Transport Education Training Authority

Driven by Vision

TRANSPORT EDUCATION | TRAINING AUTHORITY

STRATEGIC PLAN 2020–2025

2023 2024 REVIEW

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TETA Strategic Plan 2023-2024

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

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PART C: Measuring Our Performance

LIST OF ABBREVIATIONS/ACRONYMS

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

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

MINISTER'S FOREWORD

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

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

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

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

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

pandemic and the initiatives towards economic and social recovery.

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

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

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

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

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

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

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

Dr BE Nzimande, MP

Executive Authority of Higher Education, Science and Innovation

BOARD CHAIRPERSON'S FOREWORD

The Strategic Plan for the 2020-2025 period enters its fourth year of implementation. The 2023/24 Annual Performance Plan (APP) is developed with key deliverables extracted from the National Skills Development Plan (NSDP) and key insights from the Sector Skills Plan (SSP). The TETA Strategic Plan and the APP are underpinned by the National priorities and core mandates derived from various social partners of government and the stakeholder base of the transport sector. Also, key in the development of this strategy and APP were Medium-Term Skills Framework (MTSF), the White Paper for Post-School Education and Training (WPPSET) and the Economic Reconstruction and Recovery Plan (ERRP).

It is an honour for me to be the mouthpiece of the TETA Board in acknowledging the sterling work invested in the review of the strategy and the robust development of the APP for 2023/24. This meticulous work can be attributed to the contribution of the entire board and executive. As the chairperson, I am delighted to note that there are skills development initiatives for all levels of leaders at TETA. The TETA board, management, staff and stakeholders invest resources annually to ensure that skills development and training within the transport sector in the country are advanced. Pandemics and other interferences sparked by the global and national volatile political and social landscape have not deterred TETA from delivering on its mandate but called for some level of agility. Nationally, the current challenges in the transport sector were exacerbated by the closure of airlines, labour unrests, the effects of floods earlier in 2022 and the COVID-19-induced economic slump. With minor adjustments, we are confident that TETA will deliver on its mandate.

Continuous improvement in the performance of TETA and the implementation of the strategy through the APP are testament that the SETA delivers on its mandate.

Our overall performance plan in 2022/23 indicates that the SETA's overall programme offering was 52% in favour of women. It is also encouraging to note that the transport sector is showing commendable improvement regarding racial transformation. The Sector Skills Plan reveals that an increased number of black males are moving up the ranks across all occupational groups. Nonetheless, the sector's workforce reveals persisting gender disparities with females constituting only 30% of the total workforce and the disability targets are not being achieved either. TETA continues to implement programmes such as the International Executive Development Programme (IEDP) for women and

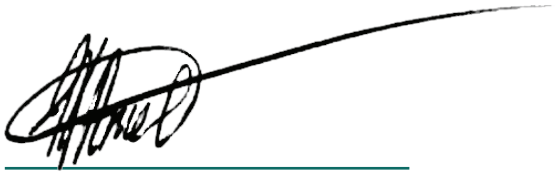
women empowerment seminars to address the low levels of female participation in the sector. Using this as a yardstick, the SETA will endeavour to contribute immensely to transformation initiatives and intensify stakeholder engagement messaging encouraging the prioritisation of women in various programmes that are geared towards fast tracking transformation of the sector.

Our broader mandate in skills development and training is expressed in the Constitution of the Republic of South Africa wherein; "right of access to basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible to all citizens."

This strategy and APP represent a pledge by the SETA to ensure that the constitutional mandate, legislative frameworks and associated TETA policies are implemented to better the lives of the needy in our society. There are also other international partnerships, collaborations and scholarships that the SETA is exploring for the benefit of the Previously Disadvantaged Individuals (PDI).

Our quality assurance mechanisms and high level of digital integration will be instrumental in the achievement of the organisation's mandate and annual performance targets. Further, strengthening of our policies for mandatory grants (MG), discretionary grants (DG), workplace- based learning programmes, bursary and accreditation, funding framework, accreditation policy, rural development strategy, and small business development strategy.

The board of TETA fully endorses the 2020 -25 Strategy with the accompanying 2023/24 Annual Performance Plan.



Dr Eugenia Xoliswa Kula
TETA Board Chairperson

> ***"Our quality assurance mechanisms and high level of digital integration will be instrumental in the achievement of the organisation's mandate ..."***

CHIEF EXECUTIVE OFFICER'S FOREWORD

The 2022/2023 financial year was a trying one for TETA, with a combination of disruptive challenges for the industry emanating from the political unrest, floods, and the COVID-19 aftereffects. Tenacity, resilience and an agile Board, Management and workforce proved capable to perform beyond expectations and 2023/24 should be no exception. The core of our 2020-25 strategy remains with no major changes for the last two cycles into the mid-term strategic period. The APP for 2023/24 has been crafted with clear integration of the key insights from the SSP and has been underpinned by the dictates of NSD, the National Priorities accompanied with emergent factors within the transport sector.

Collectively, as a nation, we can attest that we have been operating under a dark cloud. We were forced to investigate how we would move on after economic, technological, environmental and societal resources were disturbed in a major way.

Regardless of all these constraints, TETA has shown inexhaustible agility, prowess, and resistance. Post COVID-19, we are slowly recovering, after having equipped staff members with tools to keep us moving as an organisation and managed to offer support to our stakeholders for the continuity of our programmes.

Operations have resumed, and we continue responding to Government's call to support economic stimulus programmes and the ERRP by approving several Small, Micro & Medium-Sized Enterprises (SMME) projects with promises to enhance job creation opportunities. We have various programmes rolled out to counter the effects of the pandemic and poor economic growth. We had to adopt a prudent and moderate funding framework to continue significantly implementing our mandate. Our 2023/24 APP reflects reduced and unchanged targets, reflecting a step away from our norm of increasing targets every planning year.

Indeed, the TETA Strategic Plan 2020/25 and APP 2023/24 were developed against the backdrop of volatility, uncertainty, complexity and ambiguity. The universal conundrum (for governments, leaders, experts and commentators) in accurately gauging the next movement in political, social and economic spheres is a reality we must embrace with innovation, creativity and agility.

The NSDP comes with heavy responsibility, as it seeks to ensure that South Africa has adequate, appropriate, and high-quality skills to stimulate economic growth, employment creation and social development. The focus is on the SETAs to do so through meaningful

and eff¬ective initiatives that walk the skills development talk and deliver the goods for those deserving of an opportunity to participate in the mainstream economy, with all the benefits that come with it. Now, more than ever, skills development must fulfil its potential as one of the most influential levers to unlock economic opportunities for previously marginalised groups.

The recent rise in fuel prices has put a strain on the transportation industry and the already unstable economy. The industry struggled to keep rising operational costs under control. Retail and logistics businesses that rely on road transportation suffered the most from fuel price increases. To remain profitable, these companies were forced to raise their prices in line with the fuel price, resulting in customer loss.

The cost of moving inventory between suppliers increased due to higher fuel prices, which decreased the profit margin overall. To improve efficiency and productivity, businesses needed to optimise their supply chains and routes.

Creativity and innovation will remain the core requirements for the affected industries to stay in business and remain profitable under these trying circumstances. Their plight significantly affects all of us in the value chain, thus we implore them to remain resilient and agile as they sort to remain affloat amidst the eminent challenges.

I would like to express my appreciation to all stakeholders and acknowledge them for continuing to pay their levies despite intense sectoral challenges and the changes faced by the transport industry.

To maximise the greater potential locked in strategic partnerships and collaborations, TETA will increase its appetite for collaborations and form partnerships that will advance national priorities and transformation on all fronts.

In the previous years, our audited performance results have proven that TETA staff members are dedicated and committed to the organisation and are willing to adopt emerging operational changes to advance institutional success. On this historical evidence, I am confident that we will implement the 2023/24 APP successfully.

We can only promise to put in hard work and dedication going forward.

Mrs Maphefo Anno-Frempong
TETA Chief Executive Officer

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

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan

- *Was developed by the management of the Transport Education Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;*
- *Takes into account all relevant policies, legislation and other mandates for which TETA is responsible.*
- *Accurately reflects the impact, outcomes and outputs which TETA will endeavor to achieve over the period 2023/2024.*

Mrs Morongoe Nkabinde
Senior Manager: Skills Development and Learning Programmes

Signature: ..... Date: 30 November 2022

Mr Nchaupe Maepa
Chief Financial Officer

Signature: ..... Date: 30 November 2022

Mr Famanda Shirindza
Chief Operations Officer

Signature: ..... Date: 30 November 2022

Mrs Maphefo Anno-Frempong
Chief Executive Officer

Signature: ..... Date: 30 November 2022

Approved by:

Dr. Eugenia Xoliswa Kula
Board Chairperson

Signature: ..... Date: 30 November 2022

Transport Education Training Authority
Driven by Vision

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

PART A – OUR MANDATE

STRATEGIC PLAN

PART A

INTRODUCTION

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

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

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

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

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

TETA Skills Development Priorities

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

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

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

[1]National Development Plan 2030

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

Table 1: Transformation Imperatives

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

The Transport SETA operates within the following legislative mandates:

1. Constitutional Mandates

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

a) to a basic education, including adult basic education; and

b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

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

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

PART A – OUR MANDATE

2. Updates to Institutional Policies and Strategies

Constitutional

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

Substantive

- Skills Development Act (No. 97 of 1998)

Financial

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

Supporting

The list below is not exhaustive:

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

Other Frameworks

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

PART A – OUR MANDATE

The objectives of TETA are to:

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

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

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

Diagram 1: Institutional Policies and Strategies

3.1. Emergent policies, legislation and other strategic initiatives

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

3.1.1. Protection of Personal Information (POPI)

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

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

3.1.2. Operation Phakisa

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

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

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

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

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

3.1.3. Aviation Industry Transformation-Letsema

This initiative by the Department of Transport (DoT) "seeks to enhance the equitable participation of previously disadvantaged individuals in the aviation industry through the mobilisation of resources currently located within the aviation industry."[2].

