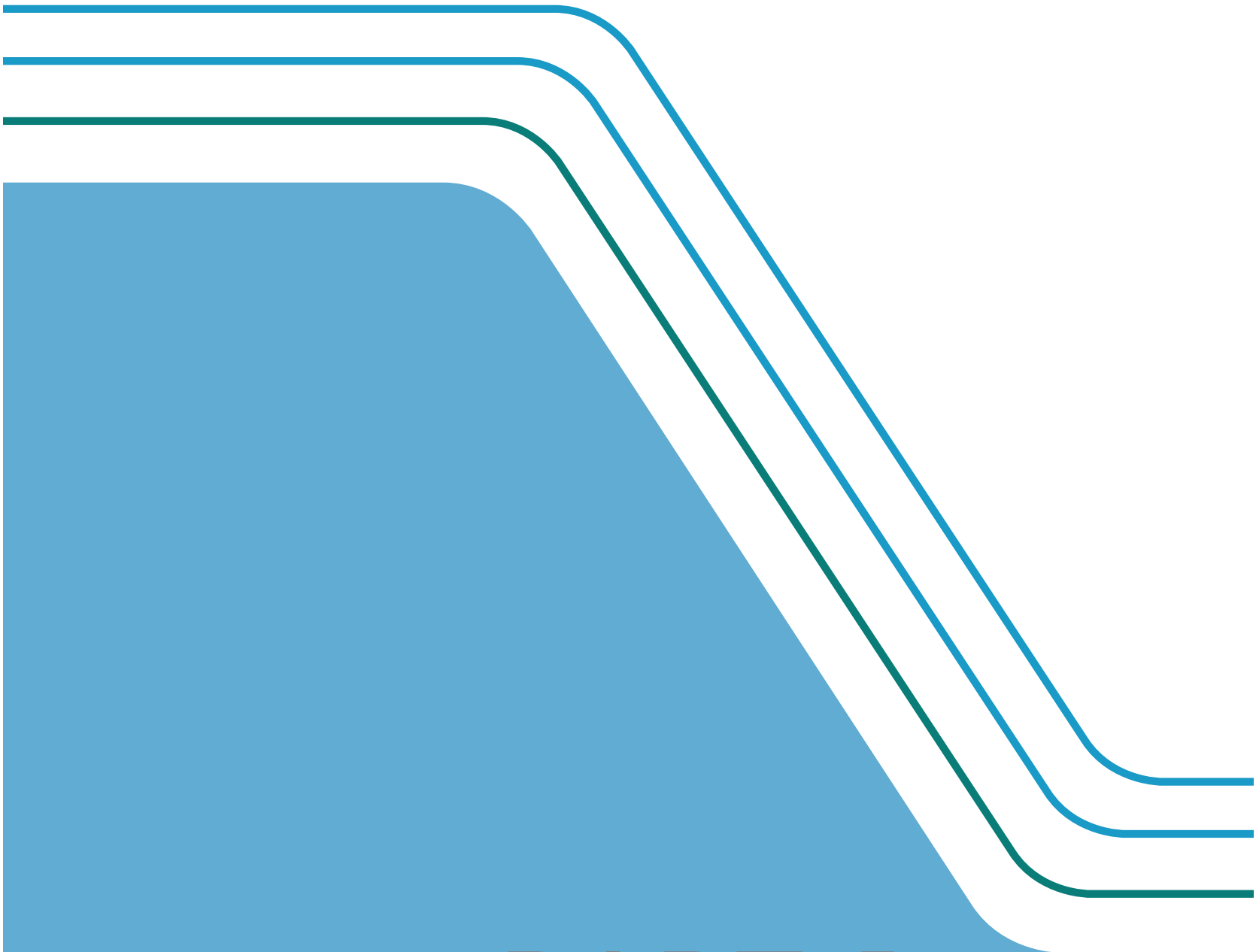
Table 1

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





# PART A — OUR MANDATE



# STRATEGIC PLAN PART A



# PART A – OUR MANDATE

The Transport SETA operates within the following legislative mandates:

## 1. Constitutional Mandates

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

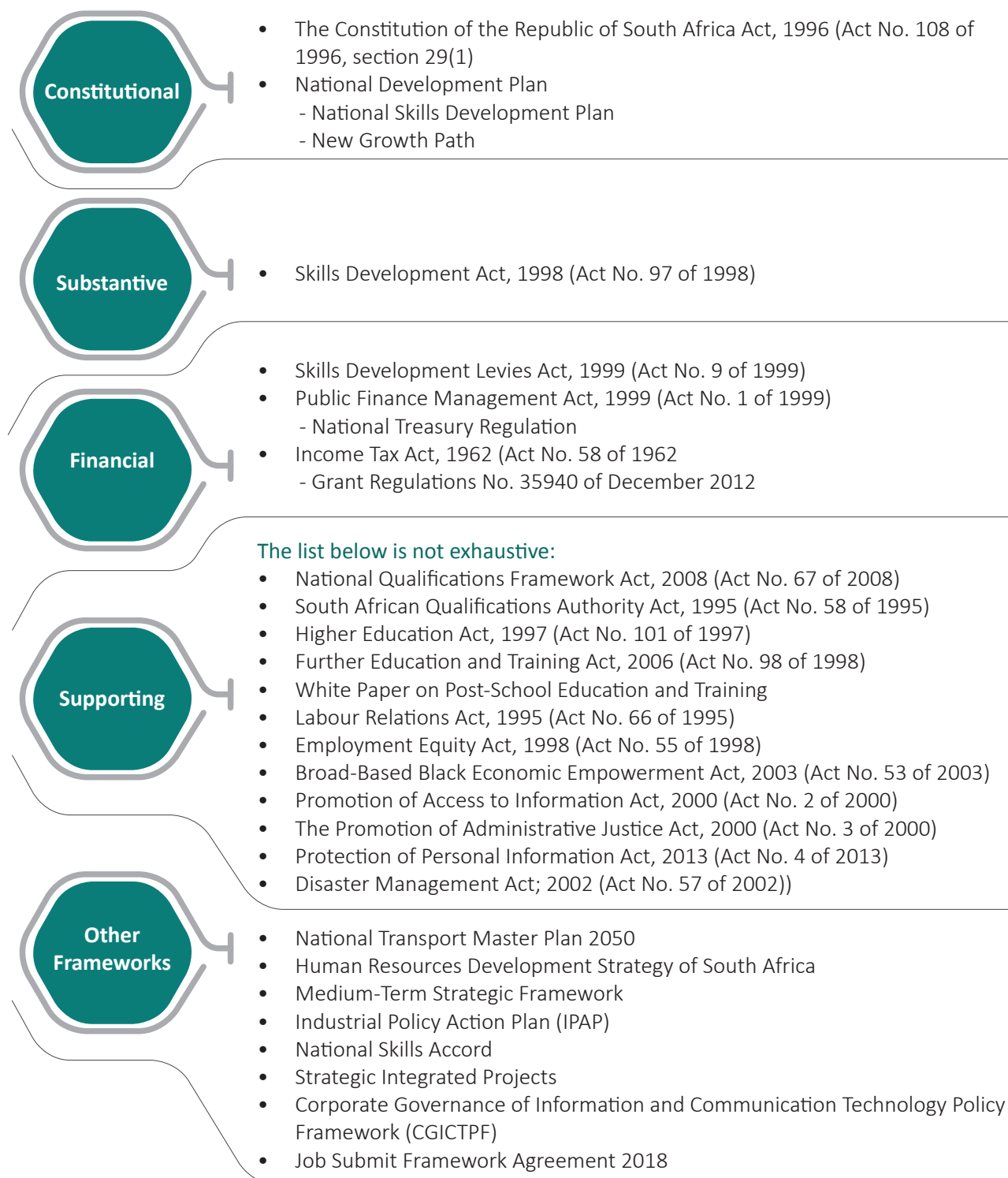
- a) to a basic education, including adult basic education; and
- b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

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

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



## 2. Updates to Institutional Policies and Strategies





# PART A – OUR MANDATE

## The objectives of TETA are to:

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

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

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

- **Mandatory Grant Policy** – is aimed at regulating the process of application, evaluation and disbursements of mandatory grants
- **Discretionary Grant Policy** – is aimed at regulating the process of application, evaluation and disbursements of discretionary grants
- **Unemployed Bursary Policy** – is aimed at regulating the process of application, evaluation and disbursements of unemployed bursaries
- **Funding Framework** – provides a standardised guideline that is consistent with the principles of fairness and equity
- **Accreditation Policy** – is aimed at regulating the process of application, evaluation and accreditation of skills development providers
- **Rural Development Strategy** – guides TETA on how to identify and implement projects that are geared towards rural development and township revitalisation for economic growth
- **Small Business Development Strategy** – guides TETA on how to identify and implement projects that are focusing on training, mentoring and coaching of small businesses to encourage growth and sustainability

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

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

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

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

Amongst others, POPI requires that organisations such as TETA inform data subjects (people whose information is being processed) of the purpose of the collection of the information and to require consent from the data subject for processing such data. TETA's journey towards compliance with POPIA started in 2017 as it embarked on the institutionalisation of data privacy through POPIA and PAIA project. The project included the awareness workshop for TETA's management and all other staff members on POPIA processes and its implication to TETA in case of non-compliance. The completion of the project saw the development of the POPI policy, review of the PAIA and privacy policy and the appointment of the Deputy Information Officers. The rollout of the implementation of POPIA is still underway and TETA believes that it will be compliant with the Act at the time that the regulator announces the effective date for compliance.

### 3.1.2. Operation Phakisa

Operation Phakisa a government vehicle for speedier and more effective implementation of emergent policies and programmes in line with the National Development Plan (NDP) 2030. Operation Phakisa seeks to give impetus to growing the Ocean Economy and has the following focus areas:

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

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

The job creation potential that comes with Operation Phakisa will place immense demand on TETA and its partners to create pipelines of artisanal and management skills, amongst others. TETA is an active participant in the various working groups and has further entered into a partnership agreement with SAIMI to collaborate in achieving some of the interventions..

## PART A – OUR MANDATE

### *3.1.3. Aviation Industry Transformation-Letsema*

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

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

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

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

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

TETA has successfully implemented the first two (2) phases of the approved CGICTPF and it is continuously improving its strategic plans, policies and processes in accordance with Phase 3 of the policy framework whose aim is “to ensure continuous improvement roadmap depicting the entities’ improvement plans for the CGICT, GICT and strategic alignment arrangements to optimise ICT enablement of service delivery”.

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

The corporate governance of ICT was audited by TETA's internal audit and all the findings raised have been corrected and continuously being improved.

### 3.2 Programmes Alignment to National Imperatives

Table 2

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

National Imperatives					
NDP	MTSF	NSDP	9-Point Plan	SIPs	SONA Feb 2020

## 4. Relevant Court Rulings

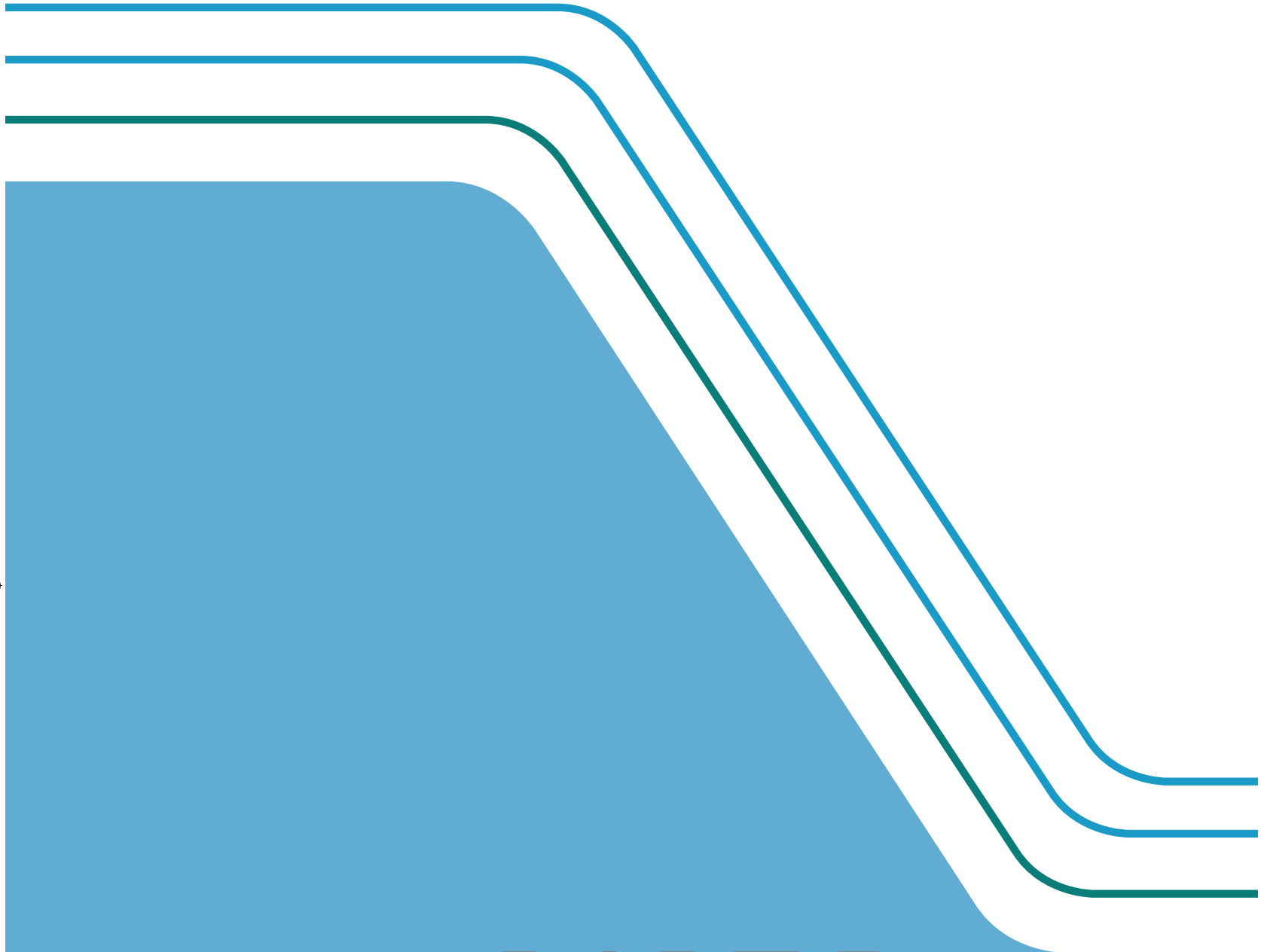
For the purpose of this document, reference will be made to court rulings that affect driving of the strategy.

In the Labour Court Cases (Case No: JR 1110/13) of Business Unity South Africa (BUSA) v. the Minister Higher Education Science and Technology and others<sup>3</sup> BUSA applied to the court to set aside the Grant Regulations 2012 based on the insufficient engagement of the Minister on the Grant Regulations. The Minister appealed against the judgment in Labour Appeal Court in Minister of Higher Education & Training v BUSA (2018) 39 ILJ 160 (LAC). The appeal was dismissed for lack of sufficient consultation with stakeholders pursuant to sections 36 and (5) 1 (a) (v) of the Skills Development Act.

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



# PART B — OUR STRATEGIC FOCUS



# STRATEGIC PLAN PART B



## 5 Strategic Intent 2020 – 2025

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

Table 3

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

### Key Strategy Drivers



**Economic development**



**Industry skills needs**



**National priorities**



**Transformation**

## 6 Situational Analysis

### 6.1 Transport Sector Overview

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

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

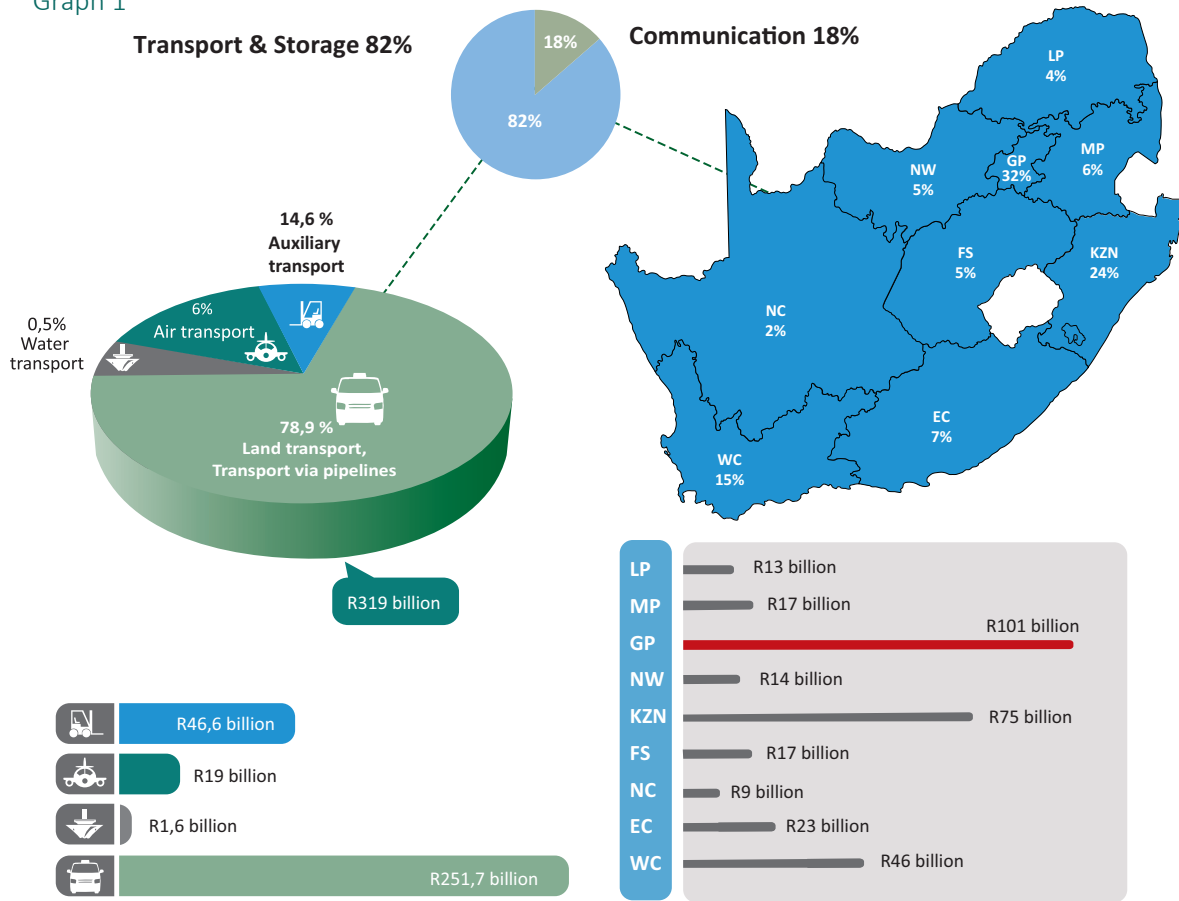
- Land (which consist of rail, road freight, road passenger, taxi);
- Air (which is aerospace);
- Sea (consisting of maritime); and
- Inter-or multi-modal (which has forwarding & clearing and freight handling).

# PART B – OUR STRATEGIC FOCUS

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

## Transport subsector GDP contribution

Graph 1



Source: TETA sector profile

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

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

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

Table 4

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

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

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

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



## PART B – OUR STRATEGIC FOCUS

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

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

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

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

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

SETA renowned programmes such as learnerships and artisanship are unit standard-based qualifications which the traditional education institutions (universities and TVET colleges) find it difficult to implement. There has been a plan to accredit TVET colleges so they can enrol learners in these programmes, but



the capacity is still not adequate to supply the much needed skills in the sector. NSDP 2030 explains the role of Community Education and Training (CET) colleges in bridging the skills gap. CET colleges may bridge skills gaps among workers as many companies have concerns around the lack of basic literacy skills of many employees especially in the lower-skill occupations.

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

### **The Fourth Industrial Revolution (4IR)**

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

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

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

Research provides the foundation for measures desired to enable businesses to become responsive to the 4IR technology. TETA is conducting extensive research on the impact of 4IR in the Transport sector.



## PART B – OUR STRATEGIC FOCUS

TETA has entered into a research partnership with the Durban University of Technology and Enterprise University of Pretoria to conduct the 4IR research studies. The research studies will provide evidence-based decision making for TETA concerning Skills Development interventions relevant for 4IR. The outcome will be the understanding of how 4IR will change operations of companies in the Transport sector and mapping skills gaps/needs that will respond to 4IR in all the 8 subsectors. The results of the studies will promote readiness of companies for the 4IR era, promoting skilled employees and new-entrants in the Transport labour market.

### Impact of COVID-19 on the Transport sector

- **Overview**

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

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

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

The following were COVID-19 implications for PSET:

- Public budget cuts for PSET provision
- Reprioritisation of spending by PSET institutions and support bodies such as SETAs, Quality Councils and the DHET

<sup>4</sup><http://www.statssa.gov.za/publications/Report-00-80-03/Presentation%20Impact%20of%20COVID-19%20-%2020%20May%202020.pdf>

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

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

- Public demand for a higher economic return from PSET
- Reduced skills development levy income
- Restructuring at PSET institutions
- Staff re-organisation due to reduced budgets
- A decline in workplace training activity
- Growing shift to online learning, blended learning and other hybrid forms
- Need for curriculum development to serve multiple learning delivery channels
- Higher training costs due to social distancing mitigation measures
- Less student funding
- Students take responsibility for their learning and development
- Scarcity of employment openings
- Need for life-long learning
- New occupations will emerge
- Skilling will overtake credentialing
- Graduates will be expected to be work-ready

The study identified six realistic, measurable and attainable PSET reforms:

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

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

The key findings are found below:

- Blended learning was implemented by slightly more than half of the responding training providers.
- Reported challenges with blended learning were high data costs, access to gadgets and carrying out of the practical modules of the programme since they cannot be done online. However, majority of the training providers said they were coping without challenges with blended learning
- 63.8% of training providers did not allow online completion of summative assessments, learners will have to complete assessments in compliance with covid 19 regulations in class.
- Seven (7) out of ten employer/training providers were able to pay stipends to learners during

## PART B – OUR STRATEGIC FOCUS

the lockdown. 90% of stipends were paid in full. The remaining 10% of stipends were either partially paid or not paid at all due to lack of funds or required evidence to release stipends.

- Training providers recommended 3 month contract extensions to complete programmes.
- Provision of PPE, data, gadgets and additional funding were some recommendations received from stakeholders.

- *Impact of COVID-19 on Transport companies*

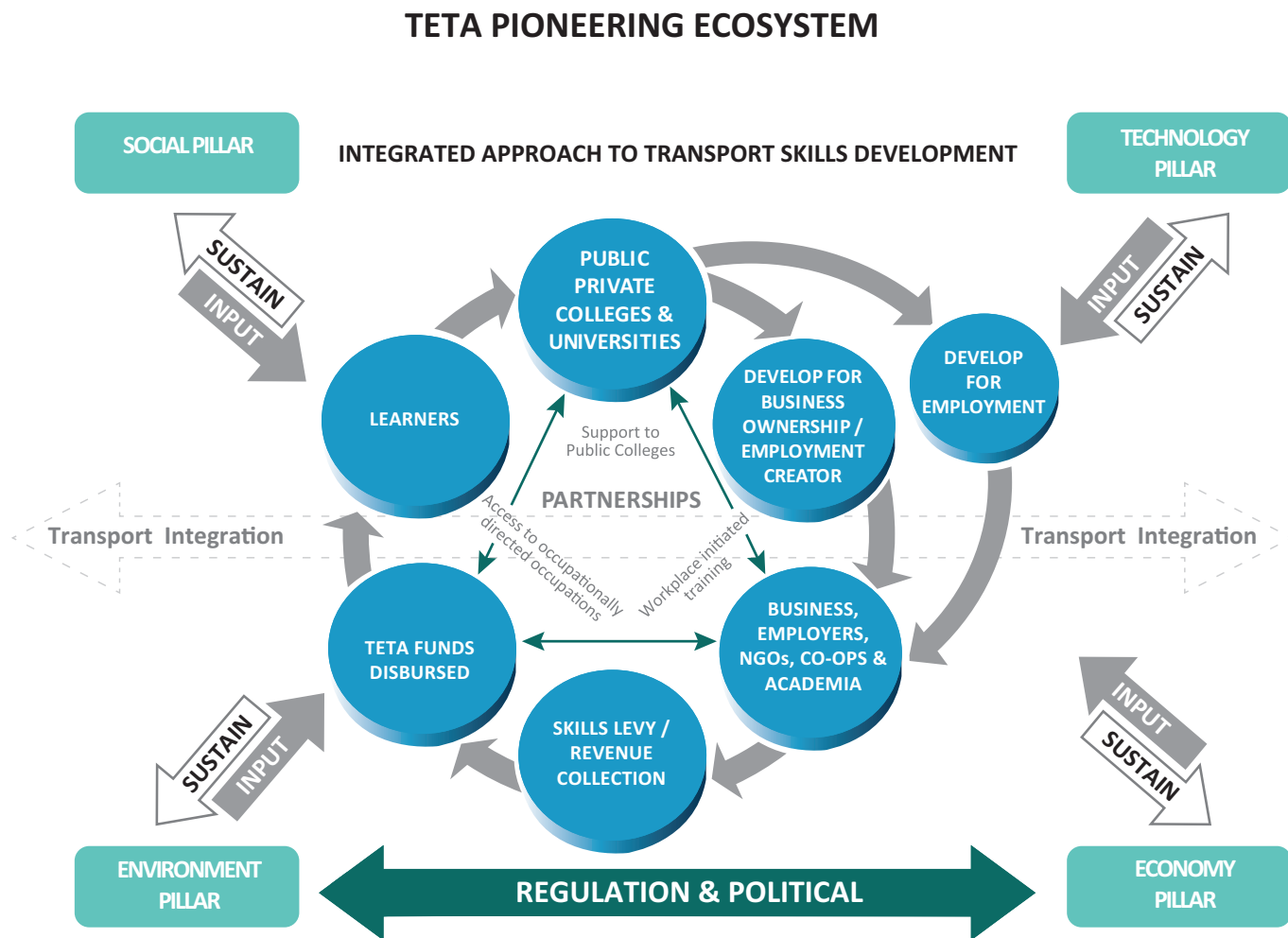
The unprecedented times of COVID-19 resulted in both individuals and companies seeking for solutions to survive socially and economically. Research has shown that the focus of transport companies shifted from moving citizens to keeping a core system operational for moving essential workers, goods and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

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



## 6.2 Performance Delivery Environment

Graph 2



## PART B – OUR STRATEGIC FOCUS

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

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

Table 5

Political	Economic	Socio-cultural and Ethical
<ul style="list-style-type: none"> <li>Political interference</li> <li>Employers not embracing transformation imperatives, demonstrated resistance to change</li> <li>Labour policies</li> <li>Lack of inter-ministerial collaboration</li> <li>Misalignment of departmental mandates</li> <li>Changes in government structure (departments and leadership)</li> <li>Taxi industry transformation</li> </ul>	<ul style="list-style-type: none"> <li>Labour disputes and protests</li> <li>Utilisation of training budget in the public service</li> <li>Company closures</li> <li>Fraud and corruption</li> <li>Competition</li> <li>Unstable global economy</li> <li>SETA mandate stretched without matching budget increases</li> <li>High unemployment rate</li> </ul>	<ul style="list-style-type: none"> <li>HIV/AIDS prevalence</li> <li>Significant societal disparities between rural and urban areas</li> <li>Protests and vandalism of transport infrastructure</li> <li>Taxi industry disputes</li> <li>Road carnage</li> <li>Substance abuse</li> <li>Employee wellness</li> </ul>
Technology and Information	Environmental (Natural)	Legal and Regulatory
<ul style="list-style-type: none"> <li>Shift to technology increases elitist group of participants</li> <li>SETMIS and QCTO quarterly management reporting</li> <li>Fourth industrial revolution, shift to technology/ automation</li> <li>High cost of data</li> <li>Limited access to technology by rural areas still a reality</li> </ul>	<ul style="list-style-type: none"> <li>Focus on green economy provides opportunities for research and awareness programmes</li> <li>Green economy also places pressure on transport operators to comply or face hefty penalties</li> </ul>	<ul style="list-style-type: none"> <li>Change in legislation (e.g. BBBEE)</li> <li>Bureaucracy in legislation approvals</li> </ul>

This strategy recommitments TETA to continually keep abreast of emerging trends and adjust its programmes and systems to respond promptly and adequately to these changes. TETA will integrate new legislative requirements into the design of its control mechanisms and align its programmes accordingly. The information systems will be reviewed and compliance processes will be continuously strengthened to embrace good governance and compliance in areas such as POPI and ICT governance framework.