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

3.1.4. Corporate Governance of Information and Communication Technology Policy Framework

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

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

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

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

3.1.5. Economic Reconstruction and Recovery Plan (ERRP)

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

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

3.2 Programmes Alignment to National Imperatives

Table 2: Strategic goals alignment to interventions

Strategic Goals (programmes)	Interventions
Administrative support services	• Contract support services • Administration services
Skills planning & research	• Industry labour research • Impact studies • Sector Skills Planning • Research chair/collaborations • Research on the impact of 4th industrial revolution
Access to occupationally directed programmes	• Bursaries • Apprenticeships • Skills programmes • Learnerships • Internships/work experience • Small business support
Strengthening the quality assurance systems	• Technical and Vocational Education and Training/ Community Education and Training (TVET/CET) training equipment • TVET and CET support • Assessor and moderator training • Accreditation

National Imperatives						
NDP	MTSF	NSDP	9-Point Plan	SIPs	SONA Feb 2022	ERRP

4. Relevant Court Rulings

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

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

[3] 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

OUR STRATEGIC FOCUS

PART B

PART B – OUR STRATEGIC FOCUS

5 Strategic Intent 2020 – 2025

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

Table 3: Strategic Intent

Philosophy Statement	Enhancing economic development and financial sustainability through globally aligned skills development, rural development, industry transformation, strategic partnerships, research and innovation
Vision	Inspired visionary leadership through skills development within the transport sector
Mission	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
Values	• Trust • Respect • Responsibility • Accountability • Positive attitude • Commitment

Key Strategy Drivers

National priorities | Economic development | Industry skills needs | Transformation | Partnerships

6 Situational Analysis

6.1 Transport Sector Overview

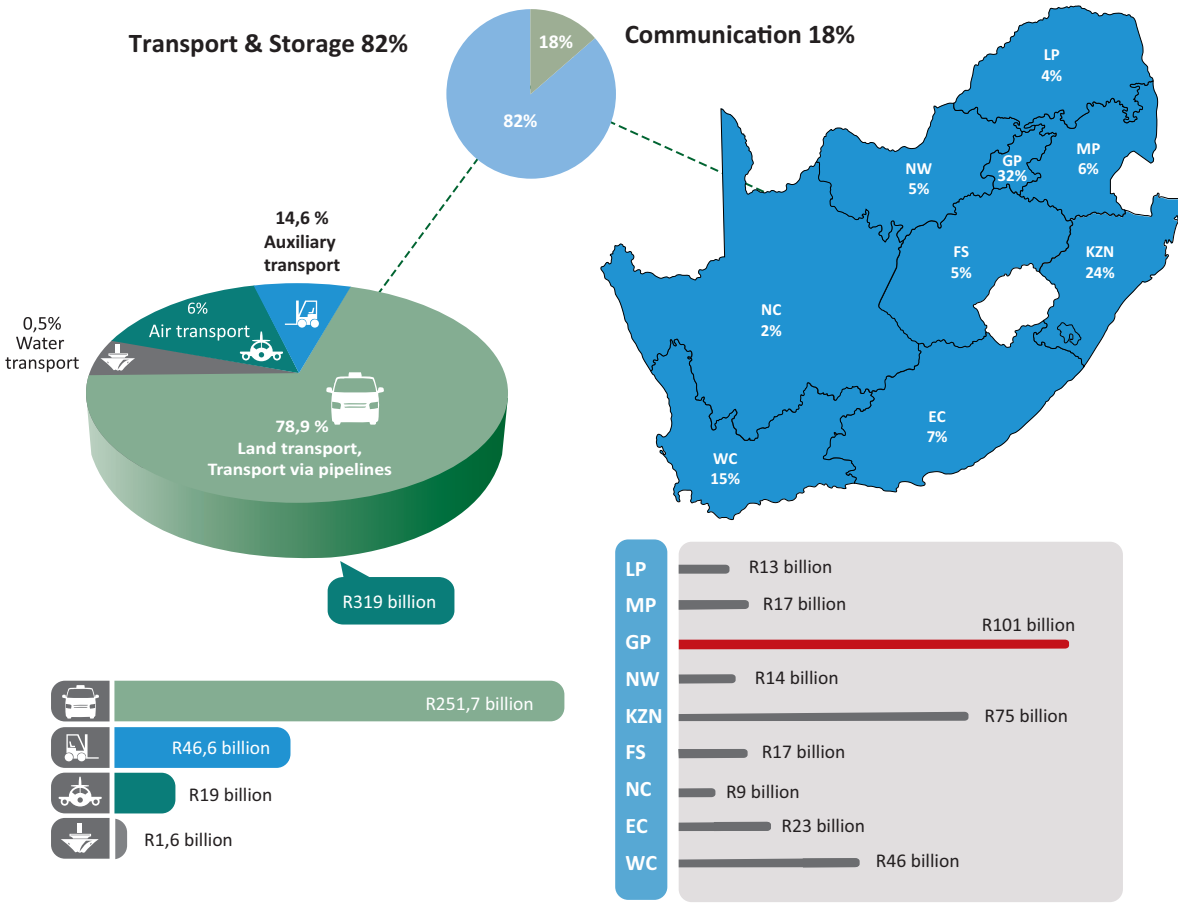
Transportation is critical to all aspects of the economy. It supports clusters of agglomerations, increases productivity, enhances job and labour market accessibility, opens new markets for businesses and enhances supply chain efficiency.

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

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

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

Diagram 2: Transport subsector GDP contribution



Source: TETA sector profile

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

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

Employment across all sectors over a four-year period

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

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

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

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

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

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

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

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

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

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

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

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

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

The Fourth Industrial Revolution (4IR)

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

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

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

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

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

Impact of COVID-19 on the Transport sector

• *Overview*

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

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

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

The following were COVID-19 implications for PSET:

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

[4]http://www.statssa.gov.za/publications/Report-00-80-03/Presentation%20Impact%20of%20COVID-19%20-%2020%20May%202020.pdf
[5]http://www.statssa.gov.za/publications/P0277/QES%20Press%20release%202020_Q2.pdf
[6]Rasool, Hoosen. (2020). LABOUR MARKET SERIES PAPER TWO COVID-19, ECONOMY AND LABOUR MARKET: REFORMS FOR POST-SCHOOL EDUCATION AND TRAINING

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

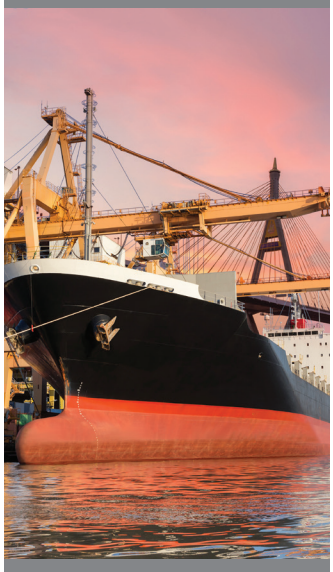
TETA also conducted a research study to assess the impact of COVID-19 on TETA Accredited Training Providers and other Employers/Training Providers. The survey aimed at determining changes in learning methodologies implemented by training providers due to the COVID-19 lockdown regulations; and plans on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

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

Table 5: Impact of COVID-19 on Transport Sub-sectors

Subsector	Impact of COVID-19
Aerospace 	• A reduction in demand, supply interruptions, financial pressure, and workforce impairment; • Low passenger and goods volume due to limited travel due to COVID-19 lockdown restrictions; • Disruption in production as demand of spare parts has decreased since less maintenance is required on aircrafts and airlines are no longer ordering new aircrafts; • Retrenchments of significant proportions of the aerospace workforce; • The industry's future performance depends on the pace of vaccine roll-out of the vaccines and how quickly international travel resume operations; • IATA has initiated an industry recovery programme which includes activities of looking into how to safely re-open borders, remove travel restrictions and restoring consumer confidence in flying to recover demand; • COVID-19 brought about emerging new technology in the subsector, contributing to quick and efficient check-in at the airline counters; • The new technology calls for repurposing of industry knowledge or job skills; upskilling of the workforce in computer technology to ensure that they are adaptive to the ever-changing technologies; and • Limited opportunities for workplace based learning programmes.
Forwarding and Clearing 	• Affected the levels of functionality of Forwarding and Clearing; • The suspension of activities at the ports and the coastal harbours at the beginning of the lockdown; • Narrowed the margins for companies in the forwarding and clearing hampering on the survival of companies and resulting in retrenchments to cut costs, and for some companies' closure; • Companies need to emphasise issues such as digitalisation, e-commerce and customs legislation must change to reflect an integrated custom regime; • E-commerce due to the lockdown and movement restrictions and to manage isolation as a result the industry require relevant training and education infrastructure to adapt to rapid change taking place in the subsector; • The subsector needs higher skills to replace occupations like the custom entry clerk, which is in danger of extinction; • Implementation of workplace based learning programmes; and • Flexibility/agility e.g., automation of jobs is required in the education and training infrastructure. Change management required for faster adaptation.

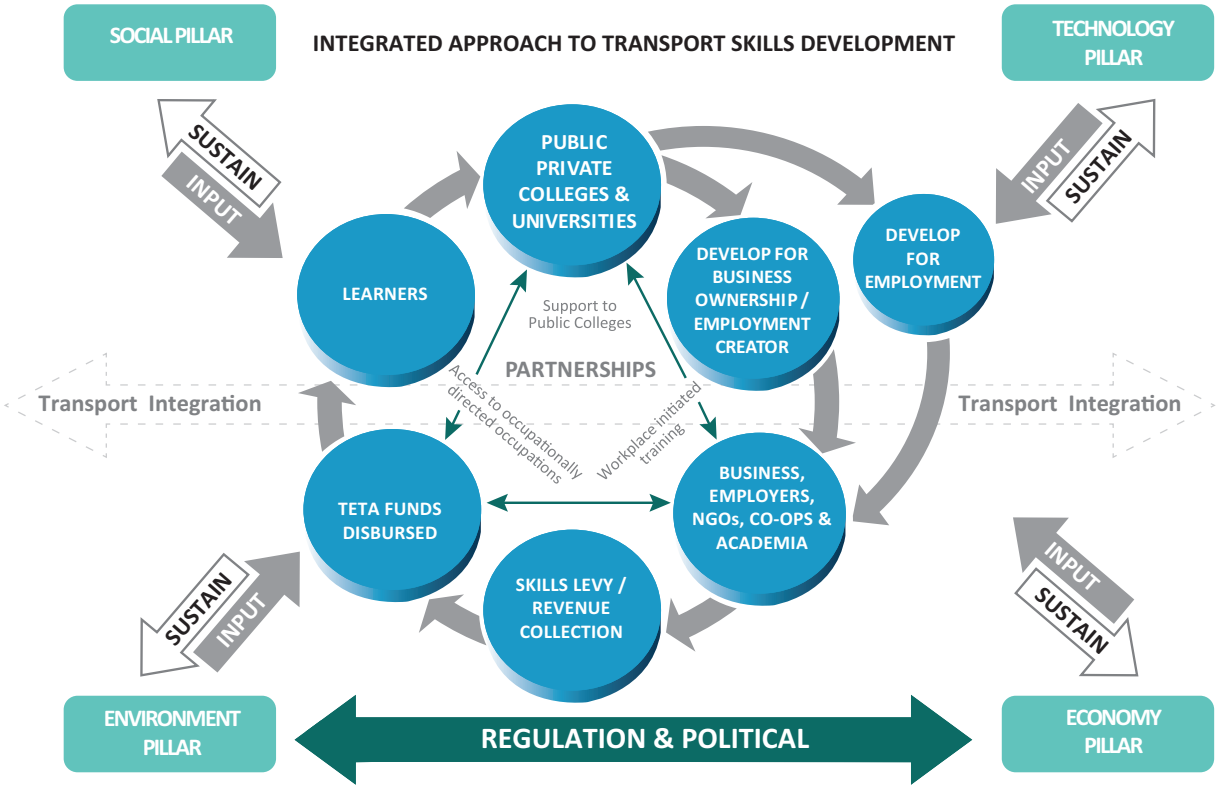
Subsector	Impact of COVID-19
Freight Handling 	• The first few months of the lockdown significantly affected the economic performance of the freight handling subsector; • Reduced business turnover by over 20%; • Companies operating in the restaurant environment were negatively affected by the shutdown because they were not operating during the hard lockdowns. They experienced theft of their parked trucks; • The subsector performance improved following the opening of land, sea and air boarders with increased demand for warehouse; • Some companies were fortunate to be essential workers therefore their warehousing and distribution were in operation during the lockdown. For these companies, it meant they needed preventative health and safety measures; split business into shifts to prevent cross-contamination; hire taxi services to transport staff; all these changes incurred additional costs for the companies; • Cost of products went up because supply chain becomes expensive; • Retrenchment and downsize business operations to mitigate the effect of the pandemic; • The need to have proper IT infrastructure was exacerbated by COVID-19; and • There has been a higher uptake in E-learning and virtual training following the shift to virtual learning arising from COVID-19.
Maritime 	• The subsector halted all operations during the economic shutdown; • Maritime subsector recovered after the global economy commenced export and improved operations shipping in large volumes; • The need to integrate end-to-end skills which calls for agility to navigate different businesses with the subsector became critical; • In the context of COVID-19, Maritime subsector requires human resources with technical skills and the ability to engage in strategic thinking and cope with change; • Adapt to technical innovations driving growth and competitiveness within the industry; • COVID-19 depleted some critical skills in maritime therefore skills development is currently in crisis; • Companies need to have succession planning as an approach to managing emergencies. This is driven by ageing, poor quality of learners and skills mismatch; and • Stakeholders suggested online training of cadets and improved coordination between Department of Trade and Industry and Department of Transport.

Subsector	Impact of COVID-19
Rail 	• In the areas of manufacturing of rail, freight by rails and passenger by rail; • During the lockdown level 4 and 5, small businesses in the rail subsector had no income; • Overhead lines were stolen and PRASA infrastructure was vandalised because dysfunctional management failed to renew contract of security company; • PRASA could not operate its coaches due to lack of electricity; • Train drivers were demoralized psychologically and emotionally; • Essential services companies operated at reduced capacity during the lockdown; • Passenger rail is still experiencing the impact of COVID-19 because companies are operating partially; • Required skills training for diesel and electrical train drivers and development of rail infrastructure; and • Infrastructural constraints: the sub-sector had to adapt technology and shift to online training.
Road Freight 	• The subsector benefited exponentially from the pandemic; • The subsector responded to challenges brought by restriction of movement by offering reliable online and parcel delivery services to customers; • Introduced technologically driven innovations like warehousing technology, motorised bikes to deliver goods to customers; • Working from home increased demand for computer hardware and software for home delivery; • COVID-19 exposed the need to transition from legacy learnership programme into developing an occupational curriculum because workplace learning and access to practical training were affected by the pandemic; and • The approach to training needs to change to incorporate an online training curriculum and company hierarchy should reflect the new normal brought about by COVID-19.
Road Passenger 	• Reducing bus passenger transport demand resulting from the lockdown restrictions and the regulations for the pandemic; • Working from home affected the volume of passengers: Fewer passengers resulted in financial constraints e.g. standard licensing fees still need to be paid despite less functionality; and • Operators within the subsector reduced operations which led to retrenchments of workers while some companies considered closure.

Subsector	Impact of COVID-19
Taxi 	• Limited operations that affect financial viability and skills development e.g., work-integrated learning disturbed because of COVID-19; • 30% reduction in minibus taxi operation; • Meter taxi business suffered almost 80% loss of income; • Vehicles repossessed by banks because operators could not honour loans condition; and • COVID-19 exposed skills gap in the industry. Taxi industry did not have rapid emergency response.

6.2 Performance Delivery Environment

Diagram 3: TETA Pioneering Ecosystem



6.3 External Environment Analysis

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

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

Table 6: PESTEL Analysis

Political	Economic	Socio-cultural and Ethical
• New government mandates affecting targets; • Possible reconfiguration of SETAs Labour policies; • Changes in government structure (departments and leadership) • Trade agreements; and • Effects of geopolitics on execution of mandate.	• Labour disputes and social protests; • High inflation impact on the costs of doing business; • Company and training center closures; • Fraud and corruption; • Competition and barriers to entry; • Unstable global economy; • SETA mandate stretched without matching budget increases; • High unemployment rate; • Skills shortage due to pandemics; • Destruction of infrastructure; • Interruptions of the supply chain; • Load shedding; • Taxi Industry formalization; • Distressed SOEs leading to reduced training opportunities, and levy contributions; • Transport sector transformation; and • Stakeholders not embracing transformation imperatives, demonstrated resistance to change.	• Prevalence of pandemics; • Conflict of Interest; • Significant societal disparities between rural and urban areas • Protests; • Vandalisation of transport infrastructure; • Transport industry disputes; • Road carnage; • Substance abuse; • High rate of unemploment; • Wellbeing of sector employees; • Low matric pass rate (standards); • Lack of skiills transfer in the workplace; and • Low entrepreneuship skills in the country.
Technology and Information	**Environmental (Natural)**	**Legal and Regulatory**
• Shift to technology increases elitist group of participants; • SETMIS and QCTO quarterly management reporting; • Fourth industrial revolution (e.g. electric buses), shift to technology/ automation; and • High cost of data and IT infrastructure Limited access to technology and equipment.	• Focus on green economy provides opportunities for research and awareness programmes; • Green economy also places pressure on transport operators to comply or face hefty penalties; • Volatile energy supply; • Insufficient focus on renewable energy training; and • Natural disasters.	• Change in legislation (e.g. BBBEE); • Bureaucracy in legislation approvals; and • Legal disputes between industry and government.

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

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

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

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

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

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

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

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

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

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

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

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

6.3.2 Transport Subsectors

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

Diagram 4: Modes of transport

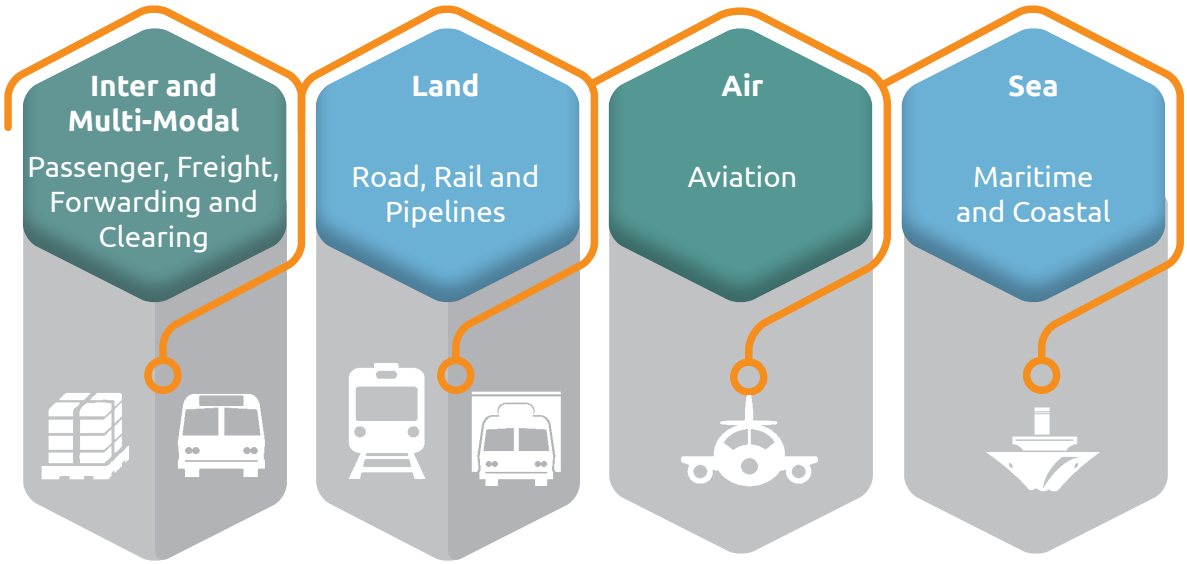


Table 7: Modal Classification of TETA Chambers

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

Intermodal/Multimodal

Forwarding & Clearing, Freight Handling

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

Passenger	Freight
Aerospace, Maritime, Rail, Road Passenger, Taxi	Aerospace, Forwarding and Clearing, Freight Handling, Maritime, Rail, Road Freight

6.3.3 Transport SETA Subsector Profiles

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

Aerospace

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

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

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

Forwarding & Clearing

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

PART B – OUR STRATEGIC FOCUS

Freight Handling

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

Maritime

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

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

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

Rail

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

Road Freight

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

Road Passenger

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

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

Taxi

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

6.4 Organisational Environment

6.4.1 Internal Environment Analysis

TETA has a staff complement of 106, with 64 (60.4%) being female, 42 (39.6%) being male to execute its mandate

Human Resources Management Mandate

TETA organisational structure

6.4.2. Priorities and their impact

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

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

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

6.4.3. Internal Environment

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

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

6.4.4. Effects of COVID-19 on employees

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

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

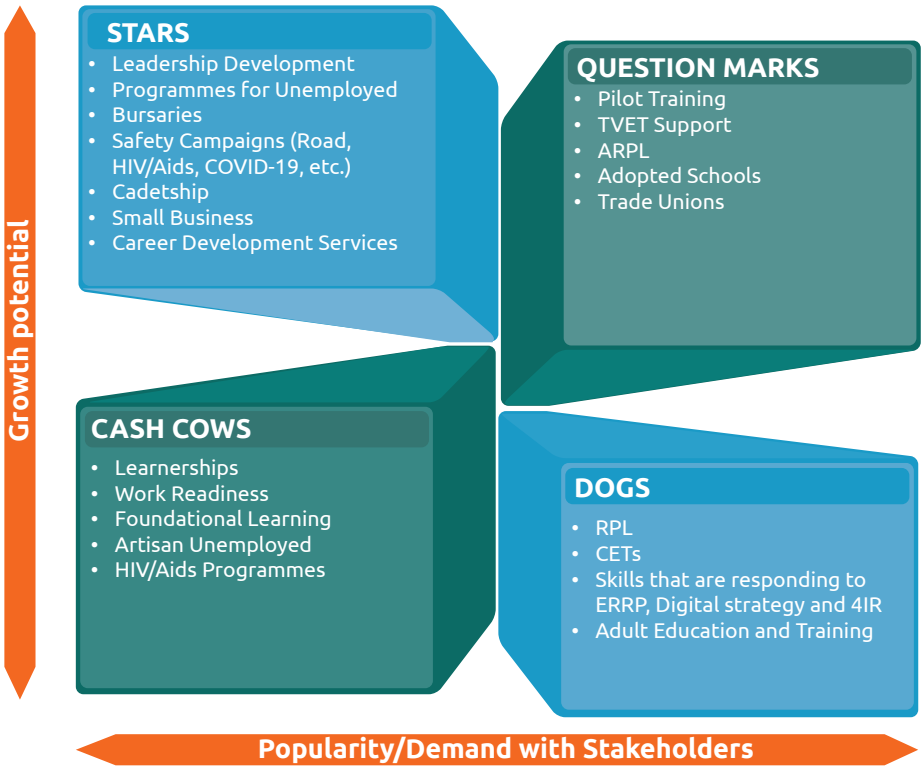
TETA is continually faced with challenges, some of which are beyond its control. These challenges have the potential to limit TETA's ability to achieve expected performance in the execution of its mandate, such as achieving Service Level Agreement (SLA) targets.