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



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

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

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

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

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

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

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

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





# PART B – OUR STRATEGIC FOCUS

## 6.2.2 Transport Subsectors

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

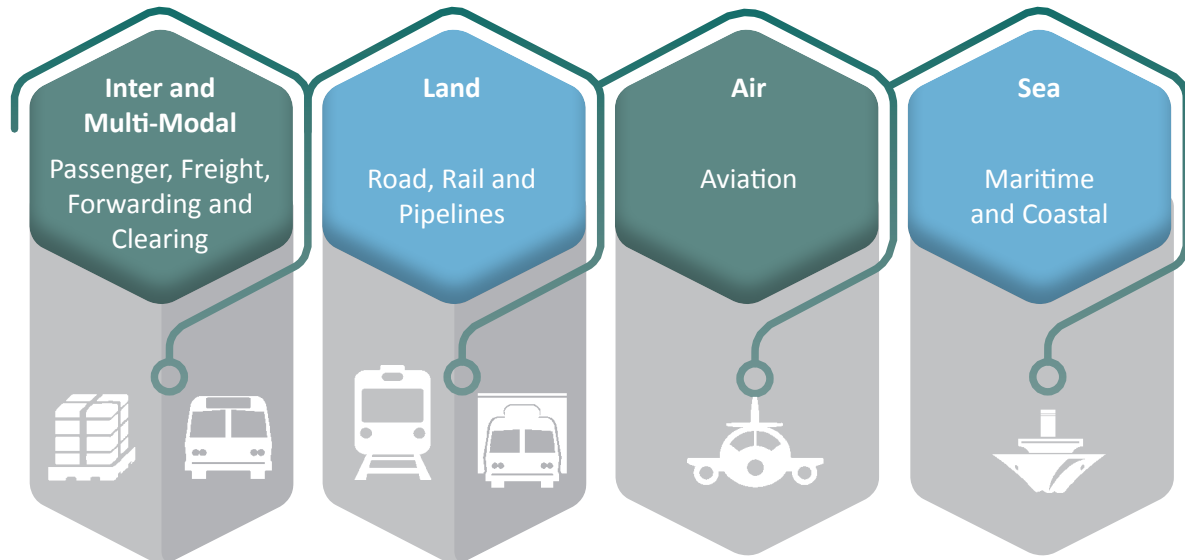


Table 1: Modal Classification of TETA Chambers

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

### Intermodal/Multimodal

#### Forwarding & Clearing, Freight Handling

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

### 6.2.3 Transport SETA Subsector Profiles

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



## Maritime



Maritime transport involves the shipment of goods and people by vessel on either sea or other waterways. It also includes inland waterways such as dams, rivers and lagoons. Maritime transport of goods includes the transport of containers, passengers and other vehicles, general cargo that is loose-packed (break-bulk), bulk goods in the form of single-commodities such as minerals and grains, and the bulk transport of liquids such as oil. This includes both liner vessels operating on fixed routes and to fixed schedules, and charter vessels that are commissioned on demand. It further includes the following;

- Autonomous vessels.
- Underwater Remote Vehicles
- Aquaculture
- Fishing
- Diving
- Regulatory services

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

## Rail



The Rail transport industry can be described as the movement of freight and passengers by way of vehicles running on and guided by fixed rail tracks as well as regulatory services. Passenger Rail services fulfil two main functions, namely regional, long-distance transport linking cities and rural areas with one another; or daily movement of sub-urban commuters to and from work. Freight Rail services involve the movement of various types of goods and commodities using freight wagons specifically designed for various types of goods, including the transport of dry bulk, liquid bulk, break bulk (bags, cartons, crates, parcels, etc.), containers; and unitised goods (pallets, bulk bags, etc.). This includes commodities such as road vehicles, fuel, agricultural produce and fertilisers, minerals such as coal, chrome and manganese, and consolidated consignments. Furthermore, it deals with the maintenance, servicing, repair overhaul and testing of locomotives and rolling stock.

## Road Freight



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

## Road Passenger



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

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

# PART B – OUR STRATEGIC FOCUS



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

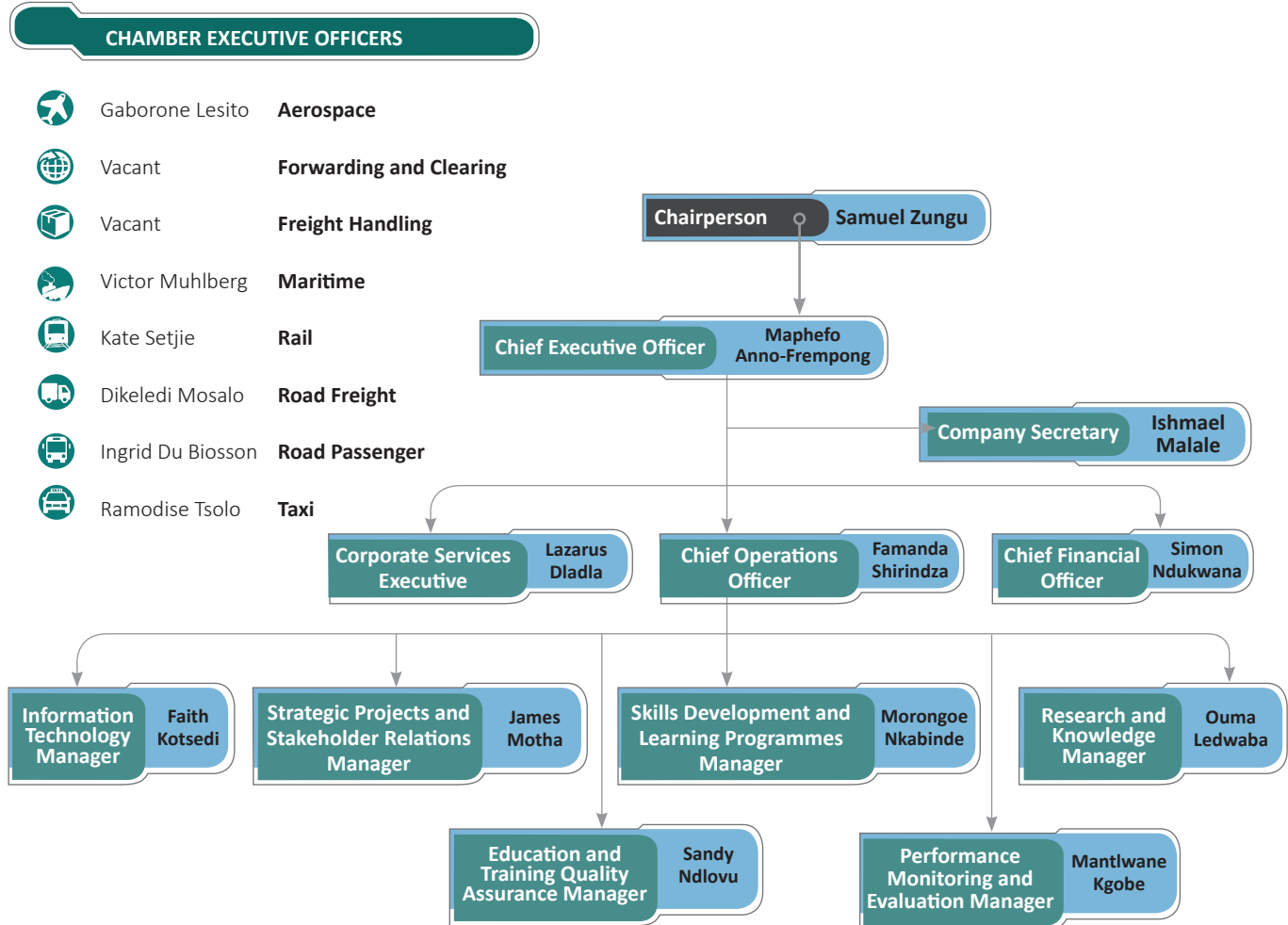
## 6.3 Organisational Environment

### 6.3.1 Internal Environment

TETA has a staff complement of 130, with 69 (53%) being female, to execute its mandate.

#### Human Resources Management Mandate

TETA organisational structure



## PART B – OUR STRATEGIC FOCUS

### 6.3.2. Priorities and their impact

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

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

TETA continually creates an environment that is conducive for its employees to thrive. TETA set a target to retain 85% of its permanent staff annually. Staff retention ensures that TETA has a consistent knowledge base. In the 2019/20 financial year TETA, managed to retain 90% of its permanent staff. The organisational structure shall be reviewed on a need basis inline with the dictates of operations to achieve set organisational goals.

### 6.3.3. Internal Environment

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

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

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

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

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

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

#### *Strengths*

- Overall staff experience, competence and delivery are earning TETA rapport and mutually beneficial relationships with stakeholders;
- Encourage significant participation, collaboration and input into innovative qualification development and implementation;

- Established international footprint through the leadership and executive development programmes; and
- Being a key economic driver, the transport sector offers TETA ample benchmarking and innovation opportunities in both technology and skills training.

#### *Weaknesses*

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

#### *Opportunities*

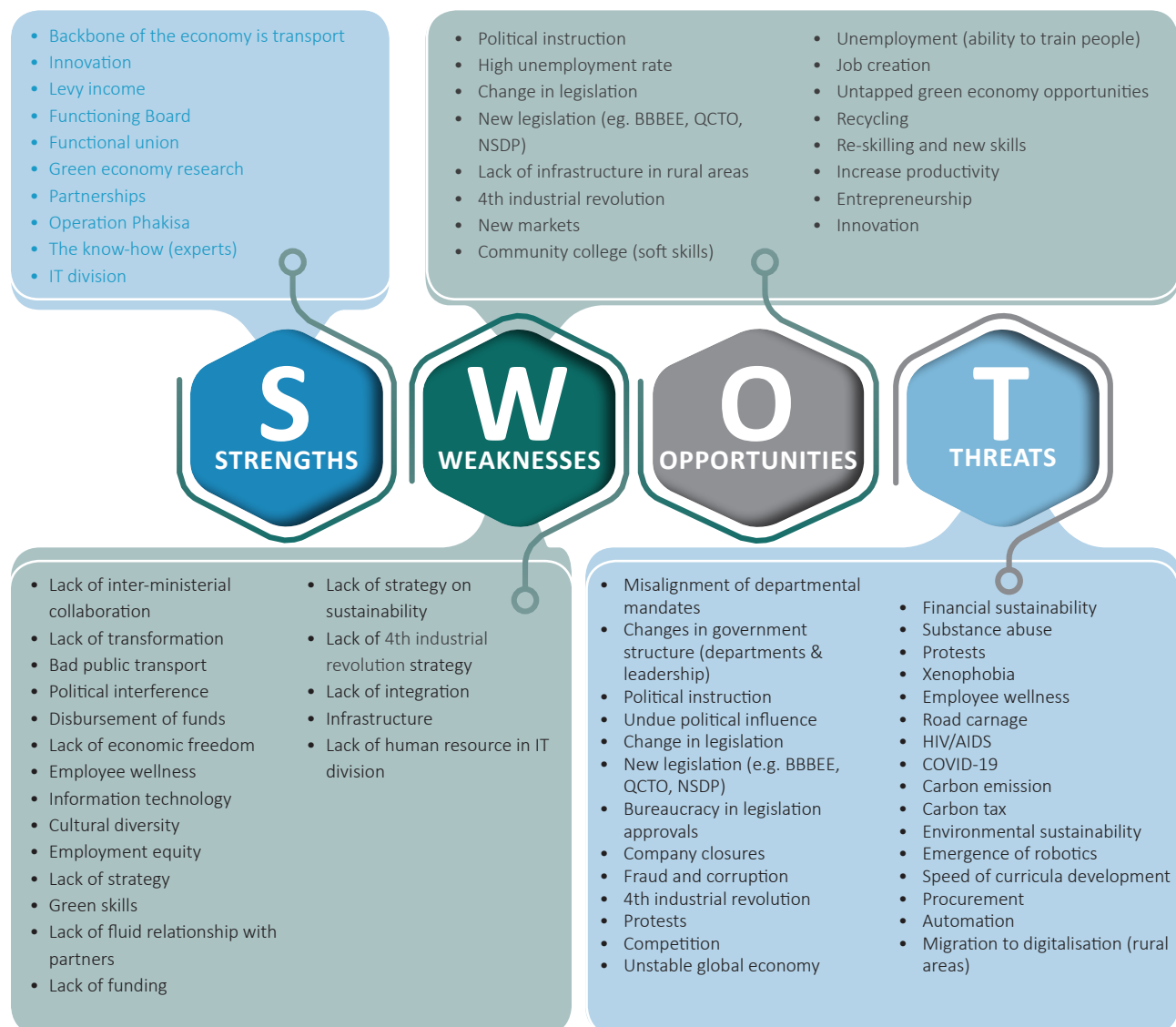
- More workplace approvals will enable training of a large number of youth;
- Strong stakeholder relations both internally and externally present a great opportunity for TETA to create partnerships that will elevate skills development in the sector;
- Expansion of research activities in the industry
- TETA's implementation of HEI bridging programmes has the potential to empower students at universities to cope with their studies;
- An increase in participation of levy-paying organisations in skills development will assist TETA with the collection of higher revenue and more skills being developed in the sector;
- Road carnage in the country requires TETA to devise innovative road safety training programmes;
- Expanding the programme for the adopted schools will present life changing opportunities for the learners in rural areas and townships;
- TETA has an opportunity to celebrate more of its achievements in the sector to engrave its footprint;
- There is a great opportunity for TETA to support the TVET colleges as indicated in the PSET;
- Inter-SETA collaborations are an opportunity for TETA to benchmark best practices and form partnerships that will improve its performance;
- Sustained demand for free post-school education presents opportunities for TETA not only to continue with its bursary funding programme, but investigate other creative solutions to assist learners
- Sound interpretation of Regulations gives an opportunity for TETA to be a trendsetter

#### *Threats*

- The SETA administration fee of 10.5% has a restraining effect on the ability of TETA to deliver on its mandate in the following manner:
  - Lack of control and unpredictability of levy income flows impairs the ability of TETA to plan accurately;
  - Devolution of QCTO functions to new structures may render SETA-based ETQA units obsolete, the new structure may present challenges that may compromise SETA performance;

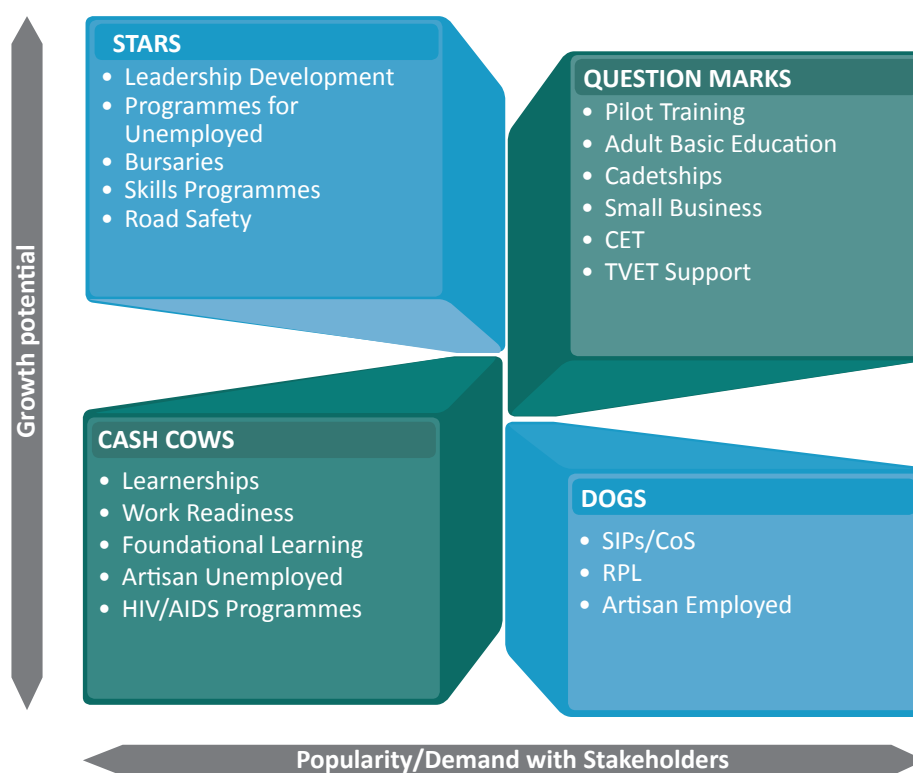
## PART B – OUR STRATEGIC FOCUS

- The sluggish economic growth in South Africa is making industrial investment increasingly difficult and risky and is already impacting the labour market negatively as evidenced by the industry scaling down and consequent retrenchments – this means reduction in levy-income for TETA;
- The Fourth Industrial Revolution continuously presents threats of automation which may render some of the current skills obsolete;
- Due to the challenging economic conditions in South Africa and high unemployment rate, TETA’s levy income has reduced considerably;
- The effects and relief measures of COVID-19 will impact on TETA and Transport sector immensely in the current financial year.



### 6.3.4 Boston Consulting Group Matrix

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



#### The BCG Matrix tells us the following

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

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

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

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

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



## PART B – OUR STRATEGIC FOCUS

### 6.3.5. Top Key Strategic Risks

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

- Reliance on an external service provider for information technology support;
- Decreasing levy payments as a result of economic downturn, recession and COVID-19 impact
- Insufficient administration income to optimally meet the SETA's mandate, human resource and operational needs;
- Stakeholder non-performance, leading to non-achievement of TETA's mandate;
- QCTO revoking delegation of quality assurance functions;
- Inadequate initiatives that promote the 4th Industrial Revolution, both sectorally and nationally;
- Change in political leadership and political unrest;
- Information governance, including non-compliance with POPI Act;
- Limited provincial presence; and insufficient research to measure the impact of training interventions offered by TETA

### 6.4 Sectoral Challenges and Opportunities

The transport sector is characterised by challenges that require innovative approaches to address skills development, equitable access to training opportunities and environmental awareness.

The sector is faced with gender imbalance, casualisation of work, recurrent strike actions, HIV/AIDS and exemption of many companies from paying levies. TETA, in conjunction with sector stakeholders, continually works to find solutions to mitigate these challenges.

#### 6.4.1 Transport sector future outlook

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

- **Economic recession and COVID-19** – Statistics South Africa reported that the economy experienced its third successive quarter of negative economic growth, declining by 2% in the first quarter of 2020. The contraction of the economy was followed by a -1.4% in the fourth quarter of 2019, and -0.8% in the third quarter of 2019. Additionally, downgrade hit the economy in the first quarter of 2020 with the announcement from Moody rating agency. The rating agency dropped South Africa to sub-investment grade at Ba1, and it equally put a negative outlook on the rating, which is



equivalent to the BB+ negative of Fitch<sup>7</sup>. The Negative Outlook means significant upside pressure on government debt and the cost of borrowing. For the Transport sector, investment in rail, pipelines, road, airports, ports and operations of public transport freight is likely to be significantly reduced or non-existence given that South African government has been the primary source of funding in the Transport sector. As a percentage of GDP, the fiscal windfall for FY 2020/2021 is expected to be the largest since the end of apartheid. The poor performance of the economy and the effect of the total shut down of the economy due to the spread of the COVID-19 virus is likely to have a lasting impact on the Transport sector. During this period, the number of daily flights, ports, rail, road transport and freight fell by 80%, with all passenger traffic completely shut down. It remains an undeniable fact that the transport sector is in survival mode with the airline, airport and ground-handling companies struggling to secure funds to pay employees and meet other financial obligations necessary to ensure the sustainability of their operations.

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

- **Fourth industrial revolution** – technological innovation is going to drive the future outlook of the Transport sector. The fourth industrial revolution is happening against South Africa's developmental context characterised by the rising cost of production, relatively low productivity levels, lack of high skills labour and uncertainty about government policy (Campbell 2017). The stakeholders who participated in the virtual SSP workshops conducted by TETA in June 2020 canvassed this view. The development of artificial intelligence, digitization, networks of autonomous vehicles (AVs), block chain and the Internet of Things (IoT) is already changing the interaction between humans and systems seamlessly, and it will continue to drive the future growth of the industry. While subsectors like the aerospace, freight logistics have adapted technology and innovation as a mechanism for driving competitiveness, other industry operators (i.e. logistics and taxi) are slower in making the necessary shift. Investment in technology and innovation is key to the future output of the sector. Adoption of technologies would ensure the optimisation of transport operations as high-quality data and analytics become readily available for transport planning and operations.

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



# PART B – OUR STRATEGIC FOCUS

## 6.5. TETA Skills Development Priorities

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



Table 6

Priorities	Strategic Objectives	Objective Statement
4th Industrial Revolution	Implement research strategy	<ul style="list-style-type: none"> <li>TETA will aggressively search and identify new occupations and skills gaps that are emerging as a result of technological changes</li> <li>Development of qualifications and training material aligned to the changing technology</li> <li>TETA will re-align its practices to the utilisation of electronic and digitized systems</li> </ul>
Strategic partnerships	Promote the growth of the sector to be responsive to sector, local, regional and national skills needs and priorities	TETA will commission a study that will inform the strategic partnership framework TETA should adopt to optimise skills development in the sector
Provincial visibility	Enhance accessibility to skills development	TETA will conduct geographic mapping to locate all TETA committed funds and use that to identify areas where satellite offices can be opened
Road safety initiatives	Increase road safety through awareness programmes and impactful accident prevention projects	TETA will forge strategic partnerships with key role players to assist in the roll-out of road safety related initiatives
Employer participation	Increasing the approved workplaces to ensure more workplace based interventions	TETA will encourage employers to participate in the skills development initiatives and improve placement of young beneficiaries trained in different subsectors
Rural Development	Support rural development, including NGOs, CBOs and other organisations in rural areas	The rural development strategy has been developed to assist implement adequate and relevant projects for rural development
SMMEs	Improve the competitiveness and job creation propensity of SMMEs by creating greater access to skills development initiatives	In the short term, it is recommended that TETA support SMMEs during the COVID-19 pandemic through special projects, where funding is provided for SMMEs to implement health and safety protocols as required by the government
COVID-19	TETA to partner with the QCTO and SAQA to ensure that simulation training in all viable qualifications is accredited	COVID-19 has meant that virtual learning and simulators have become commonplace and thus, crucial for learning programmes, however the TETA-QCTO-SAQA environments needs to put processes and structures in place to ensure that businesses/training providers can move towards this way of operating
	Support safety initiatives and awareness programmes	<p>Provide the industry with PPE for employees</p> <p>Partner with industry on safety awareness programmes</p> <p>Provide gadgets to access e-learning material for our Grade 12 learners within the TETA adopted schools</p>

# PART B – OUR STRATEGIC FOCUS

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

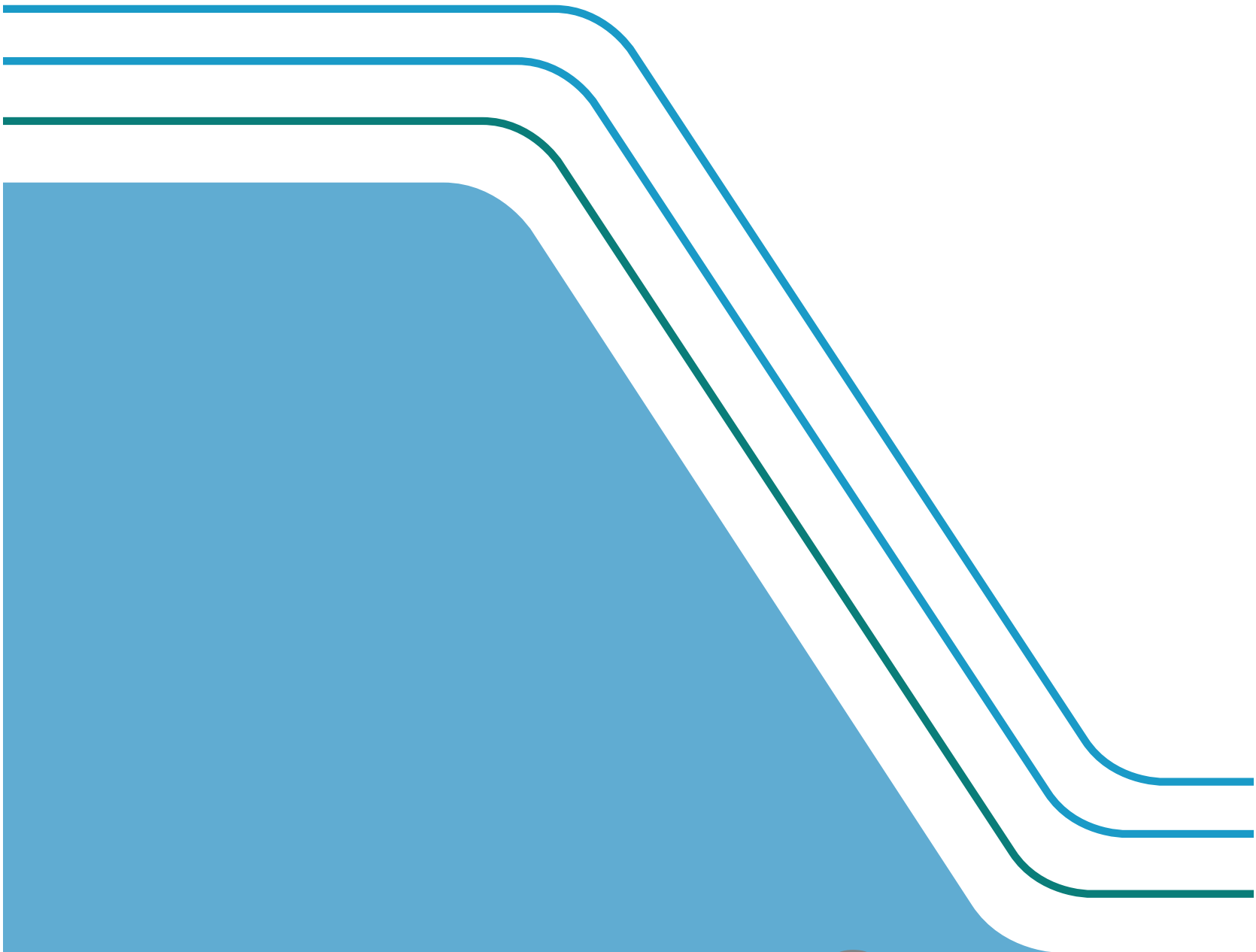
Table 7

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





# PART C — MEASURING OUR PERFORMANCE



# STRATEGIC PLAN PART C

STRATEGIC PLAN



# PART C – MEASURING OUR PERFORMANCE

## 7 Institutional Performance Information

### 7.1 Overall Impact Statement

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

Other outcomes include:

- New products (new skills sets)
- New markets
- New channels
- Global competitiveness

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

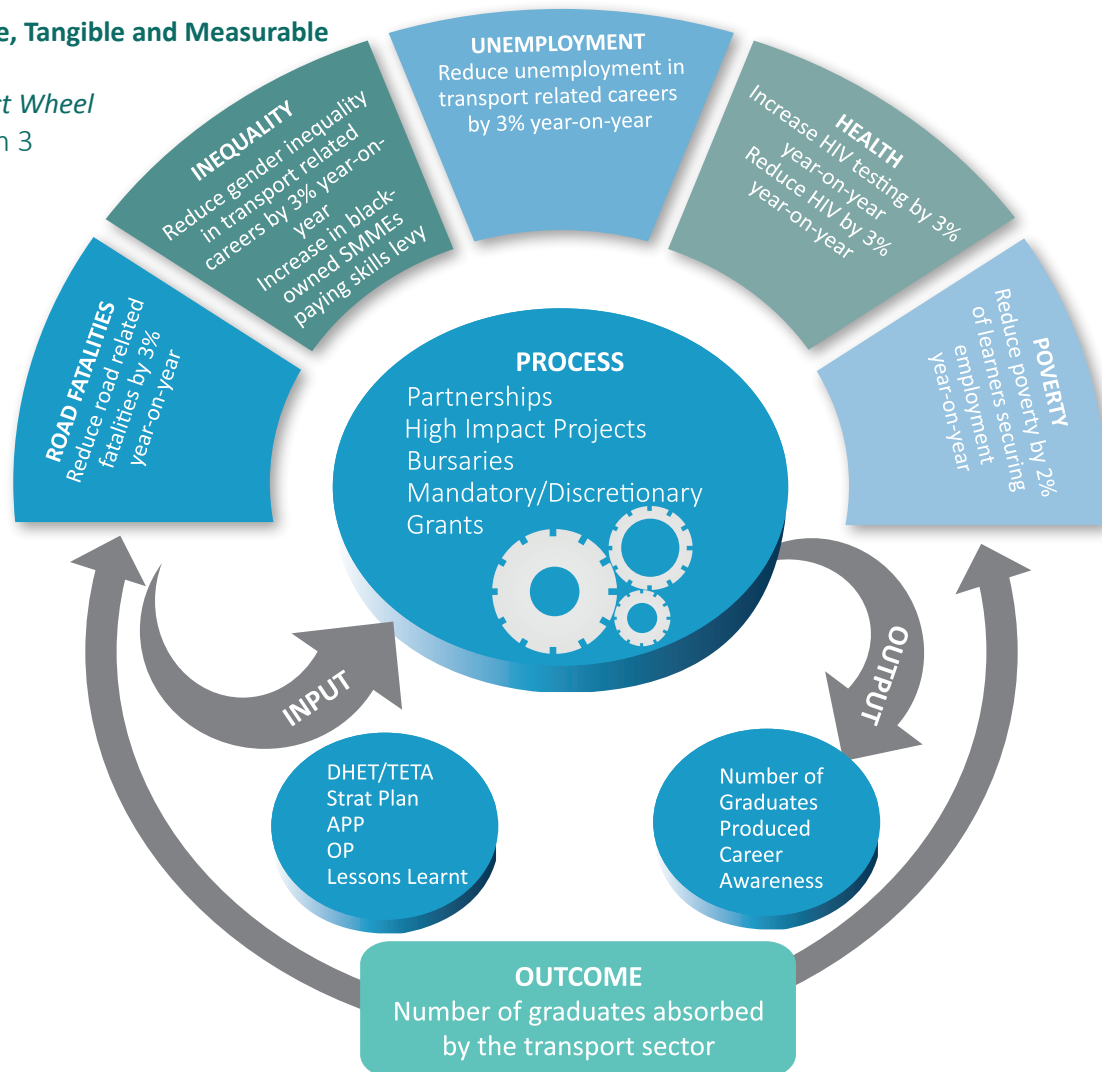
Table 8

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

## 7.2 TETA Impact Framework

### Visible, Tangible and Measurable

Impact Wheel  
Graph 3



### 7.2.1 Increased access to occupations in high demand through skills interventions

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

#### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased access to occupations in high demand through skills interventions	A researched and updated list of occupations in high demand is made available	Current list of the hard-to-fill vacancies	Annual submission of updated list of occupations to DHET and public
Stakeholder capacitated	Number of stakeholder capacitation sessions conducted	188	224