PART B – OUR STRATEGIC FOCUS

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.

6.4.5 Boston Consulting Group Matrix

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



The BCG Matrix tells us the following

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

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

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

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

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

6.4.6. Top Key Strategic Risks

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

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

6.5 Sectoral Challenges and Opportunities

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

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

6.5.1 Transport sector future outlook

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  Furthermore, the competitiveness of the South African Transport sector is reflected in its extensive rail network capacity. It boasts the 14th longest rail network globally, connecting ports within South Africa

and rail networks in the Sub-Saharan Africa region. This infrastructural capacity represents 80% of Africa total rail network. However, according to stakeholders who participated in the rail sector virtual strategic engagement in May 2021, the rail infrastructure suffered major vandalism during the COVID-19 lockdown, threatening the productivity and revenue base of the rail sector.

6.6. TETA Skills Development Priorities

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

Diagram 5: TETA Skills Development Priorities

PART B – OUR STRATEGIC FOCUS

Table 8: TETA Skills Development Priorities

Priorities	Strategic Objectives	Objective Statement
4th Industrial Revolution	Implement research strategy	• TETA will aggressively search and identify new occupations and skills gaps that are emerging as a result of technological changes; • Development of qualifications and training material aligned to the changing technology; and • TETA will re-align its practices to the utilisation of electronic and digitised systems.
Road safety	Increase road safety through awareness programmes and impactful accident prevention projects.	• TETA will commission a study that will inform the strategic partnership framework TETA should adopt to optimise skills development in the sector.
Employer participation	Increasing the approved workplaces to ensure more workplace based interventions.	• TETA will conduct geographic mapping to locate all TETA committed funds and use that to identify areas where satellite offices can be opened.
Transformation	Support rural development, including NGOs, CBOs and other organisations in rural areas. This includes efforts towards the realisation of TETAs transformation imperatives which include gender and disability.	• The rural development strategy has been developed to assist implement adequate and relevant projects for rural development; and • TETA also aims to introduce efforts towards the realisation all other transformation imperatives.
SMME/ Entrepreneurship	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.
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.
Pandemics	TETA to partner with the QCTO and SAQA to ensure that simulation training in all viable qualifications is accredited in order to be on par with the global changes in training environment.	• Pandemic has meant that virtual learning and simulators become common places and crucial tools for learning programmes, however the TETA-QCTO-SAQA environments needs to put processes and structures in place to ensure that businesses/training providers can move towards this way of operating.
Revenue Diversification	Increase co- funding partnerships in response to decline levy income caused by COVID-19 TETA will support and develop proposals that entails external funding directed at funding TETA strategic priorities.	• Increase co- funding partnerships in response to decline levy income caused by Covid 19 TETA will support and develop proposals that entails external funding directed at funding TETA strategic priorities.
Africa Free Trade Agreements	TETA to partner with the African countries to ensure relevance in terms of trading and supply chain management.	• Increased opportunities for all transport sector companies.
TVET artnership	Facilitate the Private Public Partnership between the colleges and the stakeholders in various provinces where colleges are situated.	• In the short term, it is recommended that TETA support TVET Colleges through special projects, where assistance is provided to TVET colleges to open doors for skills development programmes; and • Benchmarking opportunities and leveraging on skills training across different countries

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

Table 9: Transformation Imperatives

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

MEASURING OUR PERFORMANCE

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, HIV and COVID-19 infections, as well as a healthier workforce in the transport sector.

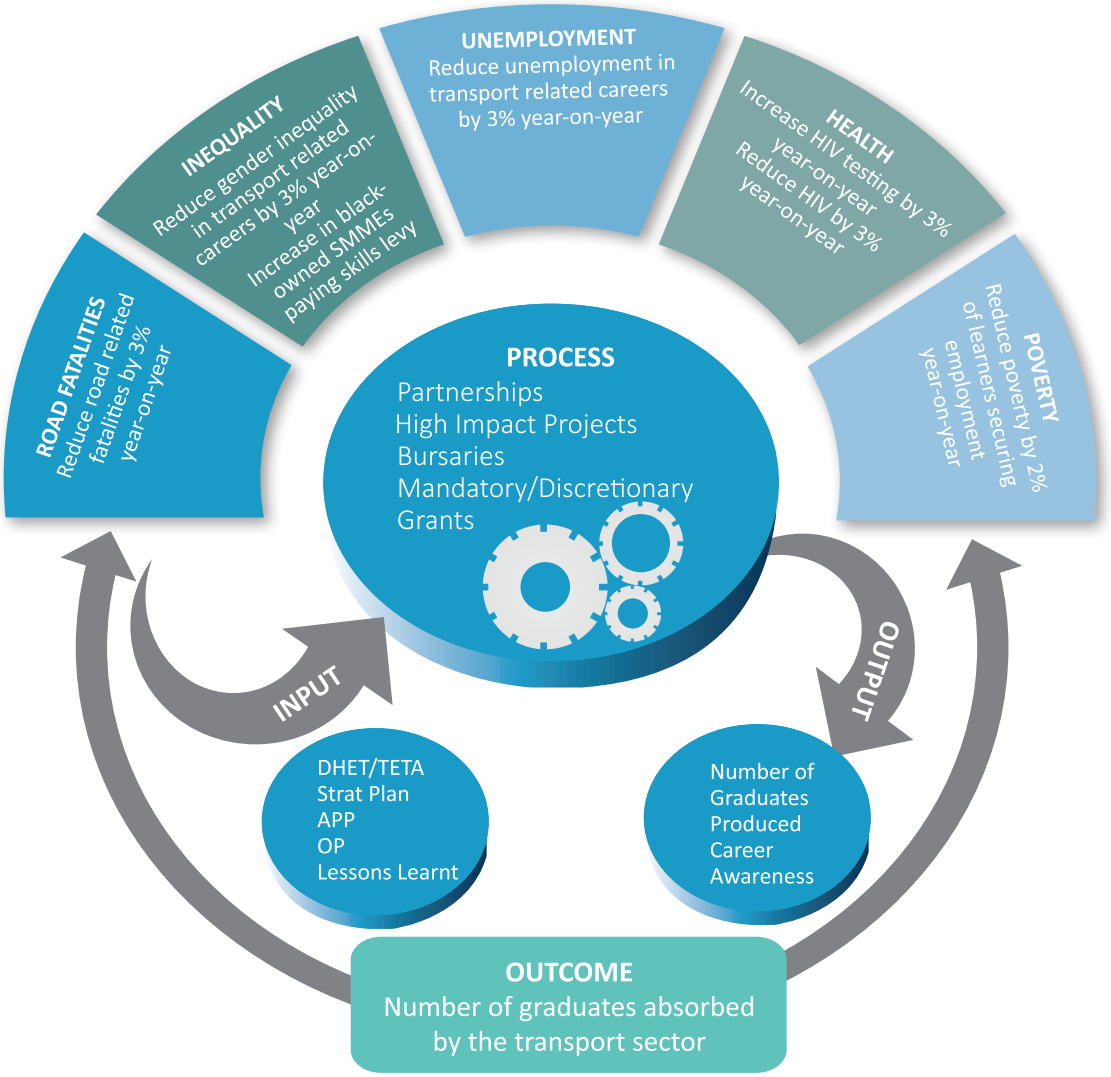
We have high impact projects aiming to drive the transport sector and the country at large over the medium to long term.

Table 10: TETA outcomes alignment to the NSDP

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

Visible, Tangible and Measurable

Diagram 6: Impact Wheel



7.2.1 Identify and increase production of occupations in high demand

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

Measuring Outcomes

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

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	69

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	7 825

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	14 200

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	2
	Maintained SETA offices in TVET colleges	6	3

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	1 000
	CBOs, NPOs and NGOs supported	155	31

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	10
	Supported worker initiated education and training	0	24

7.2.8 Supported career development services

Impact Statement	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

Impact Statement	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

Impact Statement	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	4

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

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

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

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

7.2.12 Key Risks

Table 12: Key Risks and Risk Mitigation

Outcome	Key Risk	Risk Mitigation
Increased access to occupations in high demand through skills interventions	• Inadequate research conducted by the SETA; • Lack of adequate research on the impact of 4th Industrial Revolution; and • Inability to fund and place truck drivers.	• Expert Research Chair appointed to assist the organisation with key research needs; and • Specific research study planned on the 4th Industrial Revolution.
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.	• Increase contract and stakeholder management; and • Increase SETA presence through satellite offices to provide more stakeholder support.
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; and • 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.

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

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

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

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

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

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

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

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

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

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

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

7.2.13.1 Contribution towards the implementation of the ERRP Skills Strategy

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

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

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

7.2.13.2 District Development Model

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

STRATEGIC PLAN

TECHNICAL INDICATOR DESCRIPTIONS

PART D

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

Outcome 2: Linked education institutions and the workplace

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

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

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	Research conducted
Method of Calculation/Assessment	The research results
Assumptions	Financial funds available to perform the research
Disaggregation of Beneficiaries (where applicable)	• Provide more access opportunities for women • Increase opportunities for youth • Shift focus to previously neglected rural areas • Address racial skill disparities • Redress the imbalance brought about by class • Avail more training and workplace opportunities for people living with disabilities
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 • Occupational qualifications - means a qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment
Source of Collection	Number of qualifications developed, including material and accreditation of training providers based on the sector demands highlighted during the research performed
Method of Calculation/Assessment	Quantitative - Count the number of qualifications developed (registered, materials developed and training providers credited)
Assumptions	The industry will indicate the demand for suitable qualifications
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Occupational qualifications implemented to ensure a skilled South African workforce
Indicator Responsibility	ETQA Manager

Indicator Title	Increase access for intermediate and high level skills
Definition	Learners must be exposed to intermediate and high level skills to ensure that the 4th industrial revolution's impact in the transport sector is minimal High level skills – are learning interventions at an exceptional knowledge level, usually between level 9 to 10
Source of Collection	Completions of internships, workplace experience for both HEI and TVET
Method of Calculation/Assessment	Quantitative - Count the number of completions of internships, workplace experience for both HEI and TVET
Assumptions	Learners that are competent receive quality workplace experience
Disaggregation of Beneficiaries (where applicable)	• Provide more access opportunities for women • Increase opportunities for youth • Shift focus to previously neglected rural areas • Address racial skill disparities • Redress the imbalance brought about by class • Avail more training and workplace opportunities for people living with disabilities
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 and CET colleges supported through capacity building by means of training equipment, accreditation processes, training of learners, academic staff and other support required by the institutions in delivering training • Occupational qualifications - A qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment
Source of Collection	SLA between TETA and TVET/CET colleges and proof of payment for support provided
Method of Calculation/Assessment	Quantitative - Count the number of TVET/CET colleges supported
Assumptions	TVET and CET colleges will provide the deliverables in terms of the SLA timely
Disaggregation of Beneficiaries (where applicable)	• Provide more access opportunities for women • Increase opportunities for youth, • Shift focus to previously neglected rural areas, • Address racial skill disparities, • Redress the imbalance brought about by class • Avail more training and workplace opportunities for people living with disabilities
Spatial Transformation (where applicable)	Rural
Reporting Cycle	Annually
Desired Performance	TVET and CET colleges are capacitated to provide quality training to learners
Indicator Responsibility	ETQA Manager

Indicator Title	Maintained SETA offices in TVET Colleges
Definition	Measure of the level of service provided to local stakeholders (individual learners, companies or government departments)
Source of Collection	Lease/partnership agreements
Method of Calculation/Assessment	Quantitative - Count of lease/partnership agreements
Assumptions	Financially sustainable to maintain the SETA offices
• Disaggregation of Beneficiaries (where applicable)	• Provide more access opportunities for women • Increase opportunities for youth, • Shift focus to previously neglected rural areas
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 • Co-operatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on co-operative principles. • Rural areas - are a spatial category, associated with certain patterns of human activity, but with those associations being subject to continuous change
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)	• Businesses owned by the youth • Business owned by women • Businesses owned by black people • Business owned by people living with disabilities • Youth cooperativesWomen cooperatives
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	Registed NPOs with Department of Social Development and CIPC
Disaggregation of Beneficiaries (where applicable)	• Groups and Individuals with conditions that need assistance • Abused women NPOs, NGOs and CBOs • Women NPOS, NGOs and CBOs • Youth NPOs, NGOs and CBOs • People living with disability NPOs, NGOs and CBOs • Children NPOs, NGOs and CBOs
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)	• Registered unions • Union members affiliated and registered with a recognised trade union
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)	• Personal development plans of individual employees employed in various entities • Employees with no formal qualifications • Newly employed workers (graduates) who need to acquire new knowledge in the workplace • Women empowerment targeted training in the workplace
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 Paper trail) are fully implemented, functional and provide efficiency in all the required core processes to both internal and external stakeholders Consider a complete overhaul of this definition to have it at an outcome level rather than output, lets pitch it at the expected level
Source of Collection	Monthly system reports
Method of Calculation/Assessment	• An average of 80% availability on all core systems in terms of the SLA • Number of working days that the system was available as per systems report (A) Number of total working days (B) Availability of the system • Percentage of availability of the system = A/B*100 • Average = Aggregated percentages of all core system/ number of core systems
Assumptions	All mentioned core ICT systems are fully implemented
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	Functional ICT systems with Minimum system downtime/disruptions
Indicator Responsibility	IT Manager

PART D – TECHNICAL INDICATOR DESCRIPTIONS

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

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

Transport Education Training Authority

Driven by Vision

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TETA Annual Performance Plan 2023/2024

TRANSPORT EDUCATION | TRAINING AUTHORITY

ANNUAL PERFORMANCE PLAN

2023 24

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MINISTER'S FOREWORD

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

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

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

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

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

pandemic and the initiatives towards economic and social recovery.

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

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

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

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

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

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

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

Dr BE Nzimande, MP

Executive Authority of Higher Education, Science and Innovation

BOARD CHAIRPERSON'S FOREWORD

The 2023/24 Annual Performance Plan (APP) is developed with key deliverables extracted from the National Skills Development Plan (NSDP) and key insights from the Sector Skills Plan (SSP). The APP is underpinned by the National priorities and core mandates derived from various social partners of government and the stakeholder base of the transport sector. Also, key in the development of this APP is Medium-Term Skills Framework (MTSF), the White Paper for Post-School Education and Training (WPPSET) and the Economic Reconstruction and Recovery Plan (ERRP).

It is an honour for me to be the mouthpiece of the TETA Board in acknowledging the sterling work invested in the review and the robust development of the APP for 2023/24. This meticulous work can be attributed to the contribution of the entire board and executive. As the chairperson, I am delighted to note that there are skills development initiatives for all levels of leaders at TETA. The TETA board, management, staff and stakeholders invest resources annually to ensure that skills development and training within the transport sector in the country are advanced. Pandemics and other interferences sparked by the global and national volatile political and social landscape have not deterred TETA from delivering on its mandate but called for some level of agility. Nationally, the current challenges in the transport sector were exacerbated by the closure of airlines, labour unrests, the effects of floods earlier in 2022 and the COVID-19-induced economic slump. With minor adjustments, we are confident that TETA will deliver on its mandate.

Continuous improvement in the performance of TETA and the implementation of the strategy through the APP are testament that the SETA delivers on its mandate.

Our overall performance plan in 2022/23 indicates that the SETA's overall programme offering was 52% in favour of women. It is also encouraging to note that the transport sector is showing commendable improvement regarding racial transformation. The Sector Skills Plan reveals that an increased number of black males are moving up the ranks across all occupational groups. Nonetheless, the sector's workforce reveals persisting gender disparities with females constituting only 30% of the total workforce and the disability targets are not being achieved either. TETA continues to implement programmes such as the International Executive Development Programme (IEDP) for women and women empowerment seminars to address the low levels of female participation in the sector. Using this

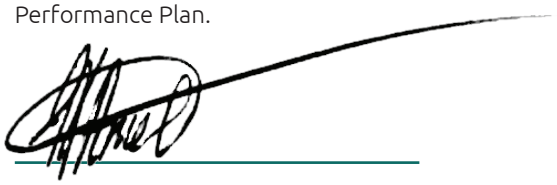
as a yardstick, the SETA will endeavour to contribute immensely to transformation initiatives and intensify stakeholder engagement messaging encouraging the prioritisation of women in various programmes that are geared towards fast tracking transformation of the sector.

Our broader mandate in skills development and training is expressed in the Constitution of the Republic of South Africa wherein; "right of access to basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible to all citizens."

This APP represent a pledge by the SETA to ensure that the constitutional mandate, legislative frameworks and associated TETA policies are implemented to better the lives of the needy in our society. There are also other international partnerships, collaborations and scholarships that the SETA is exploring for the benefit of the Previously Disadvantaged Individuals (PDI).

Our quality assurance mechanisms and high level of digital integration will be instrumental in the achievement of the organisation's mandate and annual performance targets. Further, strengthening of our policies for mandatory grants (MG), discretionary grants (DG), workplace- based learning programmes, bursary and accreditation, funding framework, accreditation policy, rural development strategy, and small business development strategy.

The board of TETA fully endorses the 2023/24 Annual Performance Plan.



Dr Eugenia Xoliswa Kula
TETA Board Chairperson

> ***"Our quality assurance mechanisms and high level of digital integration will be instrumental in the achievement of the organisation's mandate ..."***

CHIEF EXECUTIVE OFFICER'S FOREWORD

The 2022/2023 financial year was a trying one for TETA, with a combination of disruptive challenges for the industry emanating from the political unrest, floods, and the COVID-19 aftereffects. Tenacity, resilience and an agile Board, Management and workforce proved capable to perform beyond expectations and 2023/24 should be no exception. The core of our 2020-25 strategy remains with no major changes for the last two cycles into the mid-term strategic period. The APP for 2023/24 has been crafted with clear integration of the key insights from the SSP and has been underpinned by the dictates of NSD, the National Priorities accompanied with emergent factors within the transport sector.

Collectively, as a nation, we can attest that we have been operating under a dark cloud. We were forced to investigate how we would move on after economic, technological, environmental and societal resources were disturbed in a major way.

Regardless of all these constraints, TETA has shown inexhaustible agility, prowess, and resistance. Post COVID-19, we are slowly recovering, after having equipped staff members with tools to keep us moving as an organisation and managed to offer support to our stakeholders for the continuity of our programmes.

Operations have resumed, and we continue responding to Government's call to support economic stimulus programmes and the ERRP by approving several Small, Micro & Medium-Sized Enterprises (SMME) projects with promises to enhance job creation opportunities. We have various programmes rolled out to counter the effects of the pandemic and poor economic growth. We had to adopt a prudent and moderate funding framework to continue significantly implementing our mandate. Our 2023/24 APP reflects reduced and unchanged targets, reflecting a step away from our norm of increasing targets every planning year.

TETA APP 2023/24 is developed against the backdrop of volatility, uncertainty, complexity and ambiguity. The universal conundrum (for governments, leaders, experts and commentators) in accurately gauging the next movement in political, social and economic spheres is a reality we must embrace with innovation, creativity and agility.

The NSDP comes with heavy responsibility, as it seeks to ensure that South Africa has adequate, appropriate, and high-quality skills to stimulate economic growth, employment creation and social development. The focus is on the SETAs to do so through meaningful

and effective initiatives that walk the skills development talk and deliver the goods for those deserving of an opportunity to participate in the mainstream economy, with all the benefits that come with it. Now, more than ever, skills development must fulfil its potential as one of the most influential levers to unlock economic opportunities for previously marginalised groups.

The rise in fuel price puts a strain on the transportation industry and the already unstable economy. The industry struggles to keep rising operational costs under control. Retail and logistics businesses that rely on road transportation suffers the most from fuel price increases. To remain profitable, these companies are forced to raise their prices in line with the fuel price, resulting in customer losses.

Creativity and innovation will remain the core requirements for the affected industries to stay in business and remain profitable under these trying circumstances. Their plight significantly affects all of us in the value chain, thus we implore them to remain resilient and agile as they sort to remain affloat amidst the eminent challenges.

I would like to express my appreciation to all stakeholders and acknowledge them for continuing to pay their levies despite intense sectoral challenges and the changes faced by the transport industry.

To maximise the greater potential locked in strategic partnerships and collaborations, TETA will increase its appetite for collaborations and form partnerships that will advance national priorities and transformation on all fronts.

In the previous years, our audited performance results have proven that TETA staff members are dedicated and committed to the organisation and are willing to adopt emerging operational changes to advance institutional success. On this historical evidence, I am confident that we will implement the 2023/24 APP successfully.

We can only promise to put in hard work and dedication going forward.