# PART C – MEASURING OUR PERFORMANCE

## 7.2.2 Linked education institutions and the workplace

**Impact Statement** Economically active citizens

### Measuring Outcomes

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

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

**Impact Statement** A skilled and productive South African workforce

### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Improved level of skills in the South African workforce	Increased level of skills in the South African workforce	10 369	10 695

## 7.2.4 Increased access to occupationally directed programmes

**Impact Statement** Decreased unemployment

### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased access to occupationally directed programmes	Occupational qualifications implemented	80	31
	Increase access for intermediate and high level skills	20 845	15 600

7.2.5 The growth of the public college institution supported as a key provider of skills required for socio-economic development

**Impact Statement** Skilled and capable TVET and CET colleges

*Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased support to TVET and CET colleges as the key provider of occupational skills	TVET colleges capacitated to deliver occupational qualifications	8	8
	CET colleges capacitated to deliver occupational qualifications	0	5
	Maintained SETA offices in TVET colleges	6	6

7.2.6 Supported skills development for entrepreneurship and cooperative development

**Impact Statement** Sustainable organisations

*Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Increased access to business development programmes	SMMEs and cooperatives supported	1 926	500
	CBOs, NPOs and NGOs supported	155	46

7.2.7 Encouraged and supported worker initiated training

**Impact Statement** Stable labour force for economic growth

*Measuring Outcomes*

Outcome	Outcome Indicator	Baseline	Five-Year-Target
Improved worker initiated training	Trained trade unions	0	14
	Supported worker initiated education and training	0	54

# PART C – MEASURING OUR PERFORMANCE

## 7.2.8 Supported career development services

<b>Impact Statement</b>	Aligned career choices to industry demands
-------------------------	--

### Measuring Outcomes

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

## 7.2.9 Supported transport safety interventions

<b>Impact Statement</b>	Reduced transport related fatalities
-------------------------	--------------------------------------

### Measuring Outcomes

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

## 7.2.10 Enhanced administrative support services

<b>Impact Statement</b>	Sustainable institution
-------------------------	-------------------------

### Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-year-target
Institutional mandate met	Compliance with applicable laws and regulations	100%	100%
	Efficient and functional ICT systems	100%	90%
	Motivated and competent workforce	80%	80%
	Accessibility of TETA nationally (establishment of satellite offices)	0	5

### 7.2.11 Key Risks

Table 9

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

## PART C – MEASURING OUR PERFORMANCE

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

The following key issues must be covered in the narrative:

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

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

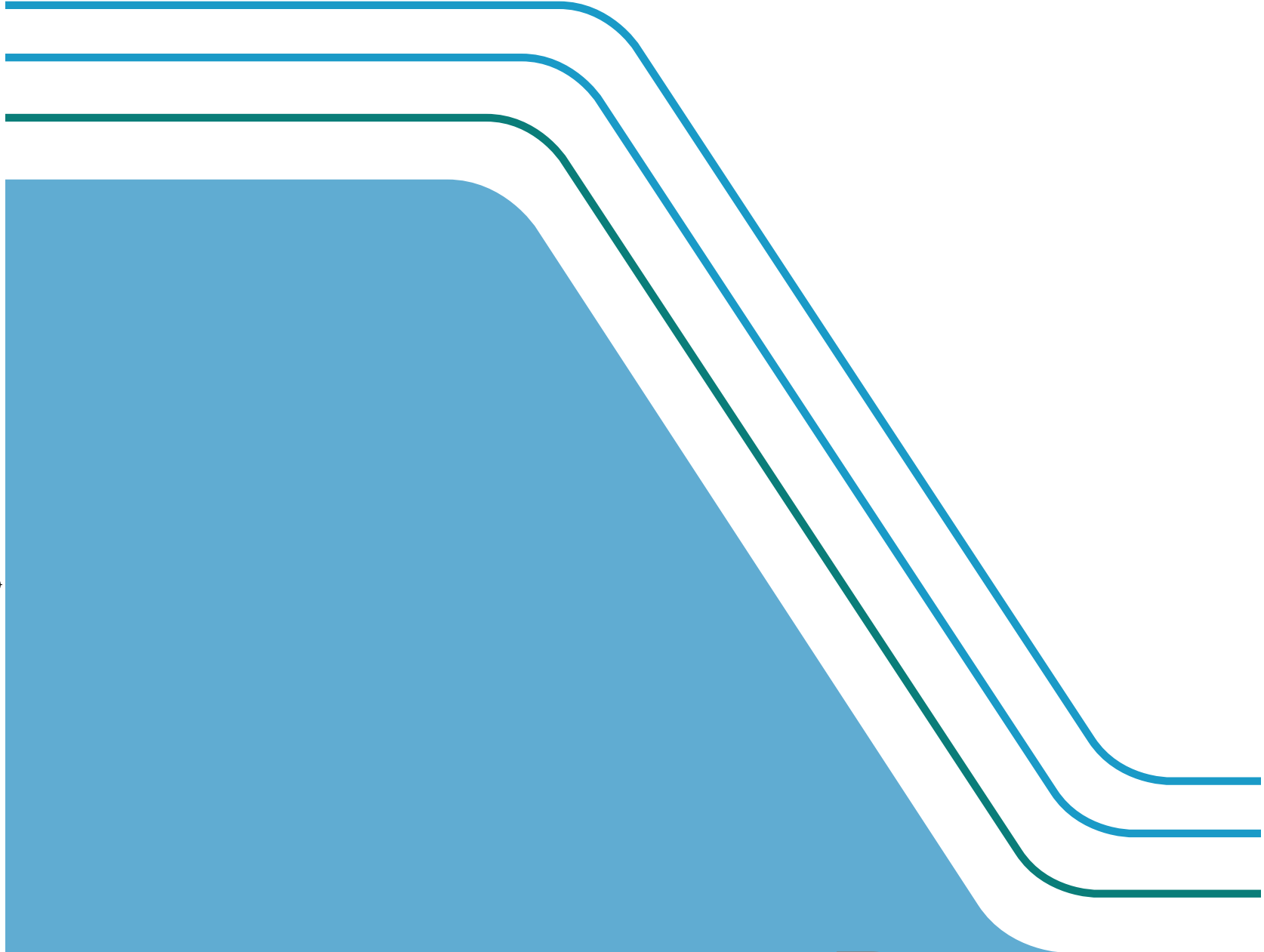
Transformation in the sector is key, as such TETA endeavours to address this through the upskilling of women and focus on learners from previously disadvantaged backgrounds. Training of people living with disabilities remains a challenge for the organisation. This is due to the recruitment processes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

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

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



# PART D – TECHNICAL INDICATOR DESCRIPTIONS



STRATEGIC PLAN **PART D**

STRATEGIC PLAN



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

## Outcome 1: Increased access to occupations in high demand through skills interventions

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

## Outcome 2: Linked education institutions and the workplace

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

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

### Outcome 3: Improved level of skills in the South African workforce

Indicator Title	Increased level of skills in the South African workforce
Definition	Training interventions implemented to increase the level of skills in South Africa workforce
Source of Collection	<ul style="list-style-type: none"> <li>Research conducted to complete the SSP</li> <li>Data from Department of Statistics</li> </ul>
Method of Calculation/Assessment	<ul style="list-style-type: none"> <li>The research results of the SSP</li> <li>Statistics report issued for the year</li> </ul>
Assumptions	Financial funds available to perform the research to inform the SSP
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Increase in skilled labour force in the transport sector
Indicator Responsibility	Chamber Executive Officers



# PART D – TECHNICAL INDICATOR DESCRIPTIONS

## Outcome 4: Increased access to occupationally directed programmes

Indicator Title	Occupational qualifications implemented
Definition	Registering, developing the qualification material and accrediting the training providers to roll out the occupational qualifications
Source of Collection	Number of qualifications developed, including material and accreditation of training providers based on the sector demands highlighted during the research performed
Method of Calculation/Assessment	Quantitative - Count the number of qualifications developed (registered, materials developed and training providers credited)
Assumptions	The industry will indicate the demand for suitable qualifications
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Occupational qualifications implemented to ensure a skilled South African workforce
Indicator Responsibility	Chamber Executive Officers

Indicator Title	Increase access for intermediate and high level skills
Definition	Learners must be exposed to intermediate and high level skills to ensure that the 4th industrial revolution's impact in the transport sector is minimal
Source of Collection	Completions of internships, workplace experience for both HEI and TVET
Method of Calculation/Assessment	Quantitative - Count the number of completions of internships, workplace experience for both HEI and TVET
Assumptions	Learners that are competent receive quality workplace experience
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Increase the access of occupationally directed programmes
Indicator Responsibility	Chamber Executive Officers

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

Indicator Title	TVET and CET colleges capacitated to deliver occupational qualifications
Definition	TVET colleges and CETs supported through capacity building by means of training equipment, accreditation processes, training of learners, academic staff and other support required by the institutions in delivering training
Source of Collection	SLA between TETA and TVET college/CET and proof of payment for support provided
Method of Calculation/Assessment	Quantitative - Count the number of TVET colleges supported
Assumptions	TVET colleges and CETs will provide the deliverables in terms of the SLA timely
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	TVET colleges and CETs are capacitated to provide quality training to learners
Indicator Responsibility	ETQA Manager

Indicator Title	Maintained SETA offices in TVET Colleges
Definition	Measure of the level of service provided to local stakeholders (individual learners, companies or government departments)
Source of Collection	Lease/partnership agreements
Method of Calculation/Assessment	Quantitative - Count of lease/partnership agreements
Assumptions	Financially sustainable to maintain the SETA offices
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Assist learners, education institutions and companies while increasing provincial visibility
Indicator Responsibility	Chamber Executive Officers

## PART D – TECHNICAL INDICATOR DESCRIPTIONS

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

Indicator Title	SMMEs and cooperatives supported
Definition	Registered independently owned and operating non-levy paying small enterprises and cooperatives supported through coaching, mentoring and skills development
Source of Collection	Contract between TETA and non-levy paying entity and cooperatives
Method of Calculation/Assessment	Quantitative - Count of small non-levy paying entities and cooperatives funded
Assumptions	Annually updated SARS business categorisation criteria
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Businesses owned by the youth</li> <li>• Business owned by women</li> <li>• Businesses owned by black people</li> <li>• Youth cooperatives</li> <li>• Women cooperatives</li> </ul>
Spatial Transformation (where applicable)	Small business in various sectors of the economy
Reporting Cycle	Quarterly
Desired Performance	Support small non-levy paying entities and cooperatives on skills to enhance continuity
Indicator Responsibility	Strategic Support Manager
Indicator Title	CBOs, NPOs and NGOs supported
Definition	Support organised groups for purposes other than generating a profit upliftment in various forms as NGO, NPOs and CBOs skills and capacity building
Source of Collection	Contract between TETA and CBOs, NPOs and NGOs
Method of Calculation/Assessment	Quantitative - Count of CBOs, NPOs and NGOs funded
Assumptions	Registered NPOs with Department of Social Development and CIPC
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Groups and Individuals with conditions that need assistance</li> <li>• Abused women NPOs, NGOs and CBOs</li> <li>• Women NPOS, NGOs and CBOs</li> <li>• Youth NPOs, NGOs and CBOs</li> <li>• Disabled NPOs, NGOs and CBOs</li> <li>• Children NPOs, NGOs and CBOs</li> </ul>
Spatial Transformation (where applicable)	NPOs supporting disadvantaged groups and individuals in various districts and municipalities in the various provinces
Reporting Cycle	Quarterly
Desired Performance	CBOs, NPOs and NGOs capacitated and empowered to improve the living conditions of poor communities so that they are able to sustain themselves in the long term
Indicator Responsibility	Strategic Support Manager

## Outcome 7: Encourage and support worker initiated training

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

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

# PART D – TECHNICAL INDICATOR DESCRIPTIONS

## Outcome 8: Support career development services

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

## Outcome 9: Support Transport Safety Interventions

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

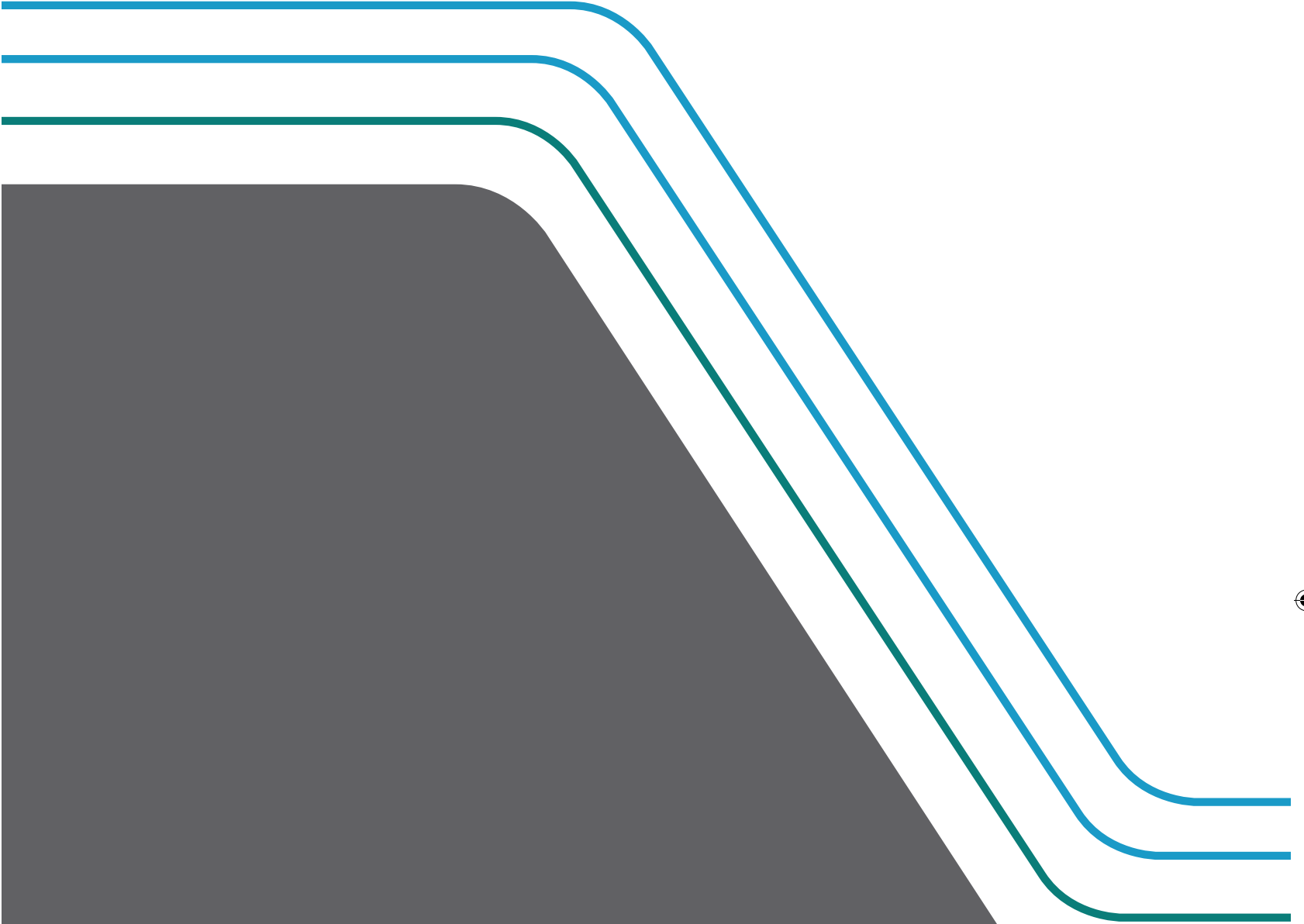
## Outcome 10: Provide administrative support services

Indicator Title	Compliance with applicable laws and regulations
Definition	Compliance means complying with all financial laws, regulations and reporting frameworks to ensure efficiency in administration of financial information.
Source of Collection	Audit Report by Auditor General
Method of Calculation/Assessment	Qualitative - The audit opinion will be the base for calculating achievement.
Assumptions	Effective and efficient financial system
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Compliance with laws and regulations – Auditor General Clean Audit
Indicator Responsibility	Chief Financial Officer
Indicator Title	Efficient and functional ICT systems
Definition	TETA ICT systems (AX, Indicium, VIP and Papertrail) are fully implemented, functional and provide efficiency in all the required core processes to both internal and external stakeholders
Source of Collection	Monthly system reports
Method of Calculation/Assessment	<ul style="list-style-type: none"> <li>An average of 80% availability on all core systems in terms of the SLA</li> <li>Number of working days that the system was available as per systems report                             <ul style="list-style-type: none"> <li>(A) Number of total working days</li> <li>(B) Availability of the system</li> </ul> </li> <li>Percentage of availability of the system = <math>A/B \times 100</math></li> <li>Average = Aggregated percentages of all core system/ number of core systems</li> </ul>
Assumptions	All mentioned core ICT systems are fully implemented
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Minimum system downtime/disruptions
Indicator Responsibility	ICT Manager

## PART D – TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	Motivated and competent workforce
Definition	Retention of 85% of the current (Permanent and Fixed Term contracts only) members at the end of the strategic cycle
Source of Collection	Employee list report
Method of Calculation/Assessment	Quantitative - Count the number of permanent and fix-term contract at the beginning of the financial year (1 April 2020) (A) Count the number of permanent and fix-term contract staff at the end of the financial year (excluding new appointment) (B) Percentage annual permanent staff retention =B/A x 100
Assumptions	TETA remain financially stable to retain all staff
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Retain motivated and competent staff
Indicator Responsibility	Corporate Services Manager

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







Transport Education Training Authority

*Driven by Vision*

TRANSPORT EDUCATION TRAINING AUTHORITY

# ANNUAL PERFORMANCE PLAN 20<sup>21</sup> 22

RPNo.: 67/2021

ISBN: 978-0-621-49226-2

TETA Annual Performance Plan 2021/22



# TABLE OF CONTENTS

<b>Board Chairperson’s Foreword</b> .....	<b>66</b>
<b>Chief Executive Officer’s Foreword</b> .....	<b>68</b>
<b>Official Sign-off</b> .....	<b>69</b>
<b>Introduction</b> .....	<b>70</b>
<b>PART A: Our Mandate</b>	
<b>1. Updates to the relevant legislative and policy mandate</b> .....	<b>74</b>
<b>2. Updates to Institutional Policies and Strategies</b> .....	<b>75</b>
<b>PART B: Our Strategic Focus</b>	
<b>3 Updated Situational Analysis</b> .....	<b>76</b>
3.1 External Environment Analysis .....	87
3.1.1 Political, Regulatory and Legal, Economic, Socio-cultural and Ethical, Environment, Technology and Information (PESTEI) Analysis.....	87
3.1.2 The virtuous cycle on the eco-system of PESTEI.....	89
3.1.3 Internal Environment Analysis .....	89
<b>PART C: Measuring Our Performance</b>	
<b>4 Institutional Programme Performance Information</b> .....	<b>94</b>
4.1 Programme 1: Administration .....	94
4.2 Programme 2: Skills Planning & Research.....	97
4.3 Programme 3: Learning Programmes and Projects .....	100
4.4 Programme 4: Quality Assurance System .....	111
<b>5. Explanation of Planned Performance Over The Medium-Term Period</b> .....	<b>114</b>
<b>6. Programme Resource Considerations</b> .....	<b>115</b>
6.1 Medium-Term Expenditure Estimates .....	115
6.1.1 Any amount which results from criminal conduct .....	115
6.1.2 Significance.....	115
6.1.3 Main sources of revenue .....	115
6.2. Budget and Budgeting Processes .....	115
6.2.1 Budget processes .....	115
6.2.2 Budget assumptions.....	116
6.2.3 Income.....	116
6.2.4 Expenditure .....	116
6.2.5 Grant Regulation Promulgation .....	117
<b>7. Key Risks</b> .....	<b>119</b>
<b>Technical Indicator Descriptors</b> .....	<b>120</b>

## BOARD CHAIRPERSON'S FOREWORD



The Transport Education Training Authority's Strategic Plan is set to be the compass that directs the performance and activities of the SETA for the period ending 2025. Though it comes at a time when our country is battling the effects of the COVID-19 pandemic, debilitating state of economy, declining investor confidence, low levels of adequately skilled workforce and constraints on Small, Micro and Medium-sized Enterprises (SMMEs), among others; we remain ambitious that our contributions and that of our partners and stakeholders in the transport industry will bring the economic improvement our country so yearns for.

Notwithstanding that it is laid on the foundations of the National Skills Development Plan (NSDP), TETA Strategic Plan 2020-2025 conforms to the imperatives of the National Development Plan (NDP)-Vision 2030 and various constitutional, legislative and policy mandates. We would have erred if we ignored the demands of the transport sector as detailed in the TETA Sector Skills Plan.

Among others, our system for governing the actions of the Transport SETA will be dictated by the Skills Development Levies Act, Public Finance Management Act and South African Qualifications Authority Act.

Our ultimate role as a SETA is clearly defined in the NSDP and places us at the centre of addressing the demand and supply of skills in the transport sector. We address skills demand by conducting labour market research and developing Sector Skills Plans (SSP). The SSP informs our Strategic Plan and Annual Performance Plan. In addressing the supply of skills in the sector, we focus on sector skills needs and priorities as well as scarce and critical skills through the implementation of Professional Vocational Technical and Academic Learning (PIVOTAL) programmes. Moreover, we promote ease-of-access to skills development opportunities and collaborate with the Quality Council for Trade and Occupations (QCTO) to ensure quality and provision of skills programmes.



South Africa is often praised for having excellent and impeccably crafted policies, plans and strategies but criticised for falling way below par in implementation.

The implementation of this strategy and plan will be underpinned by a culture that supports TETA's philosophical statement built on the bedrocks of economic development, stakeholder participation and financial sustainability. Our legislative framework obliges for quarterly reporting to the Department of Higher Education and Training in accordance with the signed Service Level Agreements (SLAs). It is our belief that these processes will enable us to keep our fingers on the pulse in the implementation of this strategy and the annual performance plan.

I owe my gratitude to the board, executives, managers and staff members of TETA who played a pivotal role in responding to the emergent dictates of COVID-19 and charting the path for the five years ahead.

Though we are faced with enormous challenges in the sector with a rather blur future. I strongly believe in our resolve and tenacity to hold the fort and breathe success of this institution.

**Mr Samuel Zungu**  
TETA Board Chairperson

“

***Though we are faced with enormous challenges in the sector with a rather blur future. I strongly believe in our resolve and tenacity to hold the fort and breathe success of this institution.***

”



# CHIEF EXECUTIVE OFFICER'S FOREWORD



## CHIEF EXECUTIVE OFFICER'S FOREWORD

I present to you the Transport Education Training Authority (TETA) Strategic Plan 2021/22. This is the second instalment of our five-year strategic cycle ending 2025.

We started this strategic cycle with bruised feet as COVID-19 threatened business continuity, training and skills development delivery, levy income and transport sector activities. The President of the Republic, Cyril Ramaphosa, announced a four-month skills levy payment holiday as a COVID-19 relief intervention. Owing to this intervention, our 2021/22 targets were reduced, as were 2020/21 targets.

Principally, this Strategic Plan was informed by the Constitution of the Republic of South Africa, National Skills Development Plan and New Growth Path. In addition to other strategies and policies that guide our strategic focus and outputs, we always position ourselves to respond positively to the dictates of the day, emergent policies and legislation changes.

In June 2020, the President signed the remaining sections of the Protection of Personal Information

(POPI) Act into law. This means from 1 July 2021, compliance failure by both public and private entities may result in legal implications. TETA started its POPIA compliance journey in 2017 and would like to urge all stakeholders to align their data collection and processing mechanisms to the dictates of the POPI Act.

TETA is tabling this Strategic Plan amidst severe economic challenges as COVID-19 continues to take its toll on South Africa's weak economy. As reported by Statistics South Africa, in the second quarter of 2020 gross domestic product (GDP) plummeted by 51 percent as lockdown restrictions reduced productivity. The transport and communication industry contribution to the GDP plummeted by 67.9 percent. This is because international and domestic air travel were restricted as well as rail, road and freight operations.

Another pressing issue in the transport sector is the lack of transformation in the aviation subsector. The South African Civil Aviation Authority recently reported that only 10.1 percent of pilots are from previously disadvantaged groups (either black,



coloured or Indian). TETA is aware of the role it must play to enforce transformation in the sector hence our strategy aims to respond to the Department of Transport's efforts to transform the sector through Aviation Industry Transformation-Letsema.

As mentioned before, COVID-19 disrupted many of TETA processes and programmes delivery. While TETA is proactively pursuing technological solutions to ensure that our services overcome physical barriers, we cannot underplay the fact that high costs of data, poor internet connection and limited access to technology in rural areas will hamper our efforts. Within this five-year strategic cycle many of our processes including bursary applications, accreditation applications and grant applications will be fully automated. Our biggest challenge will remain ensuring that people in rural areas are not excluded from training and skills development opportunities as a result of technological barriers.

Another change worth noting is that our safety programmes have been extended to cater for all safety requirements, including COVID-19 personal protective equipment (PPE). In the 2020/21 financial year, we supported all our 57 adopted schools with PPE and digital devices to enable e-learning. We are continuing to monitor emerging needs so we can support learners and other stakeholders where necessary.

Once again, I would like to appreciate the new board members who took up their challenging roles in April 2020. They have already shown strong leadership and have made insightful contributions to the direction of TETA on a range of issues that affect the Authority. This Strategic Plan is the artefact of the new Board's expertise, transport sector knowledge and collaborative spirit that honours the inputs of TETA staff members.

I would also like to appreciate our stakeholders who always respond positively to our consultative efforts to ensure that our strategic focus address real sectoral needs. In the commitment and dedication of TETA management team and staff members rests my confidence that TETA will always come up strong amidst challenges.



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

***" I would also like to appreciate our stakeholders who always respond positively to our consultative efforts to ensure that our strategic focus address real sectoral needs. "***



# OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan

- Was developed by the management of the Transport Education Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;
- Takes into account all relevant policies, legislation and other mandates for which TETA is responsible;
- Accurately reflects the impact, outcomes and outputs which TETA will endeavour to achieve over the period 2021/2022.