Mrs Maphefo Anno-Frempong
TETA Chief Executive Officer

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

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan

- *Was developed by the management of the Transport Education Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;*
- *Takes into account all relevant policies, legislation and other mandates for which TETA is responsible.*
- *Accurately reflects the impact, outcomes and outputs which TETA will endeavor to achieve over the period 2023/2024.*

Mrs Morongoe Nkabinde
Senior Manager: Skills Development and Learning Programmes

Signature: ..... Date: 30 November 2022

Mr Nchaupe Maepa
Chief Financial Officer

Signature: ..... Date: 30 November 2022

Mr Famanda Shirindza
Chief Operations Officer

Signature: ..... Date: 30 November 2022

Mrs Maphefo Anno-Frempong
Chief Executive Officer

Signature: ..... Date: 30 November 2022

Approved by:

Dr. Eugenia Xoliswa Kula
Board Chairperson

Signature: ..... Date: 30 November 2022

Transport Education Training Authority
Driven by Vision

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

INTRODUCTION

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

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

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

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

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

TETA Skills Development Priorities

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

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

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

[1]National Development Plan 2030

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

Table 1: Transformation Imperatives

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

ANNUAL PERFORMANCE PLAN

OUR MANDATE

PART A

PART A – OUR MANDATE

1. Updates to Institutional Policies and Strategies

Constitutional

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

Substantive

- Skills Development Act (No. 97 of 1998)

Financial

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

Supporting

The list below is not exhaustive:

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

Other Frameworks

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

2. Updates to Institutional Policies and Strategies

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

Diagram 1: Institutional Policies and Strategies

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

ANNUAL PERFORMANCE PLAN

OUR STRATEGIC FOCUS

PART B

PART B – OUR STRATEGIC FOCUS

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

3. Updated Situational Analysis

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

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

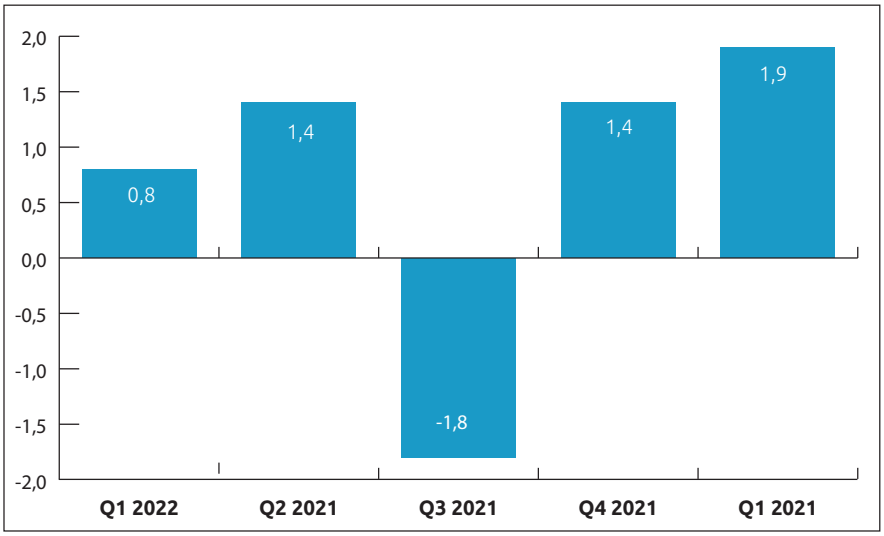
- Land (rail, road freight, road passenger, taxi);
- Air (aerospace);
- Sea (maritime); and
- Inter-or multi-modal (forwarding and clearing, and freight handling).

Transport sector GDP contribution

The South African economy shrunk by 1,8% in the third quarter of 2021 after it recorded growth for four consecutive quarters. The decrease in quarter 3 of 2021 have factored in the economic disruptions caused by the July 2021 social unrest. Six sectors; including Transport, storage, and communication; recorded negative growth in quarter 3 of 2021 (StatsSA 2022).

The real Gross Domestic Product (measured by production) increased by 1,9% in the first quarter of 2022, following an increase of 1,4% in the fourth quarter of 2021. This growth rate is slightly higher than pre-pandemic levels. The economic impact of the devasting floods in KwaZulu-Natal (April 2022) is expected to reflect in the GDP of the second quarter of 2022.

Growth in GDP (%)

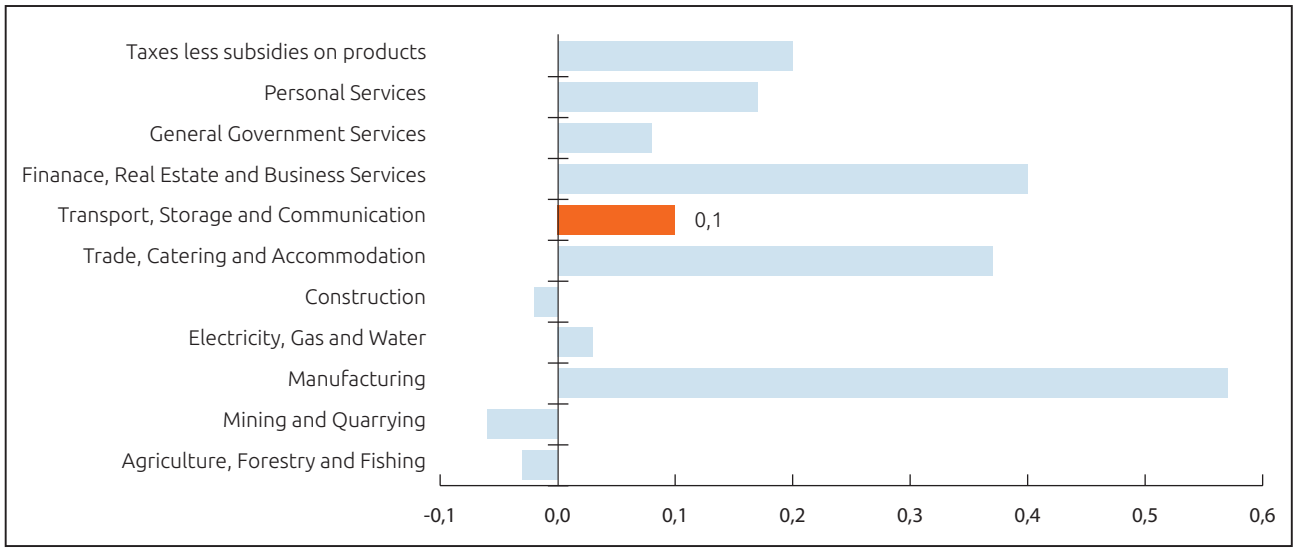


Source:[1] *Statistics South Africa, Gross Domestic Product Q1 2022*

[1]http://www.statssa.gov.za/publications/P0441/P04411stQuarter2022.pdf

Contributions to GDP growth by sector (% points)

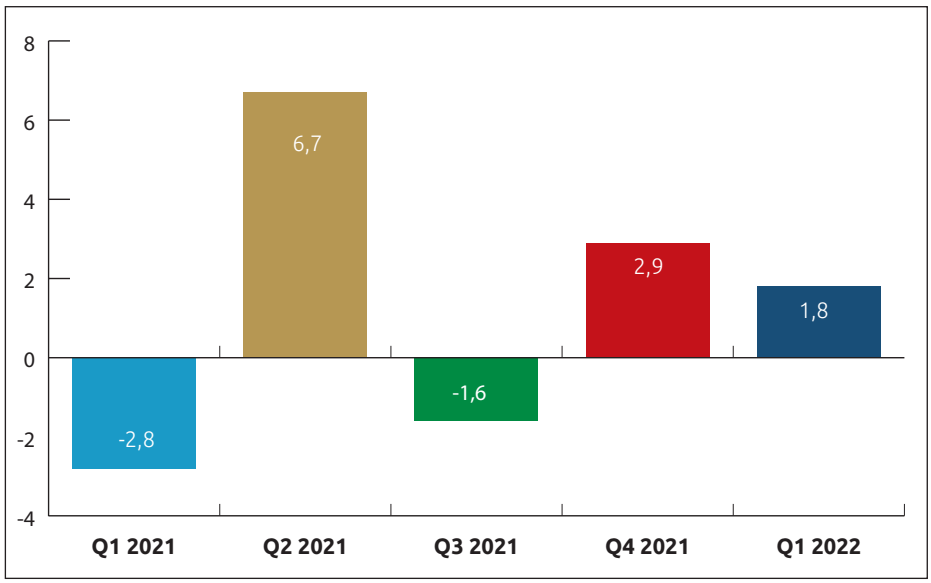
The graph below illustrates value added to GDP by the transport, storage, and communications sector.



Source: [2] *Statistics South Africa, Gross Domestic Product Q1 2022*

Transport, storage, and communication was among the sectors that contributed positively to the GDP growth. The transport sector contributed 0,1 percentage points to GDP growth and increased at a rate of 1,8 percent in the first quarter of 2022. The increase in the sector's growth was attributed to increased economic activity for land Transport and communication services.

Transport, storage, and communication growth rate (%)



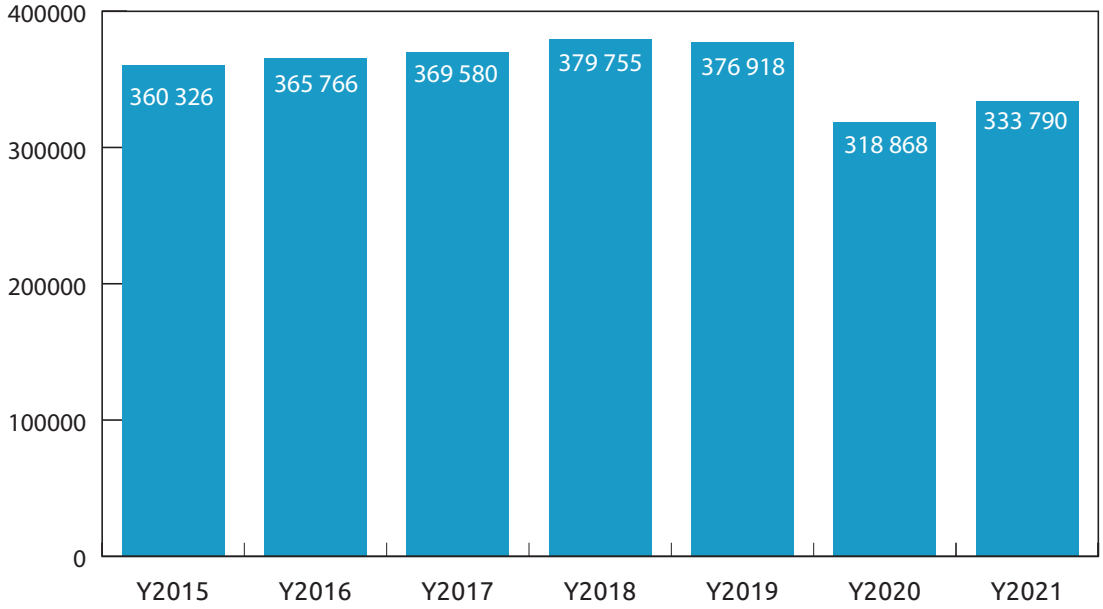
Source: [3] *Statistics South Africa, Gross Domestic Product Q1 2022*

[2]http://www.statssa.gov.za/publications/P0441/P04411stQuarter2022.pdf
[3]http://www.statssa.gov.za/publications/P0441/P04411stQuarter2022.pdf

PART B – OUR STRATEGIC FOCUS

The graph below illustrates value added to GDP by the transport, storage, and communications sector. Value added of a sector refers to the contribution of the sector to overall GDP. Gross Domestic Product from the sector increased from R318,9 billion in 2020 to R333,8 billion in 2021.