**Mrs Morongoe Nkabinde**

Senior Manager: Skills Development  
and Learning Programmes

Signature:  Date: 30 November 2020


**Mr Simon Ndukwana**

Chief Financial Officer

Signature:  Date: 30 November 2020


**Mr Famanda Shirindza**

Chief Operations Officer

Signature:  Date: 30 November 2020

**Mrs Maphefo Anno-Frempong**


Chief Executive Officer

Signature:  Date: 30 November 2020

**Approved by:**

**Mr Samuel Zungu**

Board Chairperson

Signature:  Date: 30 November 2020



Transport Education Training Authority  
*Driven by Vision*



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

# INTRODUCTION

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

The primary functions of TETA as set out in Section 10 of Skills Development Act, 1998, as amended, are

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

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

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

## TETA Skills Development Priorities

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

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

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



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

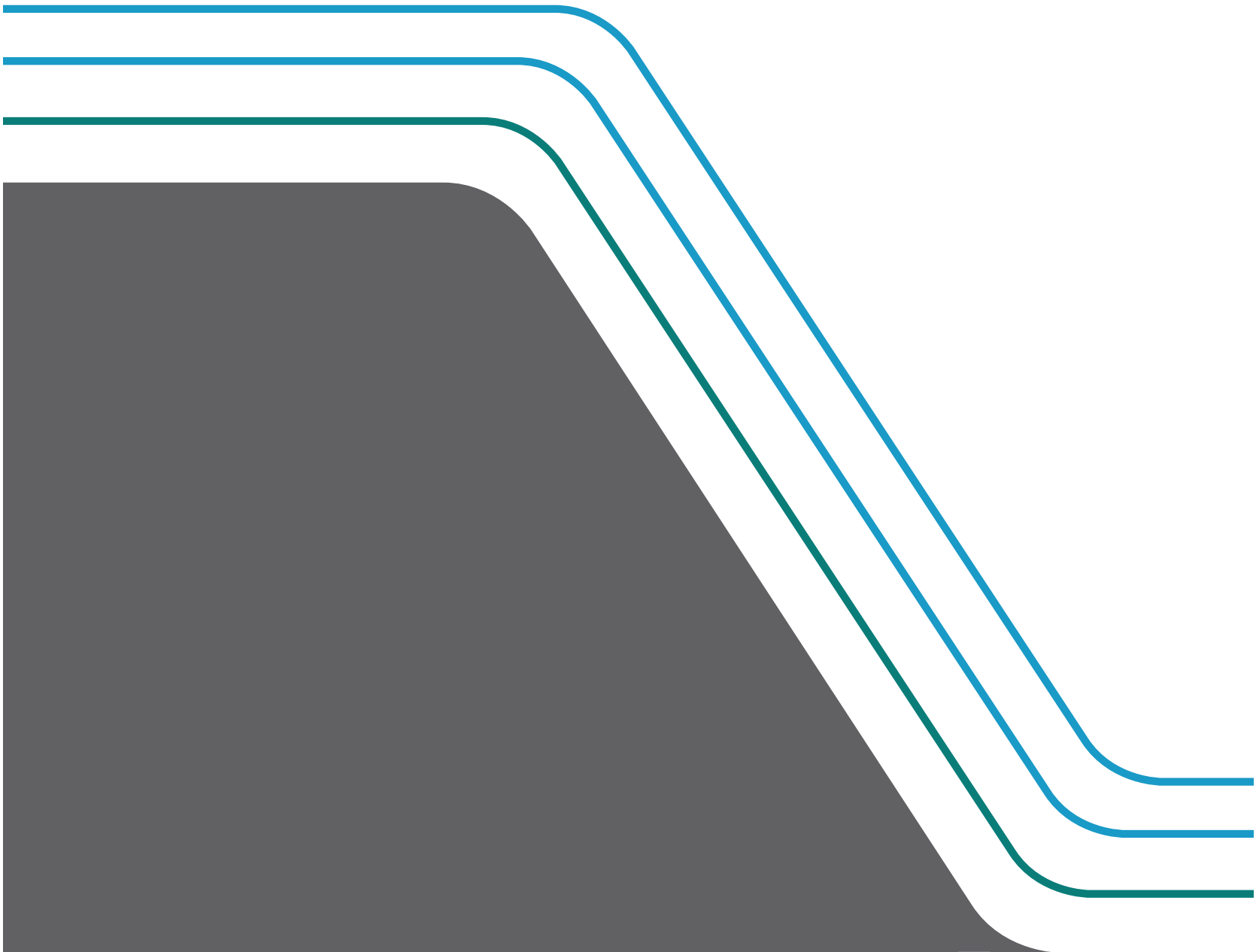
**Table 1**

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





# PART A — OUR MANDATE

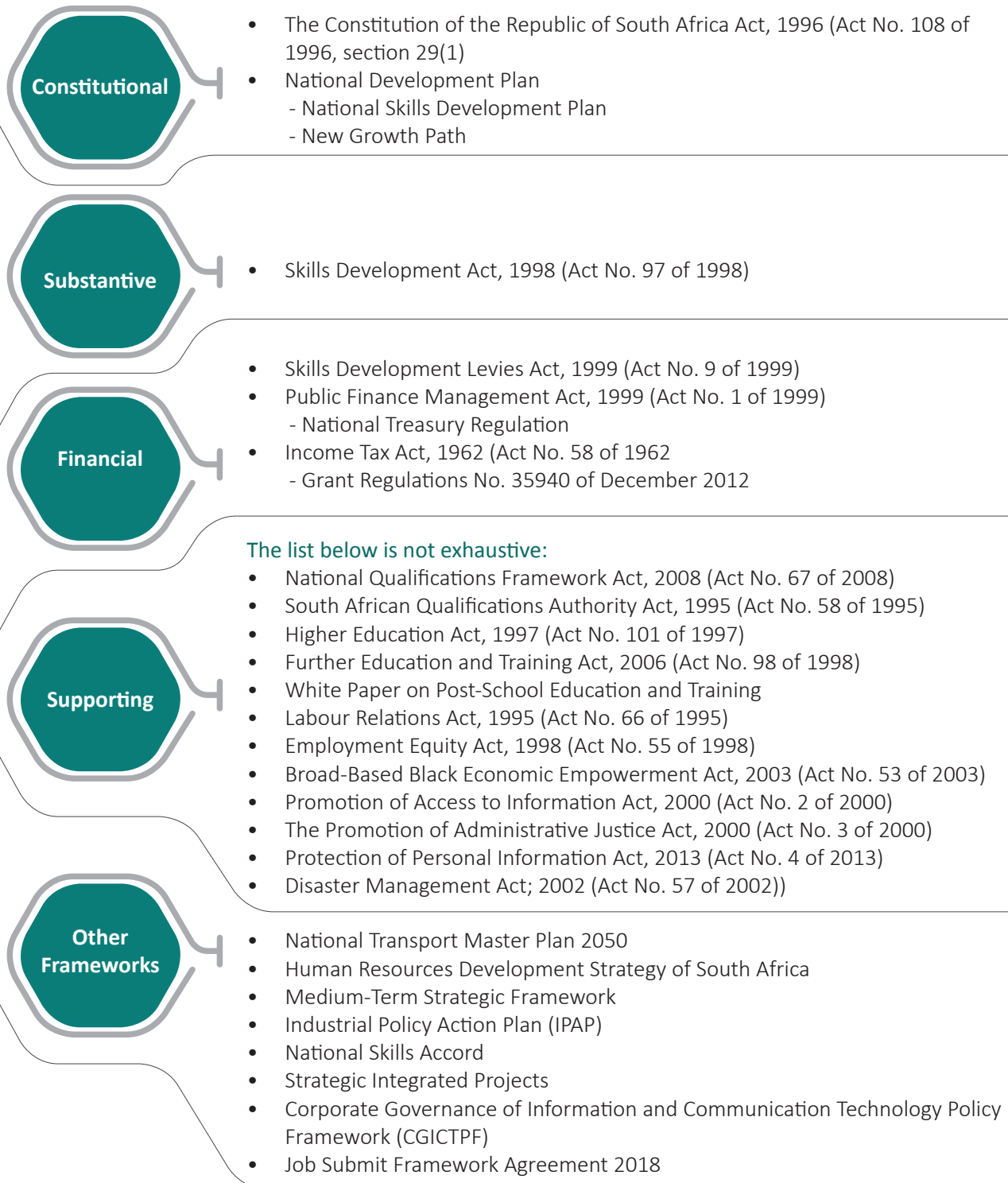


# ANNUAL PERFORMANCE PLAN PART A



# PART A – OUR MANDATE

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



## 2. Updates to Institutional Policies and Strategies

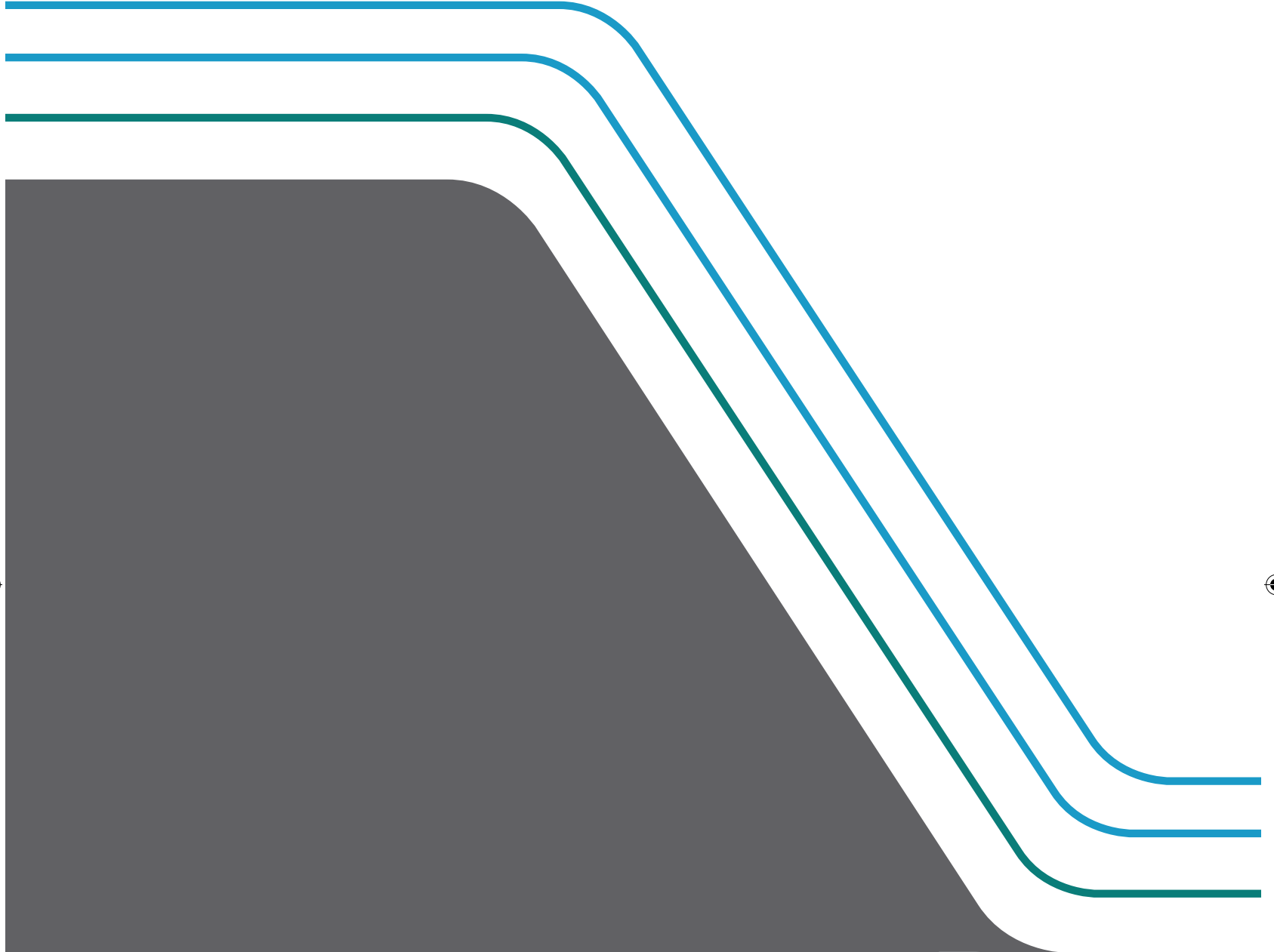
The policies listed below are instrumental in the achievement of TETA's mandate and outputs listed in the Annual Performance Plan:

- **Mandatory Grant Policy** – is aimed at regulating the process of application, evaluation and disbursements of mandatory grants
- **Discretionary Grant Policy** – is aimed at regulating the process of application, evaluation and disbursements of discretionary grants
- **Unemployed Bursary Policy** – is aimed at regulating the process of application, evaluation and disbursements of unemployed bursaries
- **Funding Framework** – provides a standardised guideline that is consistent with the principles of fairness and equity
- **Accreditation Policy** – is aimed at regulating the process of application, evaluation and accreditation of skills development providers
- **Rural Development Strategy** – guides TETA on how to identify and implement projects that are geared towards rural development and township revitalisation for economic growth
- **Small Business Development Strategy** – guides TETA on how to identify and implement projects that are focusing on training, mentoring and coaching of small businesses to encourage growth and sustainability





# PART B — OUR STRATEGIC FOCUS



ANNUAL PERFORMANCE PLAN PART B



### 3. Updated Situational Analysis

The country went into economic recession in quarter 4 of 2019 when it experienced a decline in economic growth for two consecutive quarters. According to Statistics South Africa, Gross Domestic Product (GDP) showed a negative growth rate of 0,8 % in the third quarter of 2019. It further decreased by 1,4% and 2,0% in the fourth quarter of 2019 and first quarter of 2020 respectively. In the second quarter of 2020, the GDP has reported another negative growth of 51% owing to the impact of the COVID-19 lockdown restrictions since the end of March 2020.

The Transport sector had a negative growth rate in all quarters of 2019. The sector also contributed negatively to the GDP. However, in quarter 1 of 2020, the sector's growth rate increased by 0,5% as a result of increases in freight transport and communications. However, in quarter 2 of 2020 all industries with the exception of agriculture, forestry and fishing experienced an abrupt negative growth; the Transport sector decreased by 67,9%. Decreases were reported for land transport, air transport and transport support services.

**Table 1: Annualised percentage change in the seasonally adjusted quarterly gross domestic product by industry**

	2019 Q1	2019 Q2	2019 Q3	2019 Q4	2020 Q1
Agriculture, forestry and fishing	-16.8	-4.9	-4.5	-7.6	27.8
Mining and quarrying	-10.8	17.4	-6.1	1.8	-21.5
Manufacturing	-8.8	2.1	-4.4	-1.8	-8.5
Electricity, gas and water	-7.4	3.2	-4.9	-4,0	-5.6
Construction	-5.3	-2.4	-6.9	-5.9	-4.7
Wholesale, retail and motor trade; catering and accommodation	-3.6	3.4	2.6	-3.8	-1.2
Transport, storage and communication	-4.4	-0.3	-5.4	-7.2	0.5
Finance, real estate and business services	1.1	4.1	1.6	2.7	3.7
General government services	2.5	3.3	2.4	-0.4	1.0
Personal services	1.1	0.8	0.4	0.7	0.5
Total value added at basic prices	-3.2	3.5	-0.9	-1.3	-1.8
Taxes less subsidies on products	-3.0	1.9	0.1	-3.0	-3.7
GDP at market prices	-3.2	3.3	-0.8	-1.4	-2.0
Total value added at basic prices excluding agriculture	-2.8	3.7	-0.8	-1.1	-2.5

Source: <sup>2</sup>Statistics South Africa, *Gross Domestic Product (2020)*

<sup>2</sup><http://www.statssa.gov.za/publications/P0441/P04412ndQuarter2020.pdf>

## PART B – OUR STRATEGIC FOCUS

The Quarterly Labour Force Survey (QLFS), Quarter 1 of 2020, reported 6,1% of the country's labour force employed in the Transport sector and thus, continued to be the seventh largest employer. The contribution of Transport sector to employment has remained constant since 2015 with approximately 6%, however in terms of numbers there has been significant fluctuations from quarter to quarter. The number of persons employed in the Transport sector decreased by 16 000 between quarter 4 of 2019 and quarter 1 of 2020. This unprecedented change is the largest quarter one to quarter two decline since the QLFS survey began in 2008. This decrease is suggesting that this is the number of people who have been retrenched as a result of the economic recession of quarter three and four of 2019 as well as effects of Covid-19 and lockdown on the economy. In quarter 3 of 2020, even though there was a further decrease in employment in the Transport Sector (down by 7 000 persons); the decrease was not as substantial as that between quarter 1 and 2 of 2020. The table above illustrates that the Transport sector is male dominated with 16,7% of women employed in the sector in the third quarter of 2020, while 83,3% were men. Furthermore, the table shows that none of the male employees left the sector or were retrenched between Q4 of 2019 and Q1 of 2020, while all 17 000 who did leave or were retrenched as a result of the economic recession in 2019 and the negative impact of the COVID-19 lockdown measures on companies, are female. However, in Q2 of 2020 both males and females were affected by the economic recession and COVID-19 lockdown with decreases of the number of employed persons. Men lost 107 00 jobs in Q2 of 2020 while women lost 3 000 jobs. In Q3 of 2020 men gained 20 000 jobs while women lost 27 000 jobs. The proportions of males and females employed in the Transport sector is evidence of the dominance of men in the sector, and also suggests a gender bias in when retrenchments are made there is no equitable process to ensure that only an equal number of men and women are retrenched.

**Table 2: Employment across all sectors over a one year and a quarter period**

	Jan-Mar 2019	Apr-Jun 2019	July-Sep 2019	Oct-Dec 2019	Jan-Mar 2020	Apr-Jun 2020	July-Sep 2020	
	'000	'000	'000	'000	'000	'000	'000	%
Total	16 291	16 313	16 375	16 420	16 383	14 148	14 691	100,0
Agriculture	837	842	880	885	865	799	808	5,3
Mining	417	381	419	430	436	373	419	2,9
Manufacturing	1 780	1 789	1 760	1 720	1 706	1 456	1 460	9,9
Utilities	150	151	133	120	116	113	90	0,6
Construction	1 339	1 363	1 339	1 350	1 343	1 066	1 080	7,3
Trade	3 345	3 429	3 408	3 249	3 320	2 946	3 008	20,3
Transport	1 025	983	975	1 011	995	885	878	6,0
Finance	2 516	2 495	2 492	2 568	2 517	2 234	2 434	16,6
Community and social services	3 574	3 622	3 679	3 792	3 759	3 244	3 381	23,0
Private households	1 301	1 251	1 286	1 286	1 316	1 005	1 121	7,6
Other	7	6	5	9	11	27	12	0,1

Source: <sup>3</sup>Statistics South Africa, Quarterly Labour Force Survey (2020)

<sup>3</sup><http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2020.pdf>  
<http://www.statssa.gov.za/publications/P0211/P02113rdQuarter2020.pdf>

## Employment by gender

**Table 3: Employment by Gender**

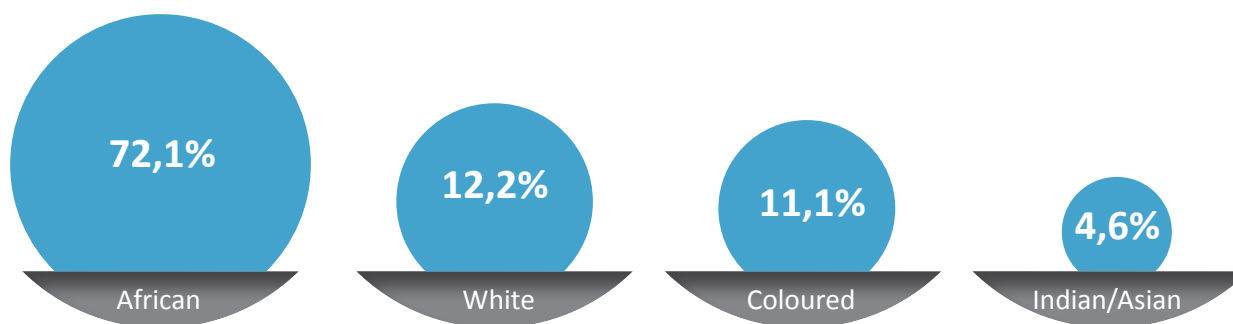
	Jan-Mar 2019	Apr-Jun 2019	Jul-Sep 2019	Oct-Dec 2019	Jan-Mar 2020	Apr-Jun 2020	Jul-Sep 2020	
	Thousand	Thousand	Thousand	Thousand	Thousand	Thousand	Thousand	%
Total	1 025	983	975	1 011	995	885	878	100
Females employed in Transport	200	175	189	194	177	174	147	16,7
Males employed in Transport	825	808	786	818	818	711	731	83,3

Source: <sup>4</sup>Stats SA's Quarterly Labour Force Survey (2020)

## Employment by race

African employees (72.1%) make up the majority of the workforce in the Transport sector (according to the 6.7% that submitted the WSP), then there are only 12.2% White employees, 11.1% Coloured employees and 4.6% Indian/Asian employees in the companies which submitted the WSP. Not only are these figures showing that the sector is a microcosm of the South African society, where these ethnic groups are distributed similarly, however these figures also demonstrate the massive effort the Transport sector has made in prioritising transformation imperatives in recruitment processes. This is because the 2017/18 SSP reveals that there were only 68% African people in the Transport sector in both 2015 and 2016, while this increased to 69% in 2017 (TETA 2017) and is now at 72.1% in 2020; showing gradual progress in companies' efforts to recruit African candidates.

**Graph 1: Racial distribution of employment in the Transport sector**



Source: WSP (2020)

<sup>4</sup><http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2020.pdf>  
<http://www.statssa.gov.za/publications/P0211/P02113rdQuarter2020.pdf>

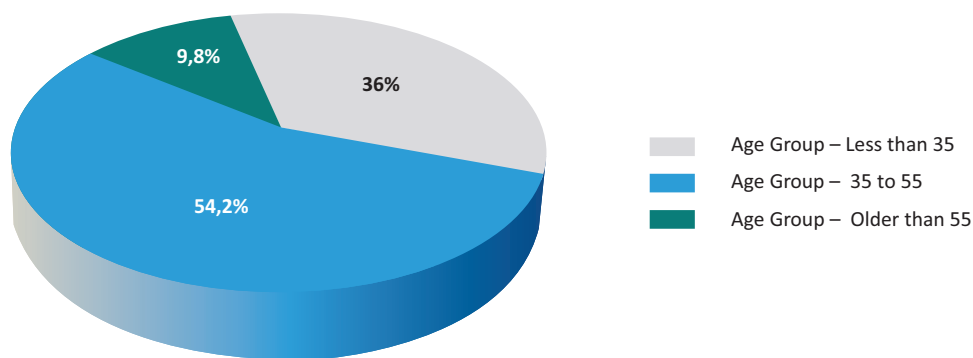


## PART B – OUR STRATEGIC FOCUS

### Employment by Age

The most dominant age group in the Transport sector is the 35 to 55 age group, making up 54.3% of the employees; followed by the youth who are younger than 35, constituting 36% of the employees, and the smallest age group represented are those over the age of 55, making up 9.8% of the total employees of the companies who submitted the 2020 WSP. It is important to note that the number of young people in the Transport sector is decreasing each year.

Graph 2: Employment by age

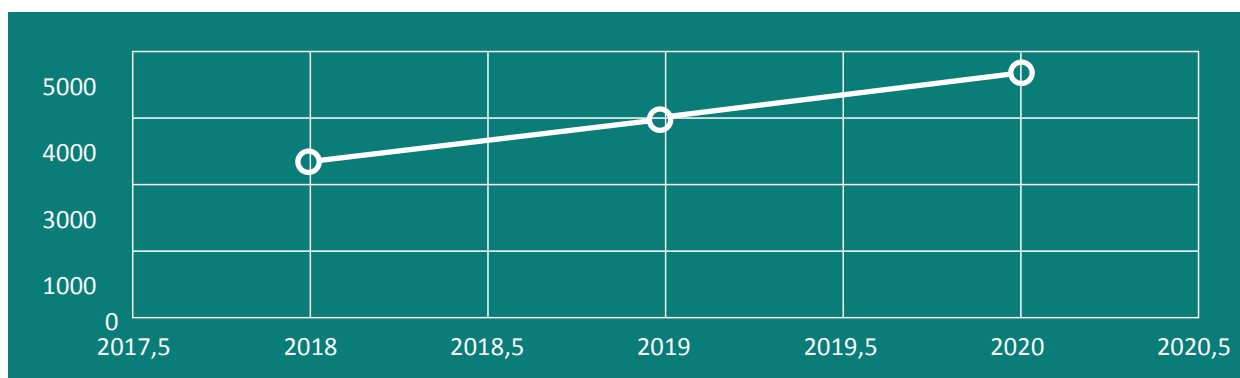


Source: WSP (2020)

### Employment of People with disability

South Africa is making a conscious effort to improve the participation of People with Disabilities (PwDs) in the formal economy. The Transport sector has made a concerted effort to improve the number of PwDs working in the sector. In 2018, of the transport companies that submitted the WSP, there were 3 349 employees with disabilities; this increased to 4 208 employees with disabilities in 2019 and 4 699 employees with disabilities in 2020.

Graph 3: Number of People with Disabilities employed by companies who submitted the WSP



Source: WSP (2020)

## Employment by subsectors

The table below shows the employee distribution at February of each year because that was the latest data at the time, the 2020 data from the SARS Levies File however is from April 2020. Since 2017 until 2019 there was a steady increase in employees in total for the entire Transport sector, however the latest 2020 data shows that there are 7 037 less people are employed in the sector so far. This is attributable to either the seasonal employment during peak seasons for some subsectors, when temporary staff are hired because greater capacity is required for that period alone; or the economic recession which began in 2019, which already had a major negative impact on some subsectors, and of course, the COVID-19 pandemic and subsequent lockdown. This table refers to the formal economy and therefore, does not take into consideration the fact that over

**Table 4: Employment Distribution by Subsector in 2017 - 2020**

Subsector	2017	%	2018	%	2019	%	2020	%
Road Freight	49 188	15.8%	57 642	17.1%	45 801	13.5%	75 721	22.8%
Freight Handling	21 984	7.1%	22 522	6.7%	27 969	8.3%	56 044	16.9%
Rail	81 320	26.2%	141 469	42.0%	76 361	22.5%	38 499	11.6%
Road passenger	89 318	28.8%	48 607	14.4%	111 548	33.0%	32 951	9.9%
Aerospace	27 491	8.9%	24 304	7.2%	24 681	7.3%	32 300	9.7%
Forwarding and Clearing	30 479	9.8%	26 781	8.0%	39 455	11.7%	23 500	7.1%
Maritime	9 487	3.1%	12 201	3.6%	11 612	3.4%	12 146	3.7%
Unallocated Employees	837	0.3%	2737	0.8%	651	0.2%	1 070	0.3%
Taxi	275	0.1%	370	0.1%	388	0.1%	486	0.1%
<b>Total Employment</b>	<b>310 379</b>	<b>100.0%</b>	<b>336 633</b>	<b>100.0%</b>	<b>338 466</b>	<b>100.0%</b>	<b>331 429</b>	<b>100.0%</b>

Source: SARS Levies File (2017 - 2020)

The latest 2020 data shows that the Road Freight subsector is the biggest employer in the Transport sector, with 22,8% of the workforce. This is followed by the Freight Handling at 16,9% and Rail at 11,6%. This was supported by stakeholders during the virtual SSP workshops for the Road Freight and Freight Handling subsectors also explaining that during levels four and three of the COVID-19 lockdown the subsectors had a shift in peak seasons, which this year has been during April to June and as a result, the subsectors have had a huge surge in new temporary employees, who were hired to increase capacity to handle the workload during this period. One quote from a stakeholder:

*“The effect that the pandemic and lock down have had is that there has been a huge escalation in online shopping – so the impact on road freight companies is that instead of collecting products from various different warehouses, a lot of products have been given to Take a lot or other online shopping warehouses – so the trucks go to the Take a lot warehouses instead of the normal warehouses where those products would*

## PART B – OUR STRATEGIC FOCUS

*be found and then it goes to the homes or to the person who ordered directly and this has resulted in that the peak period, which is normally mid Oct to mid Dec, has now for most logistics companies this time, has become their peak period - so now in the last four weeks companies have had to find more vehicles to hire and hire additional temporary staff on temporary contracts for this time of work.”*

In addition, the number of Road Passenger companies and Forwarding and Clearing companies decreased, also clearly affecting the number of employees in these subsectors.

### Provincial Distribution of Employees

Employee numbers have fluctuated between 2018 and 2019, but this was equally so for the provincial employment numbers. The table below shows that the biggest employing province in the Transport sector is Gauteng, followed by the coastal provinces of Kwa-Zulu Natal and the Western Cape. This is no surprise as Gauteng remains the economic hub of the country with the largest population density. In addition, the coastal provinces are largely driven by the cargo business through marine operations. This observation is consistent with the trend of the distribution of registered Transport sector companies. It is also evident that low employment levels are observed in the inland provinces.