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



Source:[4] *Statistics South Africa, Gross Domestic Product Q1 2022*

[4]http://www.statssa.gov.za/publications/P0441/P04411stQuarter2022.pdf

Transport Sector Employment Contribution

A closer look at the sector's employment profile reveal that the Transport sector is the seventh-highest employer in the country compared to other economic sectors. This is according to the STATSSA Quarterly Labour Force Survey, quarter 1 of 2022. The Transport sector experienced a quarter-to-quarter increase of 10 000 new employees between quarter 4 of 2021 and quarter 1 of 2022. The statistics reported an annual 6,4% increase of persons employed in the Transport sector from 903 000 in quarter 1 of 2021 to 960 000 in quarter 1 of 2022. The annual increase in employment is reflective of the increase in activity in various subsectors including the Road Freight subsector, as the growth of e-commerce has continued.

Employment by industry

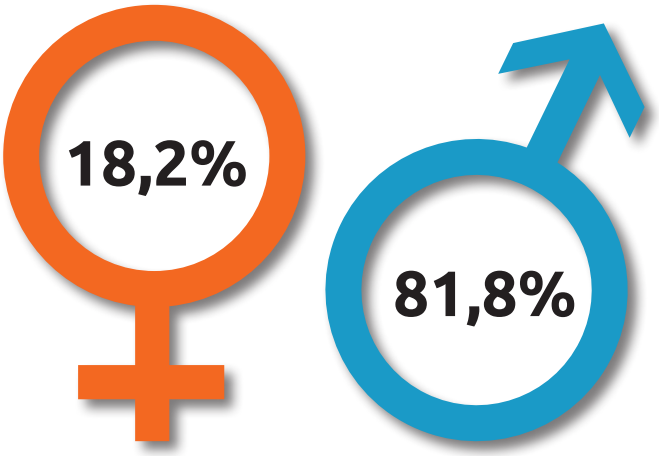
	Jan-Mar 2021	Oct-Dec 2021	Jan-Mar 2022	Qtr.-to-Qtr. Change	Year-on-year change	Qtr.-to-Qtr. Change	Year-on-year change
Total Employment	**14 995**	**14 544**	**14 914**	**370**	**-81**	**2,5**	**-0,5**
Agriculture	792	868	844	-23	52	-2,7	6,6
Mining	395	370	406	36	11	9,7	2,7
Manufacturing	1 497	1 316	1 579	263	82	20,0	5,5
Utilities	115	82	103	21	-12	26,3	-10,5
Construction	1 079	1 133	1 073	-60	-6	-5,3	-0,5
Trade	2 979	2 896	2 994	98	15	3,4	0,5
Transport	903	951	960	10	58	1,0	6,4
Finance	2 527	2 404	2 332	-72	-195	-3,0	-7,7
Community and social services	3 567	3 264	3 546	281	-21	8,6	-0,6
Private households	1 127	1 258	1 072	-186	-55	-14,8	-4,9

Source: [5]Statistics South Africa, Quarterly Labour Force Survey, Q1 2022

[5]http://www.statssa.gov.za/publications/P0211/P02111stQuarter2022.pdf

The Q1 2022 Quarterly Labour Force Survey indicates that the Transport sector is male dominated with 8 out of 10 employees (81,8%) in the sector being male. Despite fewer females employed in the Transport sector, the quarter-on-quarter comparisons show that more females than males were hired between quarter 4 of 2021 and quarter 1 of 2022. Between quarter 4 of 2021 and quarter 1 of 2022, female employment in the sector increased by 7,8%, compared to the proportion of males employed which decreased by 0,4%. The increase in female employment in the sector shows attainment of the TETA transformation imperatives of providing more access opportunities for women, though at a slow rate. This prompts TETA to intensify its initiatives in increasing the labour force participation of women through partnerships with employers to create employment opportunities for women.

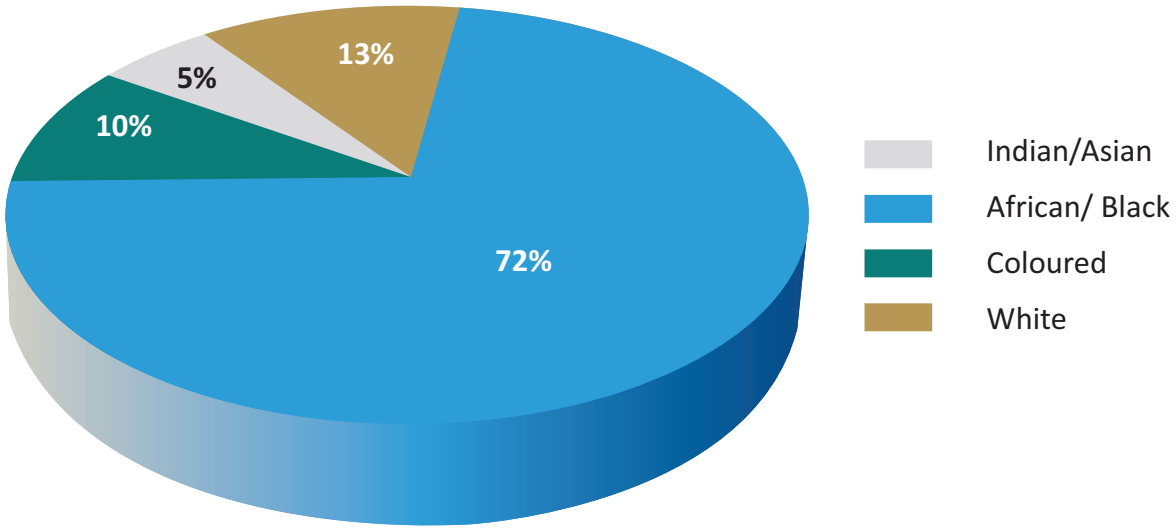
Employment by Gender



Source: [6]Statistics South Africa, Quarterly Labour Force Survey, Q1 2022

Black African employees (72%) constituted the majority of the workforce in the Transport sector. This was followed by White employees (13%), Coloured employees (10%), and 5% of the Transport sector workforce is made up of Indian/ Asian employees. The statistics shows that there is a large representation of black African people, which is in line with the country's demographics. However, this population group occupies low-skilled occupations in the sector. This suggests that there is no true transformation occurring in the Transport sector.

Employment by Race



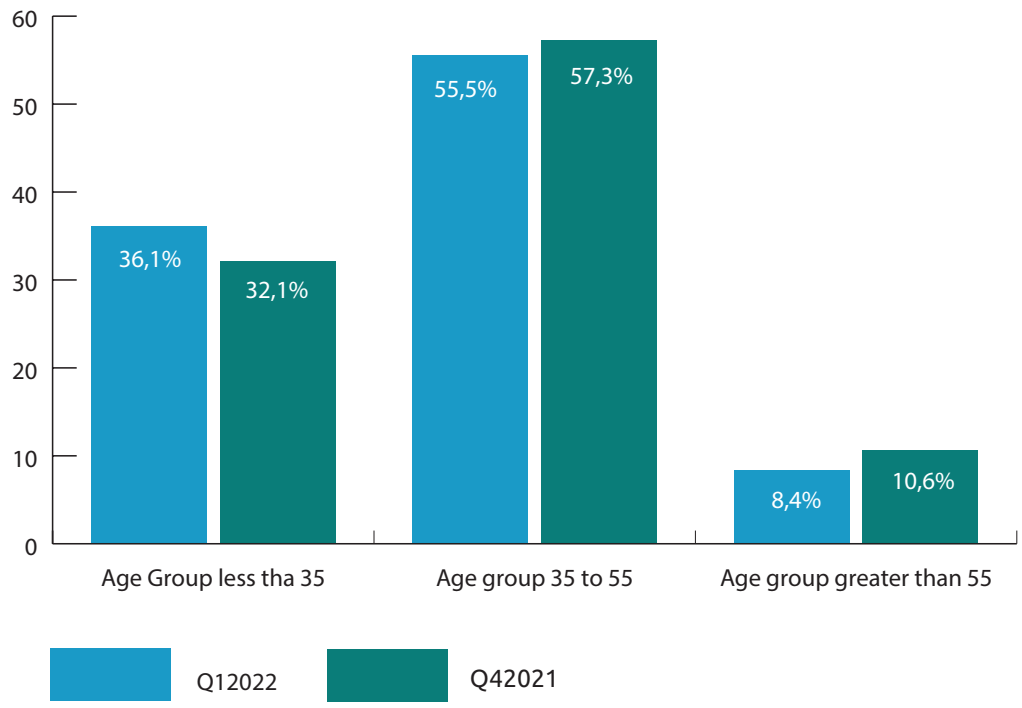
Source: [7]Statistics South Africa, Quarterly Labour Force Survey, Q1 2022

[6]http://www.statssa.gov.za/publications/P0211/P02111stQuarter2022.pdf
[7]http://www.statssa.gov.za/publications/P0211/P02111stQuarter2022.pdf

The dominant age group of employees within the Transport sector is 35 to 55 years old (57,3%). In quarter 1 of 2022, there was a slight increase in the number of employees between the age of 35 to 55. There was a 4% decrease in the youth (aged 35 years and younger) employed between quarter 4 of 2021 (36,1%) and quarter 1 of 2022 (32,1%). The low participation of young people in the Transport labour market is reflected in the national unemployment statistics where unemployment is more prevalent in the youth. This results in youth not acquiring the necessary experience and skills that are needed for them to replace the ageing workforce. TETA continues to support training and development of young unemployed persons in pursuit of creating opportunities for them and increasing their employability. The over 55 year's age group of employees made up 10,6% of the Transport sector labour force, which was a slight increase from quarter 4 of 2021. It is notable that though employees aged over 55 years old have the lowest proportion, they are experienced and possess skills that are key to the sector. This highlights the concern that stakeholders raised during the SSP workshops, that some companies have to retain retiring staff or re-hire retired employees because of the lack of skilled young people entering the sector.

Therefore, skills and knowledge transfer from the aged to the young should be advocated to enable skilled youth to be employable and retain the skills and knowledge in the sector. Skills transfer should be influenced by TETA's objectives of increasing participation of youth in the sector's labour market by focusing programmes on the youth to prepare them for the labour market.