**Table 5: Transport sector employment by province**

**Transport sector employment by province**

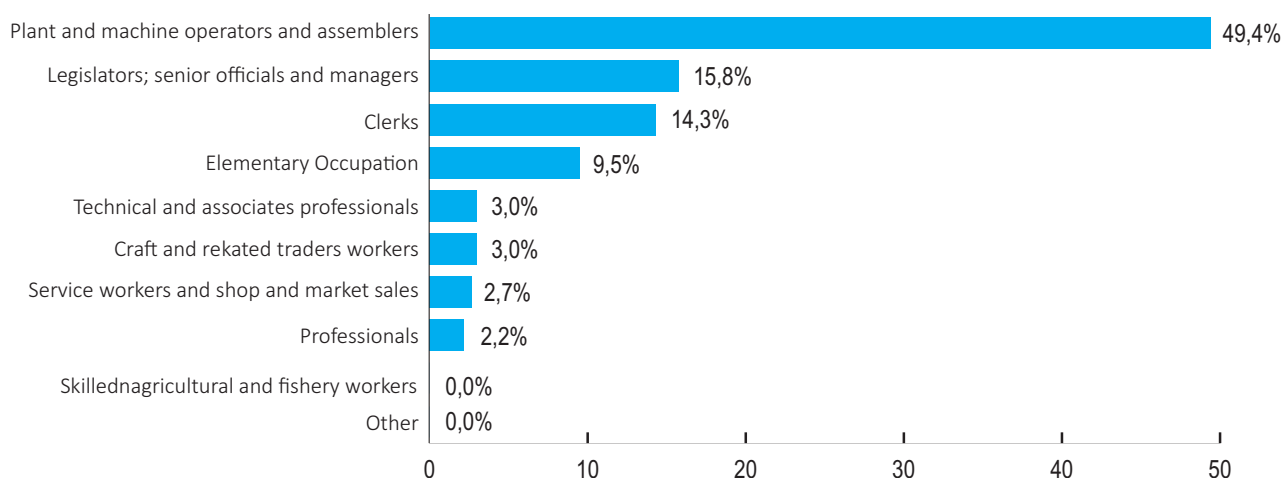
	Jan-Mar 2018	Apr-Jun 2018	Jul-Sep 2018	Oct-Dec 2018	Jan-Mar 2019	Apr-Jun 2019	Jul-Sep 2019	Oct-Dec 2019	Jan-Mar 2020	
	'000	'000	'000	'000	'000	'000	'000	'000	'000	%
<b>Transport</b>	960	1 014	996	965	1 025	983	975	1 011	995	100.0
<b>Western Cape</b>	141	157	160	158	133	126	152	166	169	17.0
<b>Eastern Cape</b>	70	62	71	71	82	76	61	73	81	8.1
<b>Northern Cape</b>	10	11	14	11	14	9	9	11	7	0.7
<b>Free State</b>	35	41	35	40	42	37	40	34	34	3.4
<b>KwaZulu Natal</b>	178	194	176	178	184	171	192	180	189	19.0
<b>North West</b>	33	34	33	32	45	38	37	38	30	3.0
<b>Gauteng</b>	383	405	389	358	389	386	358	377	363	36.5
<b>Mpumalanga</b>	52	58	67	60	69	66	63	70	65	6.5
<b>Limpopo</b>	58	51	51	56	66	73	64	62	57	5.8

Source: <sup>5</sup>Stats SA's Quarterly Labour Force Survey (2020)

## Employment by Occupational Group

The data which informed this section is from the 2020 QLFS quarter 1.

**Graph 4: Employment by Occupational Group**



Source: Stats SA's Quarterly Labour Force Survey (2020)

The majority of employees within the Transport sector are employed as Plant and Machine Operators and Assemblers, which includes drivers as well. The occupational group with the second highest number of employees is the legislators, senior officials and managers followed by clerical occupations. Clerical occupations are administrative and support staff, which facilitate the smooth functioning of companies and therefore, a significant number, are required. Following this group of employees is the Elementary occupations. This group of employees is followed by Technical and associate professionals and Craft and related trades both at 3,0%. The technical individuals are highly valuable to the Transport sector, particularly because of its technical and dynamic nature. Therefore, it is surprising that they only constitute 3,0% of the Transport sector employees. This group of employees is followed by Service and Sales workers, who according to some stakeholders are in high demand because sales is no longer simply about selling a product, but about selling a solution and thus, people with these skills are hard to find. Professionals, Skilled agricultural, and fishery workers follow with the lowest employee numbers.

## The Fourth Industrial Revolution (4IR)

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

<sup>5</sup><http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2020.pdf>

<http://www.statssa.gov.za/publications/P0211/P02113rdQuarter2020.pdf>

<sup>5</sup><http://www.statssa.gov.za/publications/P0211/P02113rdQuarter2020.pdf>

## PART B – OUR STRATEGIC FOCUS

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

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

Research provides the foundation for measures desired to enable businesses to become responsive to the 4IR technology. TETA is conducting extensive research on the impact of 4IR in the Transport sector. TETA has entered into a research partnership with the Durban University of Technology and Enterprise University of Pretoria to conduct the 4IR research studies. The research studies will provide evidence-based decision making for TETA concerning Skills Development interventions relevant for 4IR. The outcome will be the understanding of how 4IR will change operations of companies in the Transport sector and mapping skills gaps/needs that will respond to 4IR in all the 8 subsectors. The results of the studies will promote readiness of companies for the 4IR era, promoting skilled employees and new-entrants in the Transport labour market.

### Impact of COVID-19 on the Transport sector

- **Overview**

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

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

In his research paper, Prof Hoosen Rasool<sup>9</sup>, explored reforms for the post-school education and training (PSET) in South Africa in light of the COVID-19 pandemic. The Pandemic resulted in a collapse in economic activity, closure of companies, decreased revenue and distressed communities and has affected post-school education and training. Jobs, occupations, nature of work, employment and skills acquisition are disrupted by the pandemic and therefore there is a need to re-examine needs, priorities, strategies and plans for PSET to align with a post-COVID world.

The following were COVID-19 implications for PSET:

- Public budget cuts for PSET provision
- Reprioritisation of spending by PSET institutions and support bodies such as SETAs, Quality Councils and the DHET
- Public demand for a higher economic return from PSET
- Reduced skills development levy income
- Restructuring at PSET institutions
- Staff re-organisation due to reduced budgets
- A decline in workplace training activity
- Growing shift to online learning, blended learning and other hybrid forms
- Need for curriculum development to serve multiple learning delivery channels
- Higher training costs due to social distancing mitigation measures
- Less student funding
- Students take responsibility for their learning and development
- Scarcity of employment openings
- Need for life-long learning
- New occupations will emerge
- Skilling will overtake credentialing
- Graduates will be expected to be work-ready

The study identified six realistic, measurable and attainable PSET reforms:

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

<sup>7</sup><http://www.statssa.gov.za/publications/Report-00-80-03/Presentation%20Impact%20of%20COVID-19%20-%202020%20May%202020.pdf>

<sup>8</sup>[http://www.statssa.gov.za/publications/P0277/QES%20Press%20release%202020\\_Q2.pdf](http://www.statssa.gov.za/publications/P0277/QES%20Press%20release%202020_Q2.pdf)

<sup>9</sup>Rasool, Hoosen. (2020). LABOUR MARKET SERIES PAPER TWO COVID-19, ECONOMY AND LABOUR MARKET: REFORMS FOR POST-SCHOOL EDUCATION AND TRAINING.

## PART B – OUR STRATEGIC FOCUS

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

The key findings are found below:

- Blended learning was implemented by slightly more than half of the responding training providers.
- Reported challenges with blended learning were high data costs, access to gadgets and carrying out of the practical modules of the programme since they cannot be done online. However, majority of the training providers said they were coping without challenges with blended learning
- 63.8% of training providers did not allow online completion of summative assessments, learners will have to complete assessments in compliance with covid 19 regulations in class.
- Seven (7) out of ten employer/training providers were able to pay stipends to learners during the lockdown. 90% of stipends were paid in full. The remaining 10% of stipends were either partially paid or not paid at all due to lack of funds or required evidence to release stipends.
- Training providers recommended 3 month contract extensions to complete programmes.
- Provision of PPE, data, gadgets and additional funding were some recommendations received from stakeholders.

- ***Impact of COVID-19 on Transport companies***

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

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

### 3.1 External Environment Analysis

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

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

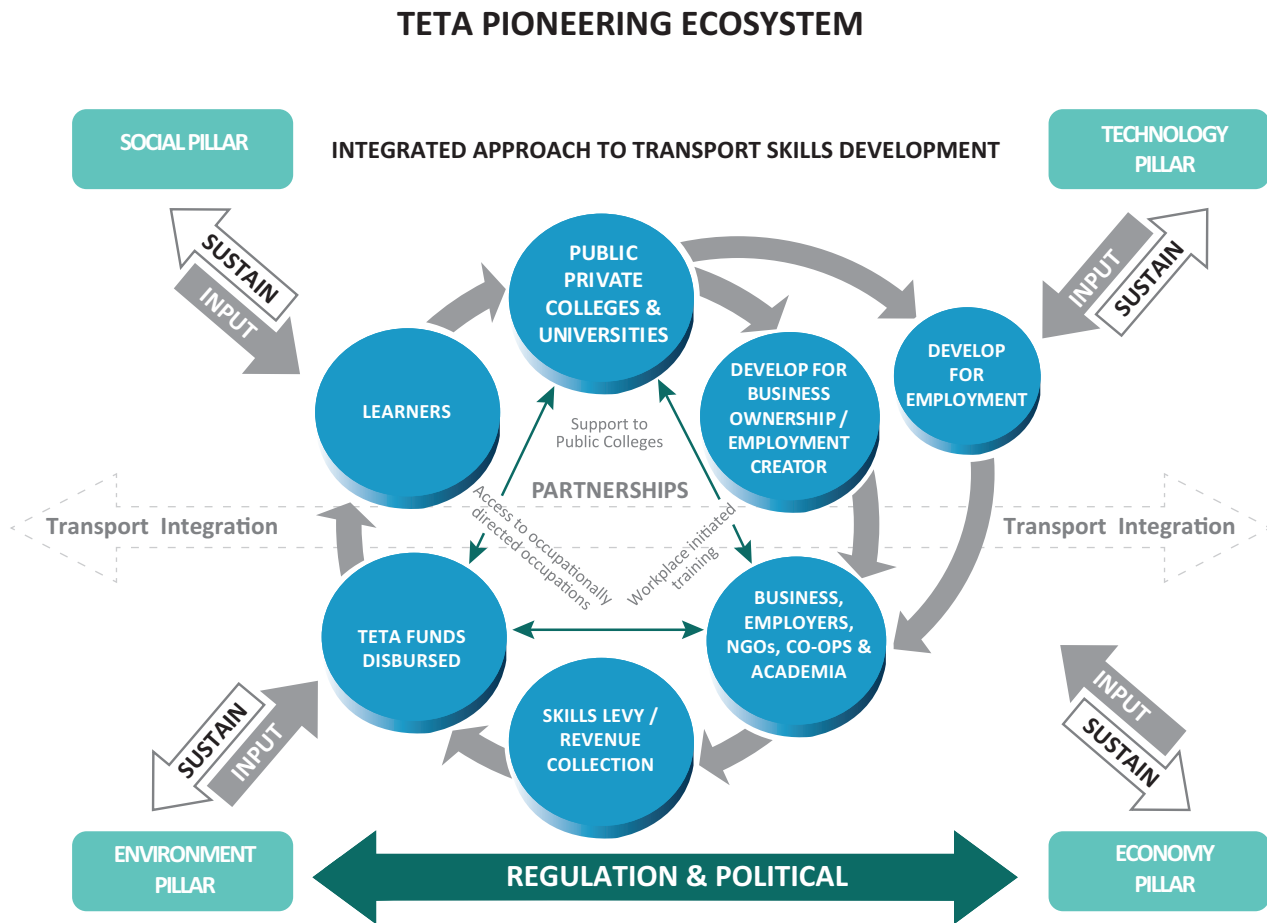
Political	Economic	Socio-cultural and Ethical
<ul style="list-style-type: none"> <li>Political interference</li> <li>Employers not embracing transformation imperatives, demonstrated resistance to change</li> <li>Labour policies</li> <li>Lack of inter-ministerial collaboration</li> <li>Misalignment of departmental mandates</li> <li>Changes in government structure (departments and leadership)</li> <li>Taxi industry transformation</li> </ul>	<ul style="list-style-type: none"> <li>Labour disputes and protests</li> <li>Utilisation of training budget in the public service</li> <li>Company closures</li> <li>Fraud and corruption</li> <li>Competition</li> <li>Unstable global economy</li> <li>SETA mandate stretched without matching budget increases</li> <li>High unemployment rate</li> </ul>	<ul style="list-style-type: none"> <li>HIV/AIDS prevalence</li> <li>Significant societal disparities between rural and urban areas</li> <li>Protests and vandalism of transport infrastructure</li> <li>Taxi industry disputes</li> <li>Road carnage</li> <li>Substance abuse</li> <li>Employee wellness</li> </ul>
Technology and Information	Environmental (Natural)	Legal and Regulatory
<ul style="list-style-type: none"> <li>Shift to technology increases elitist group of participants</li> <li>SETMIS and QCTO quarterly management reporting</li> <li>Fourth industrial revolution, shift to technology/ automation</li> <li>High cost of data</li> <li>Limited access to technology by rural areas still a reality</li> </ul>	<ul style="list-style-type: none"> <li>Focus on green economy provides opportunities for research and awareness programmes</li> <li>Green economy also places pressure on transport operators to comply or face hefty penalties</li> </ul>	<ul style="list-style-type: none"> <li>Change in legislation (e.g. BBBEE)</li> <li>Bureaucracy in legislation approvals</li> </ul>



# PART B – OUR STRATEGIC FOCUS

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

The diagram below depicts how the PRESET elements explained above affects the Eco-System of the Post School Education and training system. The main strategy that TETA can employ to ensure that it remains relevant within the system is centered on Partnerships.



## 3.1.3 Internal Environment Analysis

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

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

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

### *Strengths*

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

### *Weaknesses*

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

### *Opportunities*

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

## PART B – OUR STRATEGIC FOCUS

- There is a great opportunity for TETA to support the TVET colleges as indicated in the PSET;
- Inter-SETA collaborations are an opportunity for TETA to benchmark best practices and form partnerships that will improve its performance;
- Sustained demand for free post-school education presents opportunities for TETA not only to continue with its bursary funding programme, but investigate other creative solutions to assist learners.
- Sound interpretation of Regulations gives an opportunity for TETA to be a trendsetter

### *Threats*

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





- Backbone of the economy is transport
- Innovation
- Levy income
- Functioning Board
- Functional union
- Green economy research
- Partnerships
- Operation Phakisa
- The know-how (experts)
- IT division

- Political instruction
- High unemployment rate
- Change in legislation
- New legislation (eg. BBBEE, QCTO, NSDP)
- Lack of infrastructure in rural areas
- 4th industrial revolution
- New markets
- Community college (soft skills)

- Unemployment (ability to train people)
- Job creation
- Untapped green economy opportunities
- Recycling
- Re-skilling and new skills
- Increase productivity
- Entrepreneurship
- Innovation

## S STRENGTHS

## W WEAKNESSES

## O OPPORTUNITIES

## T THREATS

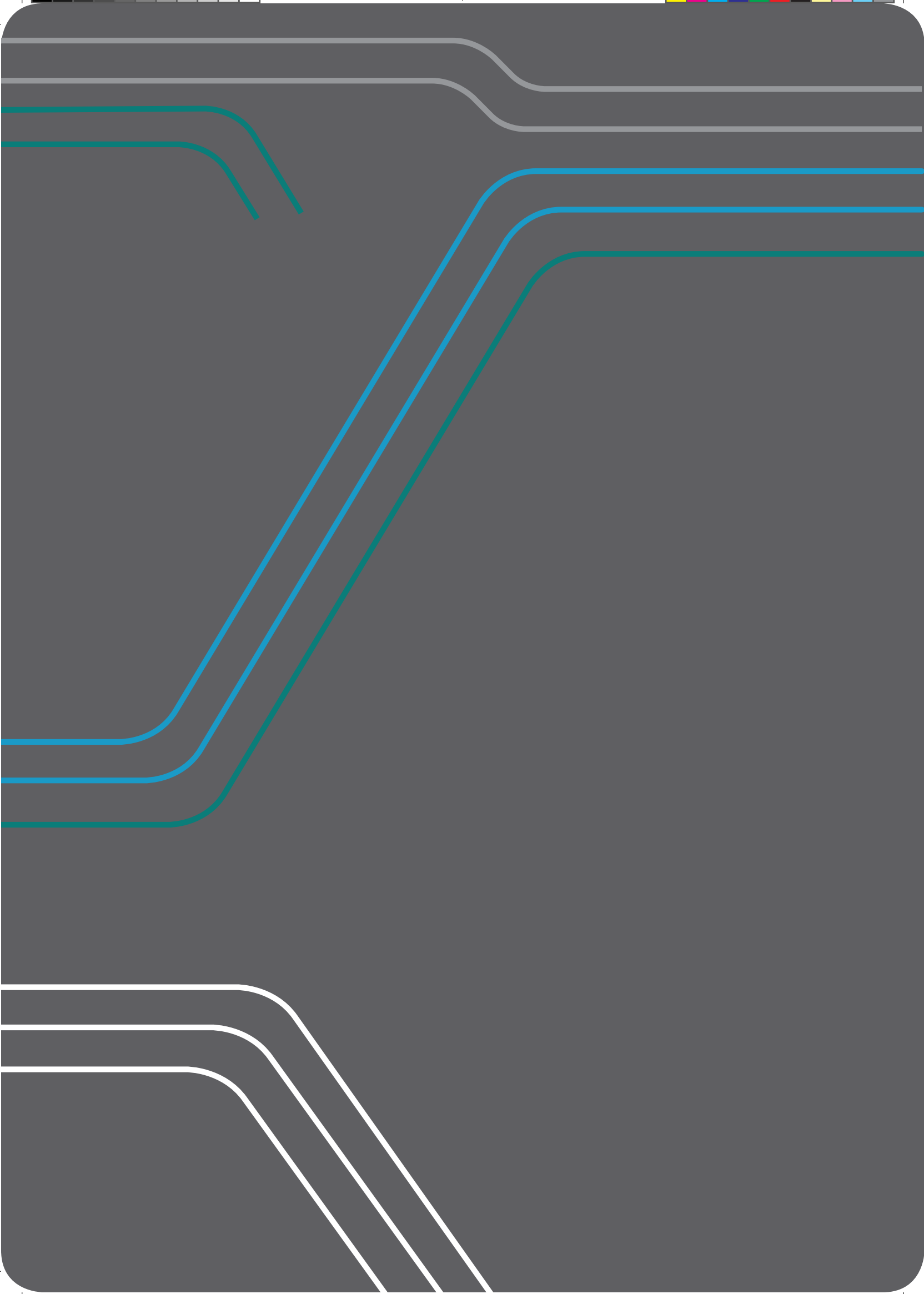
- Lack of inter-ministerial collaboration
- Lack of transformation
- Bad public transport
- Political interference
- Disbursement of funds
- Lack of economic freedom
- Employee wellness
- Information technology
- Cultural diversity
- Employment equity
- Lack of strategy
- Green skills
- Lack of fluid relationship with partners
- Lack of funding

- Lack of strategy on sustainability
- Lack of 4th industrial revolution strategy
- Lack of integration
- Infrastructure
- Lack of human resource in IT division

- Misalignment of departmental mandates
- Changes in government structure (departments & leadership)
- Political instruction
- Undue political influence
- Change in legislation
- New legislation (e.g. BBBEE, QCTO, NSDP)
- Bureaucracy in legislation approvals
- Company closures
- Fraud and corruption
- 4th industrial revolution
- Protests
- Competition
- Unstable global economy

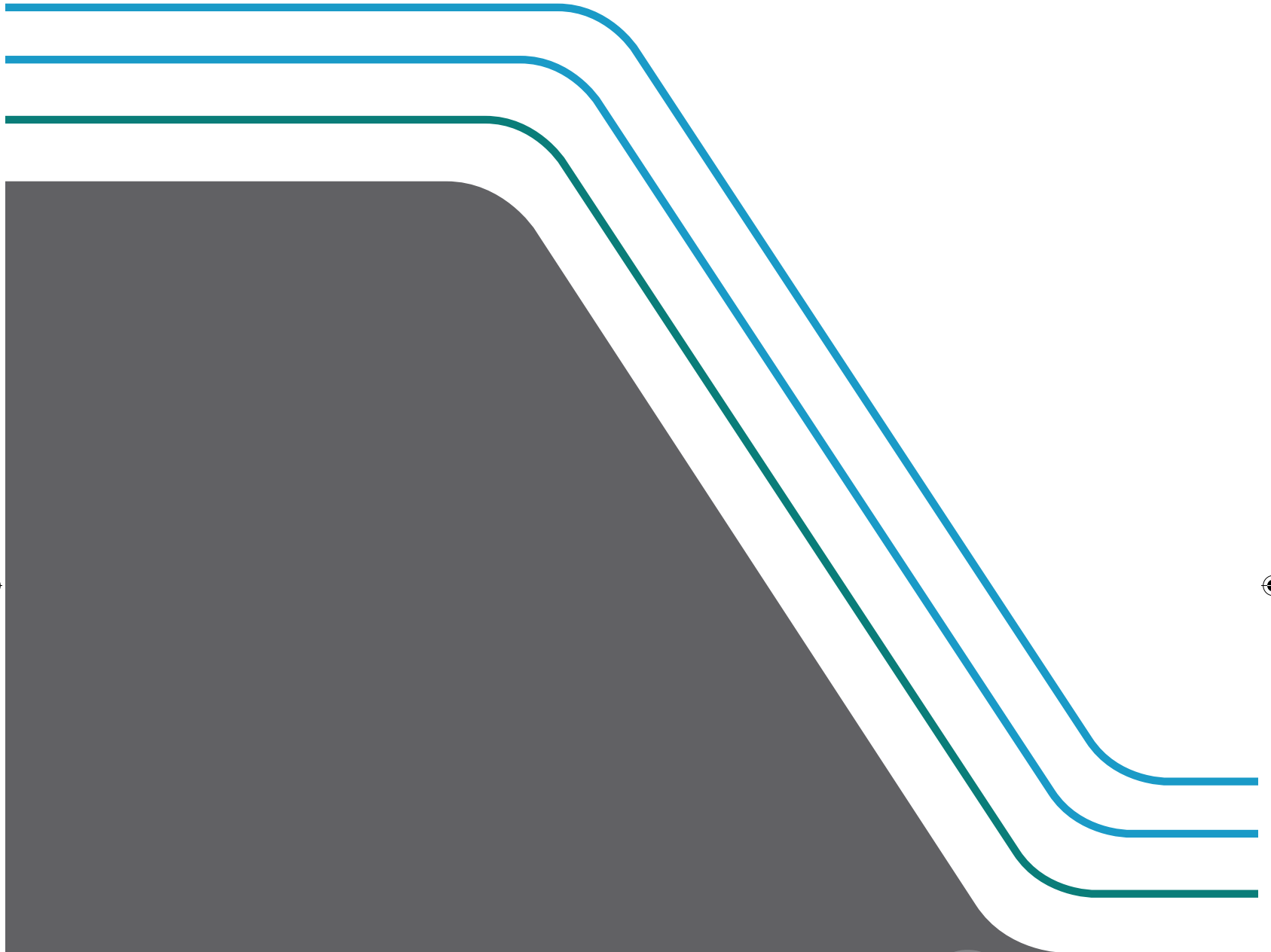
- Financial sustainability
- Substance abuse
- Protests
- Xenophobia
- Employee wellness
- Road carnage
- HIV/AIDS
- COVID-19
- Carbon emission
- Carbon tax
- Environmental sustainability
- Emergence of robotics
- Speed of curricula development
- Procurement
- Automation
- Migration to digitalisation (rural areas)







# PART C — MEASURING OUR PERFORMANCE



ANNUAL PERFORMANCE PLAN PART C



#### 4. Institutional Programme Performance Information

##### 4.1 Programme 1: Administration

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

Outcome	Outputs	Output Indicators	Annual Targets					Budget			
			Audited/Actual Performance		MTEF Period						
			2017/18	2018/19	2019/20	2020/21	2021/22		2022/23	2023/24	
Institutional mandate met	Unqualified audit opinion	(1.1.a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year	N/A	Unqualified audit opinion from the Auditor General for 2017-18	Unqualified audit opinion from the Auditor General for 2018-19	Unqualified audit opinion from the Auditor General for 2019-20	Unqualified audit opinion from the Auditor General for 2020-21	Unqualified audit opinion from the Auditor General for 2021-22	Unqualified audit opinion from the Auditor General for 2022-23	Unqualified audit opinion from the Auditor General for 2023-24	RO
	Administration expenditure within 10,5% ceiling	(1.1.b) Percentage levy income used towards administration expenditure	N/A	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%	RO
	Discretionary grant allocations for PIVOTAL Programmes	(1.1.c) percentage of discretionary grant funding allocated to PIVOTAL programmes	N/A	93%	80%	80%	80%	80%	80%	80%	RO
	Procurement plan achieved	(1.1.d) Percentage achievement of TETA procurement plan	N/A	N/A	95%	70%	80%	80%	80%	80%	RO

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			MTEF Period				
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	
Institutional mandate met	Retained staff	(1.2a) Percentage annual permanent staff retention	N/A	94%	89%	85%	85%	85%	RO	
	Reviews Organisational Structure	(1.2b) Review of Organisational Structure	N/A	N/A	N/A	N/A	N/A	N/A	RO	
	WSP/ATR for TETA submitted	(1.2c) Submission of TETA Workplace Skills Plan and Annual Training Report to ETDP SETA	N/A	WSP and ATR Submitted to ETDP SETA	WSP/ATR submitted by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30th April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30th April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30th April	RO	
	Wellness activities conducted	(1.2d) Number of wellness activities conducted	N/A	N/A	8	4	4	4	RO	
	Surveys Conducted	(1.2e) Number of stakeholder satisfaction surveys conducted	N/A	N/A	2	2	2	2	RO	
	Systems report	(1.3) Percentage availability of ICT system achieved	N/A	100%	96%	80%	80%	80%	RO	
	Operational Offices	(1.4) Number of TETA satellite offices opened	N/A	N/A	N/A	1	2	0	R2 512 000	
<b>Budget</b>									<b>R2 152 000</b>	



## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(1.1.a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year	Unqualified audit opinion from the Auditor General for 2020/21	N/A	Unqualified audit opinion from the Auditor General for 2020/21	N/A	N/A
(1.1.b) Percentage levy income used towards administration expenditure	10.5%	N/A	N/A	N/A	10.5%
(1.1.c) Percentage of discretionary grant funding allocated to PIVOTAL programmes	80%	N/A	N/A	N/A	80%
(1.1.d) Percentage achievement of TETA procurement plan	80%	N/A	N/A	N/A	80%
(1.2.a) Percentage annual permanent staff retention	85%	N/A	N/A	N/A	85%
(1.2.b) Reviews of Organisational Structure	Approved reviewed organizational structure	N/A	N/A	N/A	Approved reviewed organizational structure
(1.2.c) Submission of TETA Workplace Skills Plan and Annual Training Report to ETDP SETA	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	N/A	N/A	N/A
(1.2.d) Number of wellness activities conducted	4	1	1	1	1
(1.2.e) Number of stakeholder satisfaction surveys conducted	2	1	N/A	1	N/A
(1.3) Percentage availability of ICT system achieved	80%	80%	80%	80%	80%
(1.4) Number of TETA satellite offices opened	2	0	0	0	2

#### 4.2 Programme 2: Skills Planning & Research

Purpose: To establish mechanisms for skills planning and research capacity

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance				MTEF Period				
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2021/22	
Increased access to occupations in high demand through skills interventions	Research reports	(2.1) Number of research studies conducted	0	2	2	1	3	2	2	R4 500 000	
	Sector Skills Plan	(2.2a) Produce an approved TETA Sector Skills Plan (SSP)	1	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	R1 000 000	
	Tracer study report	(2.2b) Number of Tracer study conducted	0	1	2	1	1	1	1	R1 500 000	
	Partnerships	(2.3a) Number of research partnerships supported	1	4	2	2	2	2	2	R2 860 000	

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance		Estimated Performance		MTEF Period			
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	
Increased access to occupations in high demand through skills interventions	Approved mandatory grants for large firms	(2.4a) Number of mandatory grant approved for large firms				150	150	220	220	R0
	Approved mandatory grants for medium firms	(2.4b) Number of mandatory grants approved for medium firms	899	1048	1137	170	170	250	250	R0
	Approved mandatory grants for small firms	(2.4c) Number of mandatory grants approved for small firms				350	500	500	500	R0
	Mandatory grants paid	(2.4d) Percentage of mandatory grants paid	N/A	N/A	N/A	80%	80%	80%	80%	R0
	Capacitation workshops	(2.4e) Number of provincial capacitation workshops conducted	18	18	19	17	17	17	17	R1 441 323
	Skills Development Facilitator Capacitation	(2.4f) Number of Skills Development Facilitator trained on developing workplace skills plans	N/A	N/A	N/A	N/A	50	110	110	R555 000
	Monitoring visits and due diligence	(2.4g) Number of verifications conducted for mandatory grants/ discretionary grants/ due diligence	N/A	N/A	N/A	140	140	140	140	R1 441 323
	Discretionary grants for bursaries	(2.5a) Percentage of discretionary grant budget allocated to developing high level skills	N/A	N/A	N/A	13%	13%	13%	13%	R0
	Discretionary grants for skills programmes, learnership, apprenticeships and internships	(2.5 b) Percentage of discretionary grant budget allocated to developing intermediate skills	N/A	N/A	N/A	47%	47%	47%	47%	R0
	Discretionary grants for AET	(2.5c) Percentage of discretionary grant budget allocated to developing elementary skills	N/A	N/A	N/A	1%	1%	1%	1%	R0
<b>Budget</b>			<b>R13 297 646</b>							

## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(2.1) Number of Research studies conducted	3	0	0	0	3
(2.2a) Produce an Approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	0	0	Approved TETA SSP	0
(2.2b) Number of Tracer study conducted	1	0	0	0	1
(2.3a) Number of Research partnerships supported	2	0	0	0	2
(2.4a) Number of mandatory grant approved for large firms	150	0	150	0	0
(2.4b) Number of mandatory grant approved for medium firms	170	0	170	0	0
(2.4c) Number of mandatory grant approved for small firms	500	0	500	0	0
(2.4d) Percentage of mandatory grants paid	80%	0	0	0	80%
(2.4e) Number of provincial capacitation workshops conducted	17	0	0	8	9
(2.4f) Number of Skills Development Facilitator trained on developing workplace skills plans	50	0	0	50	0
(2.4g) Number of on-verifications conducted for mandatory grant/ discretionary grants/due diligence	140	20	20	40	60
(2.5a) Percentage of discretionary grant budget allocated to developing high level skills	13%	0	0	0	13%
(2.5 b) Percentage of discretionary grant budget allocated to developing intermediate skills	47%	0	0	0	47%
(2.5c) Percentage of discretionary grant budget allocated to developing elementary skills	1%	0	0	0	1%

### 4.3 Programme 3: Learning Programmes and Projects

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

Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance				Estimated Performance	MTEF Period				2023/24	
			2017/18	2018/19	2019/20	2020/21		2021/22		2022/23			
							Entered	Completed					
Improved level of skills in the South African workforce	Learners on bursaries	(3.1a) Number of employed learners on bursaries	125	124	106	70	70	35	70	70		R16 600 000	
			37	11	40	68			35	35			
	Learners on skills programmes	(3.1b) Number of employed learners on skills programmes	1 111	633	928	430	430	215	430	430		R4 773 000	
			756	1 315	517	300			215	215			
	Learners on learnerships	(3.1c) Number of employed learners on learnership programmes	1 304	1 393	1 785	800	700	330	700	700		R28 823 000	
			769	1 152	954	736			350	350			
	Learners on Occupational Qualifications	(3.1d) Number of learners enrolled for Occupational Qualifications	N/A	N/A	N/A	N/A	60	0	60	60		R2 337 000	
									30	30			
	Learners on AET	(3.1e) Number of employed learners on AET programmes	173	351	121	130	130	65	130	130		R1 149 000	
				117	258	25			65	65			
	Learners on apprenticeship	(3.1f) Number of employed learners on apprenticeship programme	97	81	131	50	20	10	20	20		R1 650 000	
			27	12	35	35			10	10			
	Learners on ARPL	(3.1g) Number of learners on ARPL programmes	N/A	N/A	N/A	N/A	70	0	70	70		R5 600 000	
									35	35			
	Learners on RPL	(3.1h) Number of learners on RPL programme	160	41	45	20	20	10	20	20		R1 825 000	
			0	0	0	20			10	10			

### 4.3 Programme 3: Learning Programmes and Projects (continued)

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

Outcome	Outputs	Output Indicators	Annual Targets										Budget	
			Audited/Actual Performance			Estimated Performance		MTEF Period						
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2021/22	2021/22			
Improved level of skills in the South African workforce	Learners on leadership development programmes	(3.1i) Number of candidates on leadership development programme	15	15	0	15	15	15	15	15	15	15	R7 800 000	
			0	15	15	15								
			(3.1j) Number of candidates on executive leadership development programme	15	15	0	15	15	15	15	15	15	15	R7 500 000
				15	15	15	15							
			(3.1k) Number of women on leadership development programme	33	15	0	15	15	15	15	15	15	15	R7 500 000
				0	15	15	15							
			(3.1l) Number of board members on a leadership development programme	N/A	N/A	18	0	19	15	19	15	15	15	R7 000 000
				5	5	5	5							
			(3.1m) Number of candidates on Master's programme in maritime affairs	0	4	4	4	5	4	4	4	4	4	R5 000 000
<b>Administration</b>													<b>R7 910 027</b>	
<b>Budget</b>													<b>R97 557 000</b>	

Outcome	Outputs	Output Indicators	Annual Targets										Budget 2021/22
			Audited/Actual Performance				Estimated Performance 2020/21	MTEF Period				Budget	
			2017/18	2018/19	2019/20	2020/21		2021/22 Entered	2021/22 Completed	2022/23	2023/24		
Increased access to occupationally directed programm <b>Administration Budget</b>	Learners on bursaries	(3.2a) Number of unemployed learners on bursaries	273	519	397	200	200	275	300	R48 000 000			
	Learners on skills programmes	(3.2b) Number of unemployed learners on skills programme	53	94	99	100	100	100	100				
	Learners on learnerships	(3.2c) Number of unemployed learners on learnership programmes	2 017	1 577	1 568	700	700	700	700	R9 957 500			
	Learners on apprenticeship	(3.2d) Number of unemployed learners on AET programmes	1 068	1 432	1 072	520	700	350	350				
	Learners on cadetships	(3.2e) Number of unemployed learners on apprenticeship programme	2 016	1 718	2 712	1 070	800	800	800	R55 160 000			
	Learners on candidacy programmes	(3.2f) Number of learners on cadetship	2 527	1 525	1 546	1 946	800	400	400				
	Learners on grade 12 improvements	(3.2g) Number of learners on candidacy programme	401	472	345	200	200	200	200	R3 405 500			
				117	212	223	200	100	100				
				615	696	428	200	200	200	200	R51 000 000		
				303	437	608	458	200	75	75			
				43	65	48	25	75	75	75	R18 000 000		
				23	4	28	10	75	35	35			
			45	14	28	15	15	15	15	R3 510 000			
			8	8	0	10	15	7	7				
			100	100	100	70	70	70	70	R1 413 090			
			121	73	83	50	70	35	35				
<b>Administration</b>											<b>R15 441 574</b>		
<b>Budget</b>											<b>R190 446 090</b>		

Outcome	Outputs	Output Indicators	Annual Targets										Budget 2021/22
			Audited/Actual Performance			Estimated Performance 2020/21	MTEF Period				Budget		
			2017/18	2018/19	2019/20		2021/22	2022/23	2023/24				
						Entered/ Established	Completed/ Implemented						
Linked education institutions and the workplace	Partnerships established	(3.3a) Number of partnerships established and implemented with employers	8	4	2	1	1	1	1	1		R127 500	
			N/A	N/A	N/A	1	1	1	1				
		(3.3b) Number of partnerships established and implemented with TVET colleges	3	8	9	2	2	2	2	2	2		R170 000
			N/A	N/A	N/A	2	2	2	2	2			
		(3.3c) Number of partnerships established and implemented with universities	1	2	2	1	1	1	1	1	1		R85 000
			N/A	N/A	N/A	1	1	1	1	1			
		3.3d) Number of partnerships established and implemented with CET colleges	N/A	N/A	N/A	2	2	2	2	2	2		R170 000
			N/A	N/A	N/A	2	2	2	2	2			
		(3.3e) Number of tripartite partnerships established (education institutions, workplace and TETA)	N/A	N/A	N/A	6	6	6	6	6	6		R200 000
			N/A	N/A	N/A	6	6	6	6	6			
Graduates on internship	Learners in employment	(3.4a) Number of graduates placed on internship programmes	463	338	477	204	240	240	240	240	240	R19 728 000	
			362	288	291	244	120	120	120	120			
HEI learners on workplace experience programmes		(3.4b) Number of learners absorbed in employment (internships, skills programmes, bursaries, learnerships upon completion)	N/A	N/A	N/A	40	50	50	50	50	50	RO	
			N/A	N/A	N/A	40	50	50	50	50			
		(3.4c) Number of HEI learners on workplace experience programmes	43	65	246	85	85	85	85	85	85	R7 420 500	
			34	49	72	113	40	40	40	40			



Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				2023/24		
			2017/18	2018/19	2019/20		2020/21	Entered/Established	2021/22	Completed/Implemented		2022/23	
Linked education institutions and the workplace	Learners on workplace experience (TVET)	(3.4d) Number of TVET learners placed on workplace experience programmes	161	177	254	110	160	80	160	160	160	R13 968 000	
			119	195	103	93	160	80	80	80			
	Graduates on work readiness programmes	(3.4e) Number of graduates on work readiness programmes	N/A	300	262	200	200	100	200	200	200	R7 400 000	
						180	200	100	180	180			
Increased support to TVET and CET colleges as the key provider of occupational skills	Workplace approvals for apprenticeships	(3.4f) Number of workplaces approved	8	36	168	50	30	30	30	30	30	R389 250	
	Stakeholders in Limpopo assisted	(3.5) Number of stakeholders assisted in TETA's Limpopo based offices	N/A	126	226	170	100	100	100	100	R346 800		
	Contract management workshops	(3.6a) Number of TETA stakeholder capacitation workshops on contract management	17	22	19	8	8	8	8	8	R750 000		
	Empowerment seminars	(3.6b) Number of women empowerment seminars conducted	N/A	15	6	3	3	3	3	3	R1 500 000		
	Stakeholder engagement sessions	(3.6c) Number of provincial stakeholder engagement sessions conducted	N/A	N/A	16	6	6	6	6	6	R600 000		
	<b>Budget</b>											<b>R52 855 050</b>	

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance		MTEF Period			
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24		
Supported career development services	Career items	(3.7a) Number of career platforms produced or developed	N/A	N/A	N/A	3	3	3	3	3	R2 000 000
	Promotional packs	(3.7b) Number of promotional material packs procured	7 050	12 950	10 000	10 000	10 000	10 000	10 000	10 000	R1 500 000
	Media information sessions	(3.7c) Number of media information sessions conducted	12	54	14	6	6	9	9	9	R1 666 667
	Career exhibitions	(3.8a) Number of TETA career exhibitions conducted for urban areas	56	56	52	20	30	30	30	30	R633 333
	Career exhibitions	(3.8b) Number of career development exhibitions in rural areas on occupations in high demand	N/A	N/A	N/A	6	6	9	9	9	R2 666 667
	Sponsored events	(3.8c) Number of events sponsored to enhance TETA brand	9	8	8	5	5	5	5	5	R1 000 000
	Internal career guidance advises	(3.9a) Number of internal career guidance advisors capacitated	64	70	63	10	10	30	30	30	R106 000
	Capacity building workshop	(3.9b) Number of capacity building workshops conducted for teachers	16	15	14	6	6	9	9	9	R566 667
	Schools supported	(3.10) Number of schools supported	52	0	51	36	54	54	54	54	R10 800 000
	<b>Budget</b>										

Outcome	Outputs	Output Indicators	Annual Targets								Budget	
			Audited/Actual Performance			Estimated Performance		MTEF Period				
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2021/22		
Increased access to business development programmes	Small & medium enterprises	(3.11a) Number of small and medium enterprises funded	246	95	152	100	100	100	100	100	100	7 500 000
	NLPEs funded	(3.11b) Number of small NLPEs funded	N/A	213	543	134	134	134	134	134	134	R10 050 000
	Cooperatives funded	(3.11c) Number of cooperatives funded	8	20	20	13	13	13	13	13	13	R650 000
	NGOs funded	(3.11d) Number of NGOs funded	12	0	48	3	3	3	3	3	3	R150 000
	CBOs funded	(3.11e) Number of CBOs funded		0	0	3	3	3	3	3	3	R150 000
	Learners on entrepreneurship training	(3.11f) Number of people trained on entrepreneurship supported to start their businesses - new venture creations	N/A	N/A	N/A	20	20	20	20	20	20	R1 035 000
	Rural development projects	(3.11g) Number of rural development projects supported	0	2	7	4	4	4	4	4	4	R4 000 000
<b>Administration</b>												<b>R1 908 243</b>
<b>Budget</b>												<b>R23 535 000</b>

Outcome	Outputs	Output Indicators	Annual Targets										Budget 2021/22
			Audited/Actual Performance					Estimated Performance	MTEF Period			Budget	
			2017/18	2018/19	2019/20	2020/21	2021/22		2022/23	2023/24			
Improved worker initiated training	Trade unions funded	(3.12) Number of trade unions funded	0	0	5	2	2	3	3				R100 000
			3	1	0	1	2	2	2	2			R60 000
Increased transport safety interventions	Partnerships	(3.13a) Number of road safety partnerships implemented	6	9	5	3	3	3	3	3	3	3	R6 000 000
	Safety awareness initiatives	(3.13b) Number of Safety initiatives funded in the Transport Sector	1	4	64	40	40	60	60	60	60	60	R3 373 333
	Learners on accident prevention programme	(3.14) Number of learners put on accident prevention training programmes	4	14	17	3	3	3	3	3	3	3	R2 250 000
	HIV/AIDS awareness programmes	(3.15) Number of HIV/AIDS awareness programmes supported											
<b>Administration</b>													<b>R947 297</b>
<b>Budget</b>													<b>R11 683 333</b>

**Total budget: Programme 3**

**R423 322 949**

**INDICATORS, ANNUAL AND QUARTERLY TARGETS**

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered	Completed				
(3.1a) Number of employed learners on bursaries	70	35	0	0	0	70
(3.1b) Number of employed learners on skills programmes	430	215	30	100	100	200
(3.1c) Number of employed learners on learnership programmes	700	330	50	100	150	400
(3.1d) Number of learners enrolled for Occupational Qualifications	60	0	0	0	0	60
(3.1e) Number of employed learners on AET programmes	130	65	0	30	50	50
(3.1f) Number of employed learners on apprenticeship programme	20	10	0	0	0	20
(3.1g) Number of learners on ARPL programmes	70	0	0	10	10	50
(3.1h) Number of learners on RPL programme	20	10	0	0	10	10
(3.1i) Number of candidates on leadership development programme	15	15	0	0	0	15
(3.1j) Number of candidates on executive leadership development programme	15	15	0	0	0	15
(3.1k) Number of women on leadership development programme	15	15	0	0	0	15
(3.1l) Number of board members on a leadership development programme	19	15	0	0	0	19
(3.1m) Number of candidates on Master's programme in Maritime affairs	5	4	0	0	5	0
(3.2a) Number of unemployed learners on bursaries	200	100	50	0	85	115
(3.2b) Number of unemployed learners on skills programmes	700	350	50	100	100	450
(3.2c) Number of unemployed learners on learnership programmes	800	400	50	50	300	400

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered	Completed				
(3.2d) Number of unemployed learners on AET programmes	200	100	0	50	50	100
(3.2e) Number of unemployed learners on apprenticeship programmes	200	75	0	50	50	100
(3.2f) Number of learners on cadetship	75	35	0	0	25	50
(3.2g) Number of learners on candidacy programme	15	7	0	0	0	15
(3.2h) Number of out-of-school youth trained on Grade 12 improvement programmes	70	35	0	0	0	70
(3.3a) Number of partnerships established and implemented with employers	1	1	0	0	0	1
(3.3b) Number of partnerships established and implemented with TVET colleges	2	2	0	0	0	2
(3.3c) Number of partnerships established and implemented with universities	1	1	0	0	0	1
(3.3d) Number of partnerships established and implemented with CET colleges	2	2	0	0	0	2
(3.3e) Number of tripartite partnerships established (education institutions, workplace and TETA)	6	6	0	0	3	3
(3.4a) Number of graduates placed on internship programmes	240	120	0	40	100	100
(3.4b) Number of learners placed in employment (internships, skills programmes, bursaries, learnerships completed)	50	50	0	0	0	50
(3.4c) Number of HEI learners on workplace experience programmes	85	40	0	20	20	45
(3.4d) Number of TVET learners placed on workplace experience programmes	160	80	0	30	30	100
(3.4e) Number of graduates on work readiness programmes	200	180	10	10	10	50
			0	0	40	160
			0	0	0	180

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered	Completed				
(3.4f) Number of workplace approvals	30		0	0	0	30
(3.5) Number of stakeholders assisted in TETA's Limpopo-based offices	100		0	0	0	100
(3.6a) Number of TETA stakeholder capacitation workshops on contract management	8		0	8	0	0
(3.6b) Number of women empowerment seminars conducted	3		0	0	0	3
(3.6c) Number of provincial stakeholder engagement sessions conducted	6		0	0	0	6
(3.7a) Number of career platforms produced or developed	3		0	0	0	3
(3.7b) Number of promotional material packs procured	10 000		0	10 000	0	0
(3.7c) Number of media information sessions conducted	6		0	2	2	2
(3.8a) Number of TETA career exhibitions conducted for urban areas	20		0	0	10	10
(3.8b) Number of career development exhibitions in rural areas on occupations in high demand	6		0	0	3	3
(3.8c) Number of events sponsored to enhance TETA brand	5		0	0	2	3
(3.9a) Number of internal career guidance advisors capacitated	10		0	0	10	0
(3.9b) Number of capacity-building workshops conducted for teachers	6		0	3	3	0
(3.10) Number of schools supported	54		0	10	20	24
(3.11a) Number of small and medium enterprises funded	100		25	25	25	25
(3.11b) Number of small NLPes funded	134		0	34	50	50
(3.11c) Number of Cooperatives funded	13		0	0	13	0
(3.11d) Number of NGOs funded	3		0	0	3	0
(3.11e) Number of CBOs funded	3		0	0	3	0
(3.11f) Number of people trained on entrepreneurship supported to start their businesses - new venture creations	20		0	0	10	10
(3.11g) Number of rural development projects supported	4		0	0	2	2
(3.12) Number of trade unions funded	2		0	0	1	1
(3.13a) Number of safety partnerships implemented	2		0	0	2	0
(3.13b) Number of safety initiatives funded in the Transport Sector	3		0	0	2	1
(3.14) Number of learners put on accident prevention training programmes	40		0	0	20	20
(3.15) Number of HIV/ AIDS awareness programmes supported	3		0	0	1	2

#### 4.4 Programme 4: Quality Assurance System

Purpose: To strengthen the quality assurance system

Outcome	Outputs	Output Indicators	Audited/Actual Performance					Annual Targets			Budget
			2017/18	2018/19	2019/20	2020/21	2021/22	MTEF Period			
								2022/23	2023/24		
Increased access to occupationally directed programmes	Occupational qualifications developed	(4.1a) Number of curricula developed for occupational qualifications	0	10	8	1	1	1	1	R1 500 000	
	QAS Addenda and RPL toolkit	(4.1b) Number of qualification assessment specifications (QAS) developed	2	N/A	2	1	1	1	1	R2 106 500	
	Learning materials	(4.1c) Number of learning materials developed for QCTO approved occupational qualification	2	N/A	2	1	1	3	3	R1 000 000	
	Training providers capacitated	(4.2a) Number of training providers capacitated on TETA ETOA systems	442	305	485	200	200	200	200	R1 500 000	
	ETD practitioners supported	(4.2b) Number of ETD practitioners supported	N/A	N/A	103	100	200	100	100	R908 250	
	Training providers monitored	(4.2c) Number of training providers monitored	N/A	N/A	259	150	150	150	150	R750 000	
	External moderations	(4.3a) Number of external moderations conducted	230	268	305	140	140	140	140	R2 500 000	
	Learning programmes evaluated	(4.3b) Number of learning programmes evaluated	200	326	395	100	100	100	100	R2 000 000	
	Candidates on mentorship and coaching	(4.4a) Number of candidates on mentorship and coaching programmes	0	200	200	70	200	200	200	R1 400 000	



Outcome	Outputs	Output Indicators	Annual Targets										Budget
			Audited/Actual Performance				Estimated Performance	MTEF Period			2023/24	Budget	
			2017/18	2018/19	2019/20	2020/21		2021/22	2022/23	2023/24			
Increased support to TVET and CET colleges as key providers of occupational skills	TVET lecturers trained	(4.5a) Number of TVET lecturers trained on TETA quality assurance system	216	174	130	30	50	50	50	50		R1 297 500	
							50	50					
TVET lectures in the industry	(4.5b) Number of TVET lecturers exposed to the industry	N/A	N/A	N/A	N/A	10	30	N/A	30	30	30	R750 000	
TVET/CET college support through infrastructure	(4.5c) Number of TVET/CET colleges infrastructure development supported	N/A	N/A	N/A	N/A	1	3	N/A	3	3	3	R36 000 000	
<b>Administration</b>												<b>R4 192 885</b>	
<b>Budget</b>												<b>R51 712 250</b>	

**Total budget: Programme 4**

**R55 905 135**

## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(4.1a) Number of curricula developed for occupational qualifications	1	0	0	0	1
(4.1b) Number of Qualification Assessment Specifications (QAS) developed	1	0	0	0	1
(4.1c) Number of learning materials developed for QCTO approved occupational qualifications	1	0	0	0	1
(4.2a) Number of training providers capacitated on TETA ETQA systems	200	0	0	0	200
(4.2b) Number of ETD practitioners supported	200	0	0	0	200
(4.2c) Number of training providers monitored	150	0	0	0	150
(4.3a) Number of external moderations conducted	140	0	30	30	80
(4.3b) Number of learning programmes evaluated	100	0	30	30	40
(4.4a) Number of candidates on mentorship and coaching programmes	200	0	0	100	100
(4.5a) Number of TVET lecturers trained on TETA quality assurance systems	50	0	0	30	20
(4.5b) Number of TVET lecturers exposed to the industry	30	0	0	0	30
(4.5c) Number of TVET/CET colleges infrastructure development supported	3	0	0	0	3

## PART C – MEASURING OUR PERFORMANCE

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

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

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

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

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

Financial resources, successful partnerships as well as participation of the industry will assist in achieving organisational outcomes and further contribute to desired impact. The reduction of levy income for the past 2 years due to unfavourable economic conditions has an effect on the achievement of outcomes.

## 6. Programme resource considerations

### 6.1 Medium Term Expenditure Estimates

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

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

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

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

#### 6.1.2 Significance

Based on the materiality and significance framework, TETA has set its materiality and significance amount to R4 896 706, which is 0.5% of gross revenue for the 2019/20 financial year based on audited financial results for the respective year.

#### 6.1.3 Main sources of revenue

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

### 6.2 Budget and Budgeting Process

#### 6.2.1 Budgeting processes

In order to arrive at the levy income budget for the MTEF period (2021/22 to 2024/25), the following process was followed:

- For the 2021/22 period, a consultative process was followed, where both employee and employer representatives who sit on the TETA Board were asked to project how much salary increases were most likely to be for the 2021/22 financial year. In light of COVID-19 pandemic the revenue was projected to be an average of 4.5%.
- This information is based on the audited annual financial statements, which are included in the published annual reports. However In light of COVID-19 pandemic the revenue was projected to be an average of 4.5% and the same has been applied to the 2021/22 levy income increase.

## PART C – MEASURING OUR PERFORMANCE

### 6.2.2 Budget assumptions

The following are some of the broad budget assumptions for both income and expenditure that were made in the determination of the MTEF budget for the period (2019 to 2022):

- The MTEF budget is prepared on a going concern basis, as per approved recertification license until 31 March 2030;
- In the 2021/2022 financial year, the pay-out ratios for mandatory grants are budgeted at 80%. For the remainder of the MTEF period, the pay-out ratios are budgeted at 80%;
- Throughout the MTEF period, administration expenses are budgeted at 100% of the administration income received. The salary increases will be accommodated within the available 10% administration income;
- Based on the dynamic environment that TETA operates in, the administration budget is reprioritised on a quarterly basis to cater for any additional administration levies that may have been received – this is to ensure that the administration budget is fully and appropriately utilised.

### 6.2.3 Income

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

### 6.2.4 Expenditure

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

- 10% of the levies are utilised for administration expenses, such as employee costs, travel, accommodation and others;
- 20% is utilised for mandatory grants – these are grants disbursed back to the levy-paying companies in terms of the Skills Development Levies Act if they meet certain criteria, such as the submission of Workplace Skills Plan (WSP) and Annual Training Report (ATR);
- 49.5% is utilised for discretionary grants – these grants are utilised to fund special projects and skills priorities based on the criteria or policy set by the Accounting Authority (Board) of a SETA. A SETA can also apply for NSF (National Skills Fund) catalytic grants to fund additional strategic skills



priorities that require additional budget that the SETA cannot afford;

- 0.5% is transferred to QCTO.

#### **6.2.5 Grant Regulation Promulgation**

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

We understand the new regulations to be addressing the following areas:

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

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

The Annual Performance Plan 2021/22 has been prepared on a multi-year funding model that is based on the principle that skills development interventions are funded from start to completion in order to achieve the maximum impact. Strategic Goal 3 is the highest funded at R423m and constitutes 86% of the costed Annual Performance Plan. The total costed plan of R494m is therefore justifiable, see table to below;



## PART C – MEASURING OUR PERFORMANCE

ITEMS	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
	Audited		Estimate				
Mandatory Levies (20%)	184 701	195 637	146 812	153 418	160 322	167 536	175 075
Discretionary Levies (49.5%)	459 286	485 005	363 961	380 339	397 455	415 340	434 030
Administration Levies (10.5%)	97 332	102 832	78 178	81 696	85 372	89 214	93 229
Interest and Penalties	11 407	11 815	8 861	20 946	9 676	10 111	10 566
Other Income	3 729	4 245	1 010	9 757	1 103	1 153	1 205
Investment Income	82 243	84 176	63 132	61 369	68 942	72 044	75 286
Donations for Special Projects	-	0	0	0	0	0	0
Mandatory Grant	-150 492	-152 538	-117 450	-122 735	-128 258	-134 030	-140 061
Discretionary Grants	-512 456	-558 596	-465 316	-495 038	-508 137	-531 003	-554 898
Administration Costs including Capex	-90 024	-96 519	-104 616	-117 900	-114 243	-119 384	-124 756
Administration Cost – QCTO	-4 775	-5 139	-5 238	-3 685	-5 720,03	-5 977	-6 246
Special Projects Expenditure	-	-	-	-	-	-	-
Surplus/Deficit	80 951	80 917	-30 665	-31 833	-33 265	-34 996	-36 571

The deficit of R31,8 million on the MTEF will be funded from investment income, interest and penalties.

### Indicators, annual and quarterly targets

PROGRAMME	ADMINISTRATION	PROJECT CORE COST	TOTAL
Programme 1	-	R2 512 000	R 2 512 000
Programme 2	-	R13 297 646	R13 297 646
Programme 3	R26 207 142	R397 115 807	R423 322 949
Programme 4	R4 192 885	R51 712 250	R55 905 135
<b>Total</b>	<b>R30 400 028</b>	<b>R464 637 703</b>	<b>R495 037 730</b>

## 7. Key Risks

Outcome	Key Risk	Risk Mitigation
Increased access to occupations in high demand through skills interventions	<ul style="list-style-type: none"> <li>Inadequate research conducted by the SETA</li> <li>Lack of adequate research on the impact of 4th Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Expert Research Chair appointed to assist the organisation with key research needs.</li> <li>Specific research study planned for 2020/21 on the 4th Industrial Revolution</li> </ul>
Linked education and the workplace	Lack of strategy to link education and the workplace	Strategy will be developed to address tri-party agreements between the SETA, employer and educational institutions
Improved level of skills in the South African workforce	Inability to balance production and training by the employer resulting in slow implementation of contracts	Establish and improve successful partnerships with employers
Increased access to occupationally directed programmes	Stakeholder non-performance, leading to non-achievement of TETA's mandate	<ul style="list-style-type: none"> <li>Increase contract and stakeholder management</li> <li>Increase SETA presence through satellite offices to provide more stakeholder support</li> </ul>
Increased support to TVET and CET Colleges as the key provider of occupational skills	Lack of capacity in the TVET and CET colleges to roll out occupational qualifications	Capacitate colleges through infrastructure, training and advocacy support
Increased access to business development programmes	Lack of integrated SMME Development and Implementation Strategy	Revise current strategy to take into account linkages and incubation
Improved worker initiated training	Inadequate support for trade unions	Conduct research to identify the needs of the trade unions for adequate support
Increased transport safety interventions	Non-achievement of the outcome	Support strategic partnerships and initiatives aimed at reducing road fatalities
Institutional mandate met	10.5% administration cost not adequate to cover the operational costs of the organisation. Financial sustainability threatened as a result of decreasing levy payments	Increase stakeholder participation to increase the skills development levy income, resulting in more funding available for administration expenses





Transport Education Training Authority

*Driven by Vision*

TRANSPORT EDUCATION TRAINING AUTHORITY

# TECHNICAL INDICATOR DESCRIPTIONS 2021 22





**TECHNICAL INDICATOR  
DESCRIPTIONS**  
2021 – 2022

# EXECUTIVE SUMMARY

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

Since this is the new planning cycle, the Annual Performance Plan has been prepared to align to the Strategic Plan and the purpose of this document is to provide technical indicator descriptions for all indicators as reflected in the TETA Annual Performance Plan for 2021/22.

In line with the Annual Performance Plan these indicators are divided into programmes.s.

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



# TECHNICAL INDICATOR DESCRIPTIONS

## Programme 1: Administration

Indicator Title	<b>(1.1a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year</b>
Short Definition	Unqualified audit opinion at the end of the external audit by the Auditor General
Purpose	To report on effective and efficient administration of TETA finances
Source/Collection of Data	Auditor General Audit Report for 2020/21 financial year
Method of Calculation	Qualitative. The audit opinion will be the base of achievement
Data Limitation	None
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Clean audit
Indicator Responsibility	Chief Financial Officer

Indicator Title	<b>(1.1b) Percentage levy income used towards administration expenditure</b>
Short Definition	Administration expenditure to be within the regulated ceiling of 10.5% of the total levy income received for that financial year
Purpose	To ensure compliance with the SETA Grant Regulations
Source/Collection of Data	Annual financial statements
Method of Calculation	Quantitative - $(\text{Total administrative expenditure for the year} / \text{Total levy income for the year}) \times 100$ .
Data Limitation	Levies from the month of March each year received on the 31st of March 2021, which means that the SETA works with anticipated administration income figures until the last day of the financial year
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Administration expenditure within 10.5% of all levies received
Indicator Responsibility	Chief Financial Officer

# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(1.1c) Percentage of discretionary grant (DG) funding allocated to PIVOTAL programmes</b>
<b>Short Definition</b>	In terms of grant regulations, SETAs must allocate and spend 80% of the discretionary grant funding towards PIVOTAL programmes
<b>Purpose</b>	To ensure compliance to grant regulations and utilisation of funds towards training for full qualification
<b>Source/Collection of Data</b>	Commitment register
<b>Method of Calculation</b>	Quantitative - (Total annual PIVOTAL funding/Total annual DG budget) x 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Outcome
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	80% of DGs utilised to fund PIVOTAL programmes
<b>Indicator Responsibility</b>	Chief Financial Officer

<b>Indicator Title</b>	<b>(1.1d) Percentage achievement of TETA procurement plan</b>
<b>Short Definition</b>	Projects planned to be implemented as the procurement plan are awarded in the current financial year
<b>Purpose</b>	To ensure support for the implementation of TETA programmes.
<b>Source/Collection of Data</b>	Approved Procurement Plan Procurement Plan Report
<b>Method of Calculation</b>	Quantitative - percentage of projects awarded by TETA board Total number of awarded projects/total number of planned projects on the procurement plan x 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Outcome
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	70% achievement of the procurement plan
<b>Indicator Responsibility</b>	Chief Financial Officer



<b>Indicator Title</b>	<b>(1.2a) Percentage annual permanent staff retention</b>
<b>Short Definition</b>	Retention of 85% of the current permanent staff members at the end of the financial year
<b>Purpose</b>	To ensure consistent productivity and sustainability in the delivery of the TETA mandate
<b>Source/Collection of Data</b>	Employee list report
<b>Method of Calculation</b>	Quantitative – (A) Count the number of permanent and fixed-term contract at the beginning of the financial year (1 April 2021) (B) Count the number of permanent and fixed-term contract staff at the end of the financial year (excluding new appointment) (C) Percentage annual permanent staff retention = (B/A) x 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	85% staff retention and consistent maintenance of knowledge base and productivity
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(1.2b) Review of TETA Organisational Structure</b>
<b>Short Definition</b>	Review of the TETA Organisational Structure on a need basis to ensure it is in line with the achievement of its organisational goals.
<b>Purpose</b>	To ensure that the human resources of TETA are structured in a way that supports and enable the operationalisation of the TETA strategic goals
<b>Source/Collection of Data</b>	An approved reviewed organisational structure
<b>Method of Calculation</b>	Qualitative - Approval of review of the organogram
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Strategy and mandate of the organization is fully supported
<b>Indicator Responsibility</b>	Corporate Services Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(1.2c) Submission of TETA WSP and ATR to ETDP SETA</b>
<b>Short Definition</b>	The submission of the TETA Workplace Skills Plan and Annual Training Report to ETDP SETA by the 30th of April each year
<b>Purpose</b>	To promote the culture of skills development and training amongst TETA employees
<b>Source/Collection of Data</b>	WSP and ATR report; proof of submission to ETDP SETA
<b>Method of Calculation</b>	Qualitative - Timeous submission (date of submission: 30 April each year)
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Trained and upskilled workforce
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(1.2d) Number of wellness activities conducted</b>
<b>Short Definition</b>	Number of wellness activities conducted in the financial year. Activities include the following: health screenings, wellness days, wellness seminars or workshops
<b>Purpose</b>	Purpose To have a healthier and more productive workforce
<b>Source/Collection of Data</b>	Invite; attendance registers or program in case of an event
<b>Method of Calculation</b>	Quantitative - Count the number of wellness activities conducted
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Staff retention and healthy workplace
<b>Indicator Responsibility</b>	Corporate Services Manager



<b>Indicator Title</b>	<b>(1.2e) Number of stakeholders satisfaction surveys conducted</b>
<b>Short Definition</b>	The survey measures industry experience and perception of the quality and relevance of our services and products delivered to them
<b>Purpose</b>	To establish industry satisfaction levels to ensure corrective measures are undertaken to address perceived deficiencies in our services and products
<b>Source/Collection of Data</b>	Survey report
<b>Method of Calculation</b>	Quantitative - Count the number of surveys conducted
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	High satisfaction levels in the industry
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(1.3) Percentage availability of ICT systems achieved</b>
<b>Short Definition</b>	The time that the ICT systems (MIS and ERP) are available and functional for the users to perform daily duties in accordance with the service level agreement
<b>Purpose</b>	To enable efficient and effective service delivery
<b>Source/Collection of Data</b>	Systems availability report
<b>Method of Calculation</b>	An average of 80% availability on all core systems in terms of the SLA (A) Number of working days that the system was available as per systems report: (B) Number of total working days (C) Availability of the system = $A/B \times 100$ Average = Aggregated percentages of all core systems/number of core systems
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	ICT systems are available for users
<b>Indicator Responsibility</b>	ICT Manager





# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	<b>(1.4) Number of TETA satellite offices opened</b>
Short Definition	TETA offices opened to service and support stakeholders across the country
Purpose	To increase visibility and support of training across provinces
Source/Collection of Data	Lease/partnership agreements
Method of Calculation	Quantitative - Count the number of satellite offices opened
Data Limitation	Availability of office space
Type of Indicator	Output indicator
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Increased support to stakeholders
Indicator Responsibility	Supply Chain Manager

## Programme 2: Skills Planning & Research

Indicator Title	<b>(2.1) Number of research studies conducted</b>
Short Definition	Research studies conducted in the transport industry
Purpose	Ensure execution of accurate and credible transport industry-related research
Source/Collection of Data	Approved research report
Method of Calculation	Quantitative - Count of research reports
Data Limitation	None
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Credible research initiatives that support accurate planning
Indicator Responsibility	Research and Knowledge Manager



<b>Indicator Title</b>	<b>(2.2a) Produce an approved TETA Sector Skills Plan (SSP)</b>
<b>Short Definition</b>	Comprehensive and analytical SSP that details current labour market trends, supply and demand dynamics, growth prospects and performance of transport sector
<b>Purpose</b>	To guide skills development initiatives in the transport sector
<b>Source/Collection of Data</b>	Approved SSP by DHET
<b>Method of Calculation</b>	Qualitative – Approval by DHET
<b>Data Limitation</b>	<ul style="list-style-type: none"> <li>• Insufficient and inaccurate information</li> <li>• Limited sources of accurate labour market statistics</li> </ul>
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Accurate transport industry labour market information
<b>Indicator Responsibility</b>	Research and Knowledge Manager

<b>Indicator Title</b>	<b>(2.2b) Number of Tracer study conducted</b>
<b>Short Definition</b>	A survey of TETA funded beneficiaries through education institutions and employers
<b>Purpose</b>	Locate beneficiaries of selected TETA funded programmes to ascertain their current socio-economic status and impact
<b>Source/Collection of Data</b>	Approved tracer study report
<b>Method of Calculation</b>	Quantitative - Count the number of reports
<b>Data Limitation</b>	<ul style="list-style-type: none"> <li>• Difficulty in reaching former students</li> <li>• Lack of cooperation from former learners</li> <li>• Incomplete data collection</li> </ul>
<b>Type of Indicator</b>	Output indicator
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	To reach 100% of TETA funded beneficiaries
<b>Indicator Responsibility</b>	Research and Knowledge Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(2.3a) Number of research partnerships supported</b>
<b>Short Definition</b>	Collaborative research partnerships that seek to advance TETA's interest in advocating skills development initiatives
<b>Purpose</b>	To ensure that adequate research is available to provide accurate, credible and representative industry information
<b>Source/Collection of Data</b>	Service Level Agreements (SLAs)
<b>Method of Calculation</b>	Quantitative –Count the number of SLAs
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Activation of all partnerships through implementation of agreed projects
<b>Indicator Responsibility</b>	Research and Knowledge Manager

<b>Indicator Title</b>	<b>(2.4a) Number of mandatory grant approved for large firms</b>
<b>Short Definition</b>	WSPs capture industry companies' training plans for the relevant financial year. These (accompanied by ATRs where applicable) are approved by TETA for companies employing between 50 and 149 employees
<b>Purpose</b>	Implementation of WSP
<b>Source/Collection of Data</b>	TETA Board approved list
<b>Method of Calculation</b>	Quantitative – Count the number of all MG applications approved for medium firms
<b>Data Limitation</b>	Non-compliance with MGs criteria
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	100% approval for all large firms MG applications
<b>Indicator Responsibility</b>	SD & LP Manager



<b>Indicator Title</b>	<b>(2.4b) Number of mandatory grants (MG) approved for medium firms</b>
<b>Short Definition</b>	WSPs capture industry companies' training plans for the relevant financial year. These (accompanied by ATRs where applicable) are approved by TETA for companies employing 150 or more employees
<b>Purpose</b>	Implementation of WSPs
<b>Source/Collection of Data</b>	TETA Board approved list
<b>Method of Calculation</b>	Quantitative – Count the number of all MG applications approved for medium firms
<b>Data Limitation</b>	Non-compliance with MGs criteria
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	100% approval for all medium firms MG applications
<b>Indicator Responsibility</b>	SD & LP Manager

<b>Indicator Title</b>	<b>(2.4c) Number of mandatory grants (MG) approved for small firms</b>
<b>Short Definition</b>	WSPs capture industry companies' training plans for the relevant financial year; these (accompanied by ATRs) are approved by TETA for companies employing between 0 and 49 employees
<b>Purpose</b>	Implementation of WSPs
<b>Source/Collection of Data</b>	TETA Board approved list
<b>Method of Calculation</b>	Quantitative – Count the number of all MG applications approved for small firms
<b>Data Limitation</b>	Non-compliance with MGs criteria
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	100% approval for all small firms MG applications
<b>Indicator Responsibility</b>	SD & LP Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(2.4d) Percentage of mandatory grants (MG) paid</b>
<b>Short Definition</b>	Approved MGs are paid on a quarterly basis
<b>Purpose</b>	MGs paid to employers for training purposes
<b>Source/Collection of Data</b>	MG Summary Report
<b>Method of Calculation</b>	Quantitative - Total MG paid/total MG payable*100
<b>Data Limitation</b>	Prior year levy reversals in the current year may affect the amount of levies received
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	80% of MGs are paid to employers
<b>Indicator Responsibility</b>	Finance Unit

<b>Indicator Title</b>	<b>(2.4e) Number of provincial capacitation workshops conducted</b>
<b>Short Definition</b>	Workshops held to capacitate stakeholders on MG and DG submissions and any other changes in the grant policies.
<b>Purpose</b>	To capacitate stakeholders and communicate changes
<b>Source/Collection of Data</b>	Attendance Register in a case of a physical or virtual meeting, invite
<b>Method of Calculation</b>	Quantitative - Count of workshops
<b>Data Limitation</b>	Attendance of stakeholders
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Stakeholders attend workshops and are capacitated on submission processes
<b>Indicator Responsibility</b>	SD & LP Manager



<b>Indicator Title</b>	<b>(2.4f) Number of Skills Development Facilitator trained on developing workplace skills plan</b>
<b>Short Definition</b>	Training conducted for skills development facilitators. Activities includes: physical, virtual and on-line training sessions
<b>Purpose</b>	Training conducted to support skills development facilitators to submit a workplace skills plan and annual training report that meet the criteria as per the regulation
<b>Source/Collection of Data</b>	Proof of attendance ,in a case of a physical or virtual meeting, presentation or course material, learner forms
<b>Method of Calculation</b>	Quantitative - Number of activities conducted
<b>Data Limitation</b>	Availability of stakeholders for monitoring
<b>Type of Indicator</b>	Output indicator
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Improved WSP and ATR submissions
<b>Indicator Responsibility</b>	Chambers and Units

<b>Indicator Title</b>	<b>(2.4g) Number of verifications conducted for mandatory grants /discretionary grants /Due Diligence</b>
<b>Short Definition</b>	Monitoring activities conducted for stakeholders and potential stakeholders activities includes: physical, virtual and desktop monitoring
<b>Purpose</b>	Monitoring conducted to support stakeholders and/or verify payment deliverables and/or conduct due diligence
<b>Source/Collection of Data</b>	Proof of attendance ,in a case of a physical or virtual meeting, monitoring report /due diligence reports
<b>Method of Calculation</b>	Quantitative - Total approved bursaries/Total DG budget * 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Captured training is validated
<b>Indicator Responsibility</b>	SD&LP Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(2.5a) Percentage of discretionary grant (DG) budget allocated to developing high level skills</b>
<b>Short Definition</b>	DGs allocated to funding bursaries and leadership development programmes from the total DG budget
<b>Purpose</b>	To assist in allocating funding to the relevant and critical interventions for the sector
<b>Source/Collection of Data</b>	Approved DGs schedule Approved unemployed bursary report Approved tender for leadership development programmes
<b>Method of Calculation</b>	Quantitative - Total approved bursaries/Total DG budget * 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Improved planning
<b>Indicator Responsibility</b>	SD&LP Manager

<b>Indicator Title</b>	<b>(2.5b) Percentage of discretionary grant (DG) budget allocated to developing intermediate skills</b>
<b>Short Definition</b>	DGs allocated to funding learnerships, apprenticeship, skills programmes, work experience, internships and Work Integrated Learning (WIL) from the total DG budget
<b>Purpose</b>	To assist in allocating funding to the relevant and critical interventions
<b>Source/Collection of Data</b>	DG allocation schedule IMC allocation schedule and minutes
<b>Method of Calculation</b>	Quantitative - Total approved for intermediate skills/Total DG budget * 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Improved planning
<b>Indicator Responsibility</b>	SD&LP Manager



<b>Indicator Title</b>	<b>(2.5c) Percentage of discretionary grant (DG) budget allocated to developing elementary skills</b>
<b>Short Definition</b>	DGs allocated to funding Adult Education and Training (AET) from the total DG budget
<b>Purpose</b>	To assist in channelling funding to the relevant and critical interventions
<b>Source/Collection of Data</b>	DG allocation schedule Allocation schedule and minutes
<b>Method of Calculation</b>	Quantitative- Total approved AET/Total DG budget * 100
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Improved planning
<b>Indicator Responsibility</b>	SD&LP Manager





# TECHNICAL INDICATOR DESCRIPTIONS

## Programme 3: Increase access to occupationally directed programmes

<b>Indicator Title</b>	<b>(3.1a) Number of employed learners on bursaries</b>
<b>Short Definition</b>	Bursaries awarded to employed learners through a contract with their employer companies to study for qualifications
<b>Purpose</b>	Financial support for qualifications that address the skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: DG contract; bursary contract; certified ID copy; proof of registration; proof of employment Completed: academic record/statement of results/certificate
<b>Method of Calculation</b>	Quantitative - Entered: Count of enrolled learners funded through bursaries Completed: Count of learners that obtained the qualification
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners on bursaries to successfully reach certification
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.1b) Number of employed learners on skills programmes</b>
<b>Short Definition</b>	Employed learners granted funding for unit; non-unit standard skills programmes or part-qualifications
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; learner information forms; certified ID copy; proof of employment Completed: Statement of results/certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on a skills programme or part-qualification Completed: Count of learners that completed a skills programme or part qualification issued with statement of results
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners to successfully complete the programme
<b>Indicator Responsibility</b>	Chamber Executive Officers



<b>Indicator Title</b>	<b>(3.1c) Number of employed learners on learnership programmes</b>
<b>Short Definition</b>	Employed learners granted funding for learnership programmes through TETA stakeholders
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: DG contract; learnership agreements; certified ID copy; proof of employment Completed: Statement of results and/or certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on a learnership programme Completed: Count of learners completed and issued with statement of results and/or certificates
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	All learners to successfully complete the programme
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.1d) Number of learners enrolled for Occupational Qualifications</b>
<b>Short Definition</b>	Employed learners granted funding for occupational qualification programmes through TETA stakeholders
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: DG contract; learnership agreements; certified ID copy; proof of employment Completed: Statement of results and/or certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on an occupational qualification programme Completed: Count of learners completed and issued with statement of results and/or certificates
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners to successfully reach certification
<b>Indicator Responsibility</b>	Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.1e) Number of employed learners on AET programme</b>
<b>Short Definition</b>	Employed learners granted funding for AET programmes
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; learner information forms; certified ID copy; proof of employment Completed: Statement of results/certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on AET Programme Completed: Count of learners completed and issued with statement of results and/or certificate
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners to successfully reach certification
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.1f) Number of employed learners on apprenticeship programme</b>
<b>Short Definition</b>	Employed learners granted funding for apprenticeships training programmes to address the artisan skills shortages in support of the Decade of the Artisan
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: DG contract; learnership agreement; proof of employment, certified ID copy Completed: trade test certificate or trade test report
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on apprenticeship programme Completed: Count of learners that completed the apprenticeship programme and issued with a trade test certificate or trade test report
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Certificated and employable artisans
<b>Indicator Responsibility</b>	Chamber Executive Officers



<b>Indicator Title</b>	<b>(3.1g) Number of learners on Artisan Recognition of Prior Learning (ARPL) programmes</b>
<b>Short Definition</b>	Number of learners placed on ARPL programme for qualifications
<b>Purpose</b>	To address the skills shortages of the transport sector through assisting learners with previous experience to get formal certification/trades after successful completion of an RPL programme
<b>Source/Collection of Data</b>	Entered: DG contract; learnership agreement; proof of employment, certified ID copy
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on apprenticeship programme Completed: Count of learners that completed the apprenticeship programme and issued with a trade test certificate or trade test report
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	All learners registered on RPL successfully certificated and employable
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.1h) Number of learners on Recognition of Prior Learning (RPL) programmes</b>
<b>Short Definition</b>	Number of learners placed on RPL programme for qualifications
<b>Purpose</b>	To address the skills shortages of the transport sector through assisting learners with previous experience to get formal certification after successful completion of an RPL programme
<b>Source/Collection of Data</b>	Entered: DG contract; agreement between learner and stakeholder; certified ID copy Completed: Statement of results/Certificate
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners that were registered to be trained through RPL Completed: Count of learners completed and issued with statement of results and/or certificate
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners registered on RPL successfully certificated and employable
<b>Indicator Responsibility</b>	Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.1i) Number of candidates on leadership development programme</b>
<b>Short Definition</b>	Candidates registered onto leadership development programmes
<b>Purpose</b>	To improve leadership capabilities in the transport sector
<b>Source/Collection of Data</b>	Quantitative - Entered: Contract between TETA and provider; certified ID copy; candidate's CV; acceptance letter/MoA between TETA and stakeholder Completed: Certificate/statement of result
<b>Method of Calculation</b>	Quantitative: Entered: Count of candidates registered to be trained through LDPs Completed: Count of learners completed and issued a certificate/statement of results
<b>Data Limitation</b>	Performance information reporting misstatements
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Impactful leadership in the industry
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.1j) Number of candidates on executive leadership development programme</b>
<b>Short Definition</b>	Candidates registered on an executive development programme
<b>Purpose</b>	To improve leadership capabilities in the transport sector
<b>Source/Collection of Data</b>	Quantitative - Entered: Contract between TETA and provider; certified ID copy; candidate's CV; acceptance letter/MoA between TETA and stakeholder Completed: Certificate/statement of result
<b>Method of Calculation</b>	Quantitative - Entered: Count of candidates registered to be trained through executive development programmes Completed: Count of learners completed and issued a certificate/statement of results
<b>Data Limitation</b>	Performance information reporting misstatements
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Impactful leadership in the industry
<b>Indicator Responsibility</b>	Corporate Services Manager



<b>Indicator Title</b>	<b>(3.1k) Number of women on leadership development programme</b>
<b>Short Definition</b>	Women registered on a leadership or management development programme
<b>Purpose</b>	To increase the number of women in leadership positions in the transport industry
<b>Source/Collection of Data</b>	Quantitative - Entered: Contract between TETA and provider; certified ID copy; candidate CV; acceptance letter/MoA between TETA and stakeholder Completed: Certificate/statement of result
<b>Method of Calculation</b>	Quantitative - Entered: Count of candidates registered to be trained through leadership development programmes Completed: Count of learners completed and issued a certificate/statement of results
<b>Data Limitation</b>	Performance information reporting misstatements
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increase in the number of women in leadership positions in the transport industry
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.1l) Number of board members on a leadership development programme</b>
<b>Short Definition</b>	Board members and executive management registered in a leadership development programme
<b>Purpose</b>	To improve leadership that will positively impact TETA administration and transport sector
<b>Source/Collection of Data</b>	Entered: Certified IDs; Candidate CVs; acceptance letter; MoA between TETA and stakeholder/Training Provider Completed: Certificate/statement of result
<b>Method of Calculation</b>	Quantitative - Entered: Count of board members and executive management registered to be trained through a leadership development programme Completed: Count of learners competent and issued a certificate/statement of results
<b>Data Limitation</b>	Performance information reporting misstatements
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Impactful leadership in the transport sector
<b>Indicator Responsibility</b>	Company Secretary



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.1m) Number of candidates on Master's programme in Maritime affairs</b>
<b>Short Definition</b>	Candidates trained on master's programme in maritime
<b>Purpose</b>	To improve leadership that will drive the transformation agenda in the transport sector
<b>Source/Collection of Data</b>	Entered: Contract with the university; proof of acceptance in the programme; certified ID copy Completed: Certificates / statement of result /academic record
<b>Method of Calculation</b>	Quantitative - Entered: Count of candidates that were registered to be trained through master's programme in maritime Completed: Count of learners completed and issued a certificate/statement of results / academic record
<b>Data Limitation</b>	Non-suitability of candidates
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	All candidates registered on master's programme successfully certificated upon completion and the transformational agenda of the industry is addressed Candidates qualified obtain employment within maritime subsector
<b>Indicator Responsibility</b>	Maritime Chamber Executive Officer

<b>Indicator Title</b>	<b>(3.2a) Number of unemployed learners on bursaries</b>
<b>Short Definition</b>	Bursaries awarded to unemployed learners based on a contract to study transport-related qualifications
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: Bursary contract; certified ID copy and proof of registration Completed: Academic record/statement of results/certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of enrolled learners funded through bursaries Completed: Count of learners that obtained the qualification
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners on bursaries to successfully reach certification
<b>Indicator Responsibility</b>	SD & LP Unit Manager



<b>Indicator Title</b>	<b>(3.2b) Number of unemployed learners on skills programmes</b>
<b>Short Definition</b>	Unemployed learners granted funding for unit and non-unit standard skills programmes or part-qualifications
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; learner information forms; certified ID copies Completed: statement of results/certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on a skills programme or part-qualifications Completed: Count of learners that completed a skills programme or part-qualification issued with statement of results
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners to successfully complete the programme
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.2c) Number of unemployed learners on learnership programmes</b>
<b>Short Definition</b>	Unemployed learners granted funding for learnership programmes through TETA stakeholders
<b>Purpose</b>	Financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: DG contracts; learnership agreements; certified ID copies; proof of employment Completed: Statement of results or certificates
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on a learnership programme Completed: Count of learners completed and issued with statement of results or certificate
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners on bursaries to successfully reach certification
<b>Indicator Responsibility</b>	Chamber Executive Officers





# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.2d) Number of unemployed learners on AET programme</b>
<b>Short Definition</b>	Unemployed learners granted funding for AET programmes
<b>Purpose</b>	To offer financial support for qualifications that address skills shortages within the transport sector
<b>Source/Collection of Data</b>	Entered: DG contract; certified ID copies; learner information forms; Completed: Statement of results / certificate
<b>Method of Calculation</b>	Quantitative - Entered: Count of enrolled employed learners funded through AET Programmes Completed: Count of learners completed and issued with statement of result or certificate
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners to successfully reach certification
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.2e) Number of unemployed learners on apprenticeship programme</b>
<b>Short Definition</b>	Unemployed learners granted funding for apprenticeships training programmes
<b>Purpose</b>	To address the artisan skills shortages in support of the Decade of the Artisan
<b>Source/Collection of Data</b>	Entered: DG contracts; learnership agreement; certified ID copies; proof employment Completions: Trade test certificate or trade test report
<b>Method of Calculation</b>	Qualitative - Entered: Count of learners registered to be trained on apprenticeship programme Completed: Count of learners that completed the apprenticeship programme and issued with a trade test certificate or trade test report
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Certificated and employable artisans
<b>Indicator Responsibility</b>	Chamber Executive Officers



<b>Indicator Title</b>	<b>(3.2f) Number of learners on cadetship</b>
<b>Short Definition</b>	Learners granted funding for cadetship training programmes
<b>Purpose</b>	To enable learners to obtain workplace experience at sea and other maritime related experience
<b>Source/Collection of Data</b>	Entered: DG contract; cadet contract; certified ID copy Completed: SAMSA Certificate /statement of results
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on cadetship programme Completed: Count of learners that completed the cadetship programme and issued with a SAMSA certificate or statement of results
<b>Data Limitation</b>	Learner information inaccuracies, lack of sea-time
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	All learners registered on cadetship successfully certified as professionals.
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.2g) Number of learners on candidacy programmes</b>
<b>Short Definition</b>	A structured work experience component 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
<b>Purpose</b>	To enable learners to obtain workplace experience at sea and other maritime related qualifications
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; learner information forms; certified ID copy; proof of registration of Candidate (where applicable); proof of employment; copy of qualification (where applicable) Completed: Proof of designation with the relevant professional body
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners that were registered to be trained on candidacy Completed: Count of learners completed and issued designation from professional body
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increased number of designated professionals in the transport sector
<b>Indicator Responsibility</b>	Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.2h) Number of out-of-school youth trained on Grade 12 improvement programmes</b>
<b>Short Definition</b>	Foundational learning competency on numeracy and communication skills programme for out-of-school youth who still require some foundation knowledge in numeracy and communication
<b>Purpose</b>	To create a learning opportunity and development pathway for youth who still require some foundation knowledge in numeracy and communication skills in order to enrol for occupational or TVET qualification
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; learner information forms; certified ID copies, fixed-term contract; latest results (school report/matric certificate) Completed: Statement of results
<b>Method of Calculation</b>	Quantitative - Entered: Count of number of learners granted funding for foundational learning competency programme Completed: Count of learners that completed and obtained a statement of results
<b>Data Limitation</b>	Learner drop-outs
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>New Indicator</b>	No
<b>Desired Performance</b>	Learner competency, improved numeracy and communication skills Learner progression and access to further learning
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.3a) Number of partnerships established and implemented with employers</b>
<b>Short Definition</b>	Implementation of new or existing partnerships with employers that facilitates training and advocacy interventions in the transport sector
<b>Purpose</b>	To encourage stakeholder support for skills development and transformation initiatives in the transport industry
<b>Source/Collection of Data</b>	Established: Signed MoU Implemented: Existing MoU and Signed MoA
<b>Method of Calculation</b>	Quantitative – Established - Count of employers partnered with through an MoU Implemented: Count the number of MoA
<b>Data Limitation</b>	Delays in the signing of MoUs by employers
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	TETA workplace delivery programmes by employers
<b>Indicator Responsibility</b>	Strategic Support Manager



<b>Indicator Title</b>	<b>(3.3b) Number of partnerships established and implemented with TVET Colleges</b>
<b>Short Definition</b>	Implementation of new or existing partnerships with TVET colleges to provide support relating to skills development interventions and capacitation of academic staff
<b>Purpose</b>	To increase footprint and reach to rural learners through TVET-delivered TETA programmes
<b>Source/Collection of Data</b>	Established: Signed MoU Implemented: Existing MoU and Signed MoA
<b>Method of Calculation</b>	Quantitative – Established - Count of TVET partnered with through an MoU Implemented: Count the number of MoA
<b>Data Limitation</b>	Delays in the signing of MoUs by TVET colleges
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	TETA training delivery programmes by TVET colleges
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.3c) Number of partnerships established and implemented with universities</b>
<b>Short Definition</b>	Implementation of new or existing partnerships with universities to provide support relating to skills development interventions and capacitation of academic staff
<b>Purpose</b>	The partnerships facilitate engagement of the institutions in the facilitation of TETA programmes such as leadership development and placement of bursary learners
<b>Source/Collection of Data</b>	Established: Signed MoU Implemented: Existing MoU and Signed MoA
<b>Method of Calculation</b>	Quantitative – Established - Count of universities partnered with through an MoU Implemented: Count the number of MoA
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Collaborative training programme delivery with universities
<b>Indicator Responsibility</b>	Strategic Support Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.3d) Number of partnerships established and implemented with CET colleges</b>
<b>Short Definition</b>	Implementation of new or existing partnerships with CET colleges to provide support relating to skills development interventions and capacitation of academic staff
<b>Purpose</b>	To increase footprint and reach to rural learners through CET
<b>Source/Collection of Data</b>	Established: Signed MoU Implemented: Existing MoU and Signed MoA
<b>Method of Calculation</b>	Quantitative – Established - Count of CET partnered with through an MoU Implemented: Count the number of MoA
<b>Data Limitation</b>	Delays in the signing of MoUs by CET colleges
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	TETA training delivery programmes by CET colleges
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.3e) Number of tripartite partnerships established (education institutions, workplace and TETA)</b>
<b>Short Definition</b>	Tripartite partnerships between TETA, employers and educational institutions
<b>Purpose</b>	To create linkages between education institutions and the workplace for the purpose of workplace experience for the learners
<b>Source/Collection of Data</b>	Established: Signed MoU
<b>Method of Calculation</b>	Quantitative – Established - Count of CET partnered with through an MoU Implemented: Count the number of MoA
<b>Data Limitation</b>	Buy-in from employers and institutions
<b>Type of Indicator</b>	Output Indicator
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Successful partnership that benefits learners in terms of workplace experience
<b>Indicator Responsibility</b>	Strategic Support Manager



<b>Indicator Title</b>	<b>(3.4a) Number of graduates placed on internship programmes</b>
<b>Short Definition</b>	HEI, TVET and any other post-school graduates placed on internship programmes to receive exposure to a variety of practical work experiences. This indicator is not limited to “Youth”, but also graduates trained under regulatory training and require workplace experience
<b>Purpose</b>	To give graduates exposure to a variety of practical training and work experiences to complement formal studies completed through HEI, TVET, regulatory training qualification or programme in the National Qualifications Framework (NQF) so as to increase their opportunity of employment
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; certified ID copies; copy of highest qualification; fixed-term contract with host employer Completed: Report on completion of the programme/ Letter of completion or resignation letter
<b>Method of Calculation</b>	Quantitative - Entered: Count of graduates placed Completed: Count the graduates that completed
<b>Data Limitation</b>	Late progress reporting by host employers
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Highly employable graduates as a result of work experience gained
<b>Indicator Responsibility</b>	Chamber Executive Officers

<b>Indicator Title</b>	<b>(3.4b) Number of learners absorbed in employment (internships, skills programmes, bursaries, learnership completed)</b>
<b>Short Definition</b>	Learners previously trained by TETA are absorbed through employment in the industry
<b>Purpose</b>	To encourage absorption of learners by the industry
<b>Source/Collection of Data</b>	Employment contract; certified ID copies; proof of training through TETA funding
<b>Method of Calculation</b>	Quantitative - Count of learners absorbed
<b>Data Limitation</b>	Availability of employment opportunities
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Learners trained and certificated are employed
<b>Indicator Responsibility</b>	Research and Knowledge Manager and Chamber Executive Officers



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	<b>(3.4c) Number of Higher Education Institute (HEI) learners on workplace experience programmes</b>
Short Definition	HEI learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled through a HEI. This indicator is not limited to "Youth"
Purpose	To give HEI learners work experience to support the completion of their HEI qualifications or programmes in the National Qualifications Framework (NQF)
Source/Collection of Data	Entered: Contract between TETA and provider (where applicable); certified ID copies; copy of highest qualification; letter from institution indicating the requirement for workplace for completion of qualification; contract with employer signed by learner Completed: Report on completion for learners
Method of Calculation	Quantitative - Entered: Count of learners placed on workplace experience programmes Completed: Count of learners that completed the full duration of the programme
Data Limitation	Delays in accessing learner information
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Successful completion of qualifications due to practical work undertaken
Indicator Responsibility	Chamber Executive Officers

Indicator Title	<b>(3.4d) Number of TVET learners placed on workplace experience programmes</b>
Short Definition	TVET learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled at a TVET college. This indicator is not limited to "Youth"
Purpose	To give TVET learners work experience to support completion of their TVET qualification or programme in the NQF
Source/Collection of Data	Entered: Contract between TETA and provider (where applicable); certified ID copies; copy of highest qualification; letter from college indicating the requirement for workplace for completion of qualification; contract with employer signed by learner Completed: Report on completion for learners
Method of Calculation	Quantitative - Entered: Count of TVET learners placed on workplace experience programmes Completed: Count of TVET learners that completed the full duration of the programme
Data Limitation	Delays in accessing learner information
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Successful completion of qualifications due to practical work undertaken
Indicator Responsibility	Chamber Executive Officers



<b>Indicator Title</b>	<b>(3.4e) Number of graduates on work readiness programmes</b>
<b>Short Definition</b>	Graduates mentored and coached through work readiness programme
<b>Purpose</b>	To support graduates through experiential learning as they adapt to a work environment The programme is developed to equip graduates with soft skills that will prepare them for work environment
<b>Source/Collection of Data</b>	Entered: Contract between TETA and stakeholder; learner Information form; fixed-term contract signed by each learner; certified ID copy; copy of highest qualification Completed: Proof of completion of programme in the form of report from contracted provider or letter from host employer. For learners absorbed in employment—letter of confirmation of employment where applicable or a report indicating such
<b>Method of Calculation</b>	Quantitative - Entered: Count of graduates placed on work readiness programme Completed: Count of graduates that completed the programme or obtained employment
<b>Data Limitation</b>	Non-completion of qualifications due to practical work undertaken
<b>Type of Indicator</b>	Outcome
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Workplace absorption of candidates
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.4f) Number of workplaces approved</b>
<b>Short Definition</b>	Approvals of workplaces that will host learners for the practical component of the training
<b>Purpose</b>	To approve workplaces for learners to ensure relevant practical training and capacity in the workplace
<b>Source/Collection of Data</b>	Approval letter for the workplace issued by TETA or other quality assurance bodies
<b>Method of Calculation</b>	Quantitative: Count of workplace approval letters
<b>Data Limitation</b>	Insufficient applications for workplace readiness submitted for approval Inadequate workplaces meeting the approval criteria
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increased number of approved workplaces for learners
<b>Indicator Responsibility</b>	ETQA Manager





# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.5) Number of stakeholders assisted in TETA's Limpopo-based offices</b>
<b>Short Definition</b>	Measure of the level of service provided to local stakeholders (individual learner, companies or government department) Assistance provided in the satellite offices will form part of this performance
<b>Purpose</b>	To ensure local stakeholders have access to skills development information and opportunities
<b>Source/Collection of Data</b>	Stakeholder register or meeting attendance register and email correspondence
<b>Method of Calculation</b>	Quantitative: Count of stakeholders assisted
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	High volumes of stakeholders use of the TETA facilities in Limpopo
<b>Indicator Responsibility</b>	Chamber Executive Officer

<b>Indicator Title</b>	<b>(3.6a) Number of TETA stakeholder capacitation workshops on contract management</b>
<b>Short Definition</b>	Capacitation and support stakeholders on the proper implementation of awarded contracts
<b>Purpose</b>	To ensure effective and efficient contract management
<b>Source/Collection of Data</b>	Attendance Register in a case of a physical or virtual meeting
<b>Method of Calculation</b>	Quantitative - Count of workshops
<b>Data Limitation</b>	None submission of attendance registers
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Reduction in the number of slow-moving contracts
<b>Indicator Responsibility</b>	Chamber Executive Officers



<b>Indicator Title</b>	<b>(3.6b) Number of women empowerment seminars conducted</b>
<b>Short Definition</b>	Seminars driven by TETA focusing on women empowerment in the transport sector
<b>Purpose</b>	To increase the knowledge hub of women through information sharing and networking opportunities
<b>Source/Collection of Data</b>	Proof of attendance (email or letter or attendance register or travel documents), conference programmes
<b>Method of Calculation</b>	Quantitative - Count of seminars conducted
<b>Data Limitation</b>	None submission of proof of attendance (email or letter or attendance register or travel documents), conference programmes
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Empowered women through knowledge sharing and networks created
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.6c) Number of provincial stakeholder engagement sessions conducted</b>
<b>Short Definition</b>	Stakeholder engagements conducted by TETA nationally to communicate new developments in the industry
<b>Purpose</b>	Increasing awareness of stakeholders on the new developments affecting the industry
<b>Source/Collection of Data</b>	Attendance registers (digital log) or agenda
<b>Method of Calculation</b>	Quantitative - Count of stakeholder engagements conducted
<b>Data Limitation</b>	Absence of key deliverables
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>New Indicator</b>	No
<b>Desired Performance</b>	Knowledgeable and empowered stakeholders on the new developments
<b>Indicator Responsibility</b>	Corporate Services Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.7a) Number of career platforms developed</b>
<b>Short Definition</b>	Career portal developed for learners to access transport related careers through different platforms. Career platforms include but not limited to digitally produced career content, career portal or a career guidance book.
<b>Purpose</b>	To procure access to transport related careers for youth through various platforms and formats
<b>Source/Collection of Data</b>	Active career portal (link to career portal) or Digitally produced career content (digital sample) or Delivery note and sample of material received in case of hard copy material
<b>Method of Calculation</b>	Quantitative – Count the number of developed portal or digital career platform or hard copy of the career content
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Transport sector career awareness
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.7b) Number of promotional material packs procured</b>
<b>Short Definition</b>	Promotional items consisting of the following items: face masks and face shields, sanitizer bottle and bags procured to enhance TETA messaging
<b>Purpose</b>	To increase TETA brand affinity to the universal audience
<b>Source/Collection of Data</b>	Delivery note and a sample of the item procured
<b>Method of Calculation</b>	Quantitative - Count of promotional packs procured
<b>Data Limitation</b>	Timeous delivery or non-delivery of items
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increase affinity to the TETA brand
<b>Indicator Responsibility</b>	Corporate Services Manager



<b>Indicator Title</b>	<b>(3.7c) Number of media information sessions conducted</b>
<b>Short Definition</b>	Use of available media platforms not limited to audio, visual, print, digital etc. to advance TETA brand awareness and messaging
<b>Purpose</b>	To leverage the TETA brand using media platforms and brand touch points
<b>Source/Collection of Data</b>	Media Monitoring Report
<b>Method of Calculation</b>	Quantitative – Count the number of media platforms TETA has been exposed to
<b>Data Limitation</b>	Authenticity of the evidence Access to evidence from third parties
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increase affinity to the TETA brand
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.8a) Number of TETA career exhibitions conducted for urban areas</b>
<b>Short Definition</b>	Career development service activities conducted to enhance awareness
<b>Purpose</b>	Afford learners an opportunity to interact with TETA career advisors to enhance their awareness on transport sector careers
<b>Source/Collection of Data</b>	External invite received/motivation for the event and attendance registers/written confirmation of attendance/digital log
<b>Method of Calculation</b>	Quantitative - Count of each career exhibition event
<b>Data Limitation</b>	Delays in receiving attendance registers or confirmation of attendance
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increased awareness of transport-related careers
<b>Indicator Responsibility</b>	Corporate Services Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.8b) Number of career development exhibitions in rural areas on occupations in high demand</b>
<b>Short Definition</b>	Career development service activities conducted to enhance awareness in rural areas
<b>Purpose</b>	Afford learners an opportunity to interact with TETA career advisors to enhance their awareness on transport sector careers
<b>Source/Collection of Data</b>	External invite received/motivation for the event and attendance registers/written confirmation of attendance/digital log
<b>Method of Calculation</b>	Quantitative - Count of each career exhibition event
<b>Data Limitation</b>	Delays in receiving attendance registers or confirmation of attendance
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Increased awareness of transport-related careers
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.8c) Number of events sponsored to enhance TETA brand</b>
<b>Short Definition</b>	Events where TETA contributes either financially or non-financially to leverage TETA brand
<b>Purpose</b>	To promote the TETA brand to its broader stakeholder base
<b>Source/Collection of Data</b>	Proof of attendance (email/letter/travel documents/digital log) and event program or proof of payment (where sponsorship is financial)
<b>Method of Calculation</b>	Quantitative - Count of each event sponsored
<b>Data Limitation</b>	Lack of access to proof of attendance
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Enhanced relations with stakeholders and increased knowledge of TETA mandate
<b>Indicator Responsibility</b>	Corporate Services Manager



<b>Indicator Title</b>	<b>(3.9a) Number of internal career guidance advisors capacitated</b>
<b>Short Definition</b>	TETA career guidance advisors are capacitated on career development service processes and environment
<b>Purpose</b>	To provide TETA career advisors with the necessary information relating to career development
<b>Source/Collection of Data</b>	Agenda, presentations, attendance registers or Zoom log
<b>Method of Calculation</b>	Quantitative - Count of TETA career guidance advisors capacitated
<b>Data Limitation</b>	Attendance register not signed or misplaced
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Information on careers is delivered to learners in standardised manner
<b>Indicator Responsibility</b>	Corporate Services Manager

<b>Indicator Title</b>	<b>(3.9b) Number of capacity building workshops conducted for teachers</b>
<b>Short Definition</b>	Capacitation of teachers in career development services
<b>Purpose</b>	To provide the teachers with the necessary information relating to career development services
<b>Source/Collection of Data</b>	Digital log/ proof of attendance
<b>Method of Calculation</b>	Quantitative - Count of workshops conducted
<b>Data Limitation</b>	Lack of access to proof of attendance
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Capacitated teachers are able to deliver career information to learners
<b>Indicator Responsibility</b>	Corporate Services Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.10) Number of schools supported</b>
<b>Short Definition</b>	Adopted schools supported through procurement of tablets and data for access to e-learning material for Grade 12 learners
<b>Purpose</b>	To access learning material through digital platforms
<b>Source/Collection of Data</b>	A report covering the progress and support provided at each school
<b>Method of Calculation</b>	Quantitative - Count of the number of supported schools
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	All Grade 12 learners are able to access the e-learning material and are up to date with the curriculum
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.11a) Number of small and medium enterprises funded</b>
<b>Short Definition</b>	Levy-paying small and medium companies are supported to register within the correct SIC Code with SARS or participate in skills development A medium company employs between 50 and 149 employees A small company employs between 0 and 49 employees
<b>Purpose</b>	To grow the number of small and medium company participation in skills development through training and support
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder; proof of payment; CIPC documents
<b>Method of Calculation</b>	Quantitative - Count of registered small and medium companies supported
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Support registered small and medium business to participate in skills development
<b>Indicator Responsibility</b>	Strategic Support Manager



<b>Indicator Title</b>	<b>(3.11b) Number of small non-levy paying entities funded</b>
<b>Short Definition</b>	Non-levy-paying enterprises and registered companies funded to participate in skills development and training
<b>Purpose</b>	Non-levy-paying enterprises and registered companies funded to, register with CIPC or to participate in skills development and training
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder Proof of payment
<b>Method of Calculation</b>	Quantitative - Count of small non-levy-paying entities funded
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Support small non-levy paying entities to register or participate in skills development
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.11c) Number of cooperatives funded</b>
<b>Short Definition</b>	Cooperatives funded to participate in skills development training
<b>Purpose</b>	To offer funding in support of cooperatives
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder; copy of company registration (CIPC); contract between provider and enterprise indicating the support and conditions of funding and proof payment
<b>Method of Calculation</b>	Quantitative - Count of cooperatives funded
<b>Data Limitation</b>	Lack of registration documents
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Growing and sustainable cooperatives
<b>Indicator Responsibility</b>	Strategic Support Manager





# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.11d ) Number of NGOs funded</b>
<b>Short Definition</b>	NGOs funded for various interventions
<b>Purpose</b>	To offer support to NGOs
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder; copy of NGO certificate; contract between provider and enterprise indicating the support and conditions of funding and proof of payment
<b>Method of Calculation</b>	Quantitative - Count number of NGOs funded
<b>Data Limitation</b>	Lack of registration documents
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Growing and sustainable NGOs
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.11e) Number of CBOs funded</b>
<b>Short Definition</b>	CBOs funded for various interventions
<b>Purpose</b>	To offer support to CBOs
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder; copy of company registration (CIPC); contract between provider and enterprise indicating the support and conditions of funding; proof of payment
<b>Method of Calculation</b>	Quantitative - Count of CBOs funded
<b>Data Limitation</b>	Lack of registration documents
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Growing and sustainable CBOs
<b>Indicator Responsibility</b>	Strategic Support Manager



<b>Indicator Title</b>	<b>(3.11f) Number of people trained on entrepreneurship supported to start their businesses - new venture creations</b>
<b>Short Definition</b>	Entrepreneurs trained to start business ventures
<b>Purpose</b>	To assist entrepreneurs with skills to start business ventures
<b>Source/Collection of Data</b>	Entered: DG contract; certified ID copies; learner information forms; agreement between training provider and participant
<b>Method of Calculation</b>	Quantitative - Entered: Count of learners registered to be trained on a entrepreneurship supported programme
<b>Data Limitation</b>	Learner information inaccuracies
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Assisting entrepreneurs with new venture creations
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.11g) Number of rural development projects supported</b>
<b>Short Definition</b>	Projects that provide developmental support to rural areas, poverty stricken townships and previously disadvantaged areas Supported is defined as any of the following: financial support, advisory support, training, capacity building workshops, awareness drives and career exhibitions
<b>Purpose</b>	To offer support to rural development projects that will give sustainable economic benefit to the participating communities
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder and proof of payment
<b>Method of Calculation</b>	Quantitative - Count the number of projects supported
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Sustainable rural projects that economically benefit communities
<b>Indicator Responsibility</b>	Strategic Support Manager



# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(3.12) Number of trade unions funded</b>
<b>Short Definition</b>	Trade unions funded for various skills interventions
<b>Purpose</b>	To upskill and support trade unions on various interventions
<b>Source/Collection of Data</b>	Contract between TETA and trade union, proof of payment
<b>Method of Calculation</b>	Quantitative - Count the number of trade unions funded
<b>Data Limitation</b>	Lack of key deliverables
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Skilled trade union members
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.13a) Number of road safety partnerships implemented</b>
<b>Short Definition</b>	Implemented collaborative partnership formed in support of road safety initiatives
<b>Purpose</b>	To ensure broader approach and more capacity in the fight against road accidents
<b>Source/Collection of Data</b>	Implemented: Existing MoU and Signed MoA
<b>Method of Calculation</b>	Quantitative - Count the number of MoAs
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Increased road safety awareness and reduction of road accidents
<b>Indicator Responsibility</b>	Strategic Support Manager



<b>Indicator Title</b>	<b>(3.13b) Number of Safety initiatives funded in the Transport Sector</b>
<b>Short Definition</b>	Transport Safety initiatives funded
<b>Purpose</b>	To fund safety awareness initiatives and or related safety items to ensure safe transport users including but not limited to Covid 19
<b>Source/Collection of Data</b>	Contract between TETA and stakeholder; report; proof of payment
<b>Method of Calculation</b>	Quantitative – Count of number of initiative funded to address safety matters in the transport sector
<b>Data Limitation</b>	Inadequate resources, stakeholder participation
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Safe Transport in South Africa
<b>Indicator Responsibility</b>	Strategic Support Manager

<b>Indicator Title</b>	<b>(3.14) Number of learners put on accident prevention training programmes</b>
<b>Short Definition</b>	Training of learners on accident prevention skills programmes funded to address road safety on South African roads
<b>Purpose</b>	These programs will provide skills that will reduce road accidents
<b>Source/Collection of Data</b>	Entered: Contract with stakeholders; certified ID copies; learner information forms
<b>Method of Calculation</b>	Quantitative - Count the number of learners put on accident prevention training programme
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Skilled resources that drive road safety initiatives
<b>Indicator Responsibility</b>	Strategic Support Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.15) Number of HIV/AIDS awareness programmes supported
Short Definition	HIV/AIDS awareness initiatives supported Supported is defined as any of the following: financial support, advisory support, training, capacity building workshops and awareness drives
Purpose	Support for HIV/AIDS awareness and encourage testing for early detection and treatment
Source/Collection of Data	Contracts between TETA and stakeholder; reports; proof of payment (if support is financial)
Method of Calculation	Quantitative - Count the number of HIV/AIDS awareness initiatives supported
Data Limitation	None
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Reduced number of infections and early treatment
Indicator Responsibility	Strategic Support Manager



## Programme 4: Quality Assurance System

Indicator Title	<b>(4.1a) Number of curricula developed for occupational qualifications</b>
Short Definition	Align curricula to occupational qualifications with industry needs
Purpose	Development of curricula for occupational qualifications to meet industry needs
Source/Collection of Data	Copy of curricula of data
Method of Calculation	Quantitative-each curriculum is counted once
Data Limitation	Incorrect requirements submitted by stakeholders Lack of accurate information to address industry needs
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Relevant occupational qualifications are developed and used by the industry
Indicator Responsibility	ETQA Manager

Indicator Title	<b>(4.1b) Number of Qualification Assessment Specifications (QAS) developed</b>
Short Definition	Align curricula to occupational qualifications with industry needs
Purpose	Development of QAS for occupational qualifications to meet industry needs
Source/Collection of Data	Copies of QAS addenda, RPL assessment tool developed
Method of Calculation	Quantitative - Each QAS addendum/RPL assessment tool is counted once
Data Limitation	<ul style="list-style-type: none"> <li>Incorrect requirements submitted by stakeholders</li> <li>Lack of accurate information to address the industry needs</li> </ul>
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	QAS addenda/RPL assessment tools are developed for approved qualifications
Indicator Responsibility	ETQA Manager

# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	<b>(4.1c) Number of learning materials developed for QCTO approved occupational qualifications</b>
Short Definition	Learning materials developed for QCTO occupational qualifications previously developed and submitted to the QCTO for registration on the NQF
Purpose	The QCTO requires learning materials for approved and registered occupational qualifications in order for training providers to be accredited to deliver training against the qualification, and so that learners can be nationally recognised and certified against this qualification
Source/Collection of Data	Signed contract between TETA and learning material developer; Attendance registers in a case of a physical or virtual meeting; Submission of final learning material and evaluation report
Method of Calculation	Quantitative – Count the number of learning materials developed
Data Limitation	Incorrect requirements submitted by stakeholders Lack of accurate information to address the industry needs
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	An improved quality of training providers being accredited for the delivery of training
Indicator Responsibility	ETQA Manager

Indicator Title	<b>(4.2a) Number of training providers capacitated on TETA ETQA systems</b>
Short Definition	Training providers capacitated on TETA ETQA systems
Purpose	To capacitate training providers within the transport sector to ensure understanding of TETA ETQA processes and systems. It will also enable tracking of capacitated providers and ensure uniform standards of quality between TETA and providers
Source/Collection of Data	Attendance registers in a case of a physical or virtual meeting; agenda; invite
Method of Calculation	Quantitative - Each training provider is counted once
Data Limitation	Recording of attending companies
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Improved access and efficient use of ETQA systems by TETA stakeholders
Indicator Responsibility	ETQA Manager



<b>Indicator Title</b>	<b>(4.2b) Number of ETD practitioners supported</b>
<b>Short Definition</b>	ETD practitioners are capacitated on TETA ETQA systems
<b>Purpose</b>	To capacitate ETD practitioners (assessors/moderators/facilitators/SDFs) to sufficiently support implementation of training
<b>Source/Collection of Data</b>	Attendance registers in a case of a physical or virtual meeting; agenda
<b>Method of Calculation</b>	Quantitative - Each ETD practitioner is counted once
<b>Data Limitation</b>	Recording of attending ETD practitioners
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	Yes
<b>Desired Performance</b>	Improved access and efficient use of ETQA systems by TETA stakeholders
<b>Indicator Responsibility</b>	ETQA Manager

<b>Indicator Title</b>	<b>(4.2c) Number of training providers monitored</b>
<b>Short Definition</b>	Training providers accredited for TETA programmes to be monitored to ensure quality of delivery
<b>Purpose</b>	To monitor training providers within the transport sector to ensure compliance to TETA ETQA processes and systems
<b>Source/Collection of Data</b>	Signed monitoring reports
<b>Method of Calculation</b>	Quantitative - Each visit to company (or desktop review of a company) is counted once
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Training providers are monitored to ensure compliance to TETA ETQA processes and systems
<b>Indicator Responsibility</b>	ETQA Manager





# TECHNICAL INDICATOR DESCRIPTIONS

<b>Indicator Title</b>	<b>(4.3a) Number of external moderations conducted</b>
<b>Short Definition</b>	External moderations conducted on programmes under TETA scope
<b>Purpose</b>	To ensure that assessments conducted by registered assessors meet the requirements as described in the NQF standards and qualifications; and are fair, valid and reliable
<b>Source/Collection of Data</b>	External moderation report
<b>Method of Calculation</b>	Quantitative - Each moderation conducted will be counted once
<b>Data Limitation</b>	Absence of PoEs to be moderated
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Timeous certification of learners
<b>Indicator Responsibility</b>	ETQA Manager

<b>Indicator Title</b>	<b>(4.3b) Number of learning programmes evaluated</b>
<b>Short Definition</b>	Learning programmes within TETA scope evaluated
<b>Purpose</b>	Evaluation of learning programmes within TETA scope based on set criteria to ensure alignment to qualifications
<b>Source/Collection of Data</b>	Learning programme evaluation reports
<b>Method of Calculation</b>	Quantitative - Each programme evaluated will be counted once (programme refers to one unit standard)
<b>Data Limitation</b>	Accuracy of information depends on data captured on the unit's QMR and records kept in this unit
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Relevant and industry aligned qualifications
<b>Indicator Responsibility</b>	ETQA Manager



<b>Indicator Title</b>	<b>(4.4) Number of candidates on mentorship and coaching programmes</b>
<b>Short Definition</b>	Candidates trained on mentorship and coaching programme
<b>Purpose</b>	Mentors and coaches trained to ensure increased capacity to support experiential learning in the workplace
<b>Source/Collection of Data</b>	Entered: contract between TETA and stakeholder, learner information forms; certified ID copies
<b>Method of Calculation</b>	Quantitative - Entered: Count of candidates enrolled on the programme
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Competent mentors and coaches that support experiential learning in the workplaces
<b>Indicator Responsibility</b>	ETQA Manager

<b>Indicator Title</b>	<b>(4.5a) Number of TVET lecturers trained on TETA quality assurance systems</b>
<b>Short Definition</b>	TVET lecturers supported to participate within the transport sector
<b>Purpose</b>	To support TVET lecturers to enable their participation within the transport sector
<b>Source/Collection of Data</b>	Entered: Certified ID copies, learner information forms and/or signed attendance registers (where applicable); proof of employment Completed: Statement of results/certificate
<b>Method of Calculation</b>	Entered: Count the number of lecturers that entered the programme Completed: Count the number of lecturers that completed the programme
<b>Data Limitation</b>	None
<b>Type of Indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	TVET lecturers or managers supported to participate within the transport sector
<b>Indicator Responsibility</b>	ETQA Manager



# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	<b>(4.5b) Number of TVET lecturers exposed to the industry</b>
Short Definition	TVET lecturers exposed to the industry to receive exposure to a variety of practical workplace experiences that will improve training provided
Purpose	To assist lecturers to gain a deeper knowledge of the industry
Source/Collection of Data	DG contract, certified ID copy, proof of employment, attendance registers or invitation of workplace exposure or letter indicating workplace exposure was conducted
Method of Calculation	Quantitative - Count of lecturers exposed to the industry
Data Limitation	Late progress reporting by host companies: unwilling lecturers
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Capacitating TVET lecturers
Indicator Responsibility	ETQA Manager


Indicator Title	<b>(4.5c) Number of TVET / CET colleges infrastructure development supported</b>
Short Definition	Capacitating TVET/CET colleges to improve the quality of training and build capacity by improving equipment
Purpose	To improve delivery of quality training and address critical skills shortages in the industry
Source/Collection of Data	SLA between TETA and TVET/CET college; proof of payment
Method of Calculation	Quantitative - Count the number of TVET/CET colleges supported
Data Limitation	Delay in equipment delivery, lecturers not being capacitated on equipment use
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	To capacitate TVET/CET colleges to provide quality training to learners
Indicator Responsibility	ETQA Manager







## CONTACT US:

### Transport Education Training Authority

 | TETA House | 344 Pretoria Avenue | Randburg | Johannesburg | 2125

 | Private Bag X10016 Randburg | 2125

 | +27 11 577 7000/ 7040  | 086 765 0514

**RP No.: 66/2021**

**ISBN No.: 978-0-621-49225-5**

**TETA Strategic Plan 2020-2025**

**RPNo.: 67/2021**

**ISBN: 978-0-621-49226-2**

**TETA Annual Performance Plan 2020/2021**



**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**