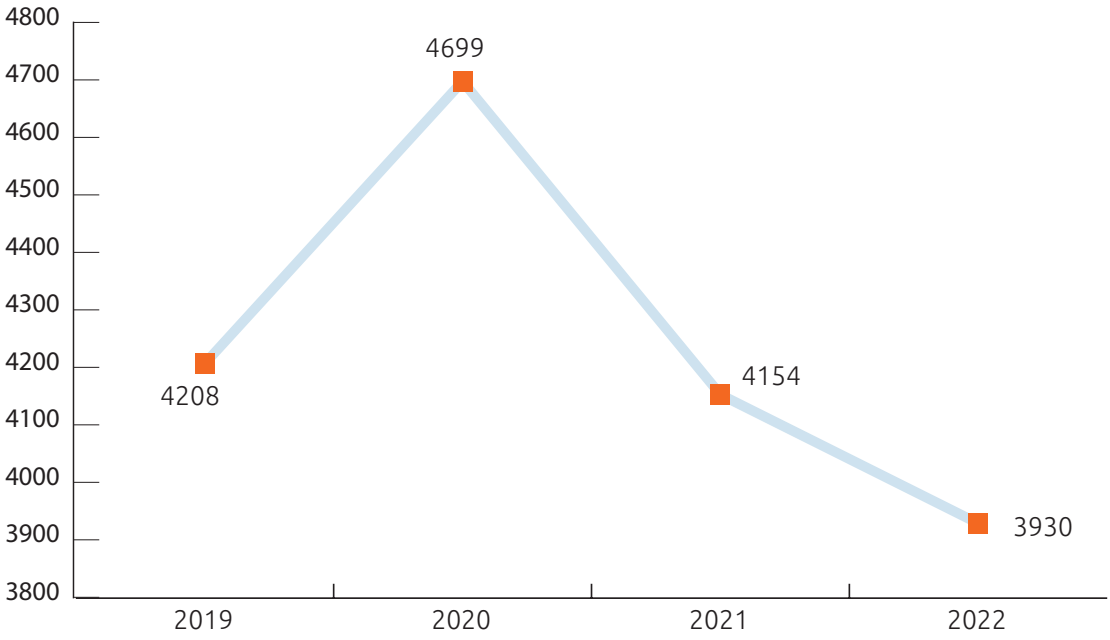
Employment by Age Group



Source: [8] *Statistics South Africa, Quarterly Labour Force Survey, Q1 2022*

The information on the proportion of Persons with Disabilities (PwDs) working in the Transport sector was obtained from the 2022 WSP/ATR data. The data shows that the number of PwDs employed by companies that submitted WSP/ATR has continued to decrease from 4 699 in 2020 to 4 154 persons in 2021 and a further decline in 2022 to 3 930 persons. This is a 13% decline and shows a serious need to prioritise this demographic group, because Employment Equity Act requires that this group be prioritised. The White Paper on the Rights of Persons with Disabilities highlights issues around the inadequate training of PwDs, and the need to facilitate skills development to enhance their ability to access employment opportunities (Department of Social Development, 2016). This decline might have been exacerbated by the effects of the COVID-19 pandemic.

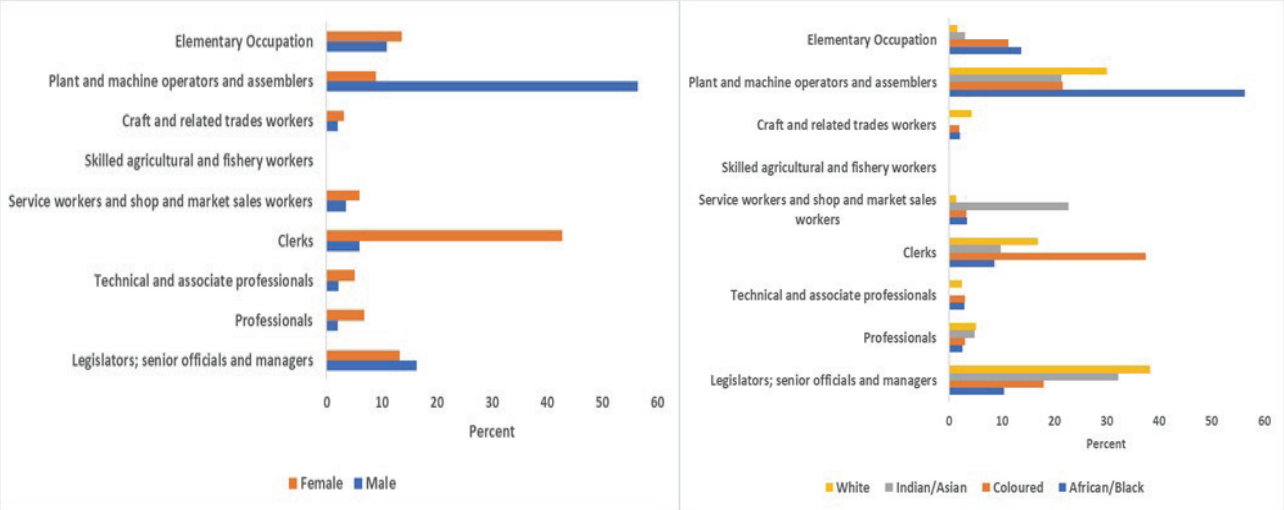
Number of Persons with Disabilities employed



Source: WSP/ATR (2019 – 2022)

[8]http://www.statssa.gov.za/publications/P0211/P02111stQuarter2022.pdf

Occupational groups by Race and Gender



Source:[9] *Statistics South Africa, Quarterly Labour Force Survey, Q1 2022*

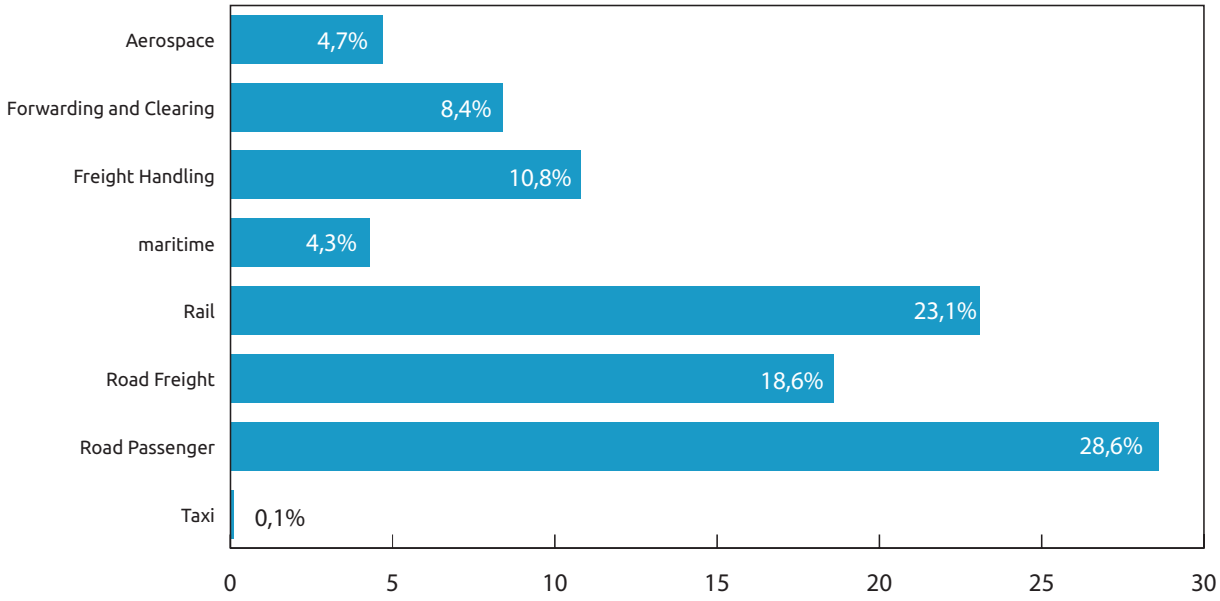
The Statistics South Africa QLFS Q1 2022 data shows that there are four dominant occupational groups in the Transport labour market. These include Plant and Machine Operators and Assemblers (47,8%); Senior Officials and Managers (15,8%); clerks (12,7%); and Elementary Occupations (11,4%).

The figures above illustrate the proportions of occupational groups within gender and racial groups. While the sector's workforce is characterised by high number of male employees than females, it is evident from the QLFS data that females dominate 6 out of 9 occupational groups. The highest proportion of females are employed as Clerks, this constitutes about 40% of females. Conversely, male employees are predominantly Plant and Machine Operators and Assemblers (56%) followed by Senior Officials and Managers (16%).

The sector is improving regarding racial transformation; for example, Black Africans make up most of the transport workforce and the proportions have increased since 2017 to date. However, comparing Black Africans with other racial groups across occupational groups displayed that Black Africans are predominantly employed as Plant and Machine Operators and Assemblers, and Elementary occupations. Black Africans are unlikely to be employed as Senior Officials and Managers. TETA focuses on up-skilling Black Africans to enable them to increase representation and occupy higher-level jobs.

[9]http://www.statssa.gov.za/publications/P0211/P02111stQuarter2022.pdf

Employment Distribution by Transport subsector



Source: WSP/ATR (2022)

The figure above shows the employee distribution according to Transport subsectors, based on data generated from the WSP/ATR 2022. The Road Passenger subsector is the largest employer, employing 28,6% of the transport sector labour market. This is followed by the Rail subsector, which employs 23,1% of the employees. Thirdly, the Road Freight companies account for 18,6% of the total employee make up. Freight Handling is the fourth largest employer (10,8%), this is followed by Forwarding and Clearing companies that submitted at 8,4% of the employee count, then Aerospace at 4,7%, 4,3% which is Maritime, and 0,1% of the employees are in the Taxi industry companies. It is important to note that the employment data refers to the formal economy and, therefore, does not consider over half a million people employed in the informal economy of the taxi subsector. The taxi subsector is informal and unregulated but an essential part of the South African transport sector and plays an important role in the country's economy.

Factors affecting skills demand and supply

The factors that have shifted the demand and supply of skills in the Transport sector are discussed below.

The fourth industrial revolution (4IR) and technological innovations

Technology is a strong driving force when it comes to transforming highly interconnected supply chains, and allowing businesses to connect and collaborate on transport, storage, and management of goods and services within and across borders. Technology and innovation for the sector means that operators are able to gain real-time information about goods and/or people in transit; and customers can enjoy the flexibility, convenience, security, time efficiency and reduction in the prices of services. The disruption caused by the Fourth Industrial Revolution is having a profound impact on skills development workers within the sector and transformed the nature and direction of jobs. The table below shows the various technological advancements that affect and have the potential to affect the South African Transport sector:

Examples of Technological Advancements Applicable to the Transport sector

Technology Advancements	
Artificial Intelligence	Sensor Technology
Augmented Reality (AR) and Virtual Reality (VR)	Advanced Materials
Automation & Robotics	Predictive Maintenance
Internet of Things	3D Printing (Additive Manufacturing)
Cybersecurity	Modelling and Simulation
Computational technologies	Blockchain
Analytics and Big Data	Green Technology

Source: TETA a, 2022

It is becoming more and more critical to their survival, for Transport companies to upgrade their technologies to remain competitive and productive. Technological advancements are driving operations and creating new and emerging occupations, skills, and businesses. Some companies in the sector recognises the disruptive effect that technologically inclined new business models such as e-hailing and e-commerce businesses, are having on traditional modes of passenger and freight transport. Most role players in the sector have responded to 4IR in a way favourable to business growth and development. However, technological advancements have brought about competition that has led to a shrinkage of other businesses due to an inability to adopt to new technology. The technological innovations highlighted by stakeholders include cybersecurity, robotics and drone technology, artificial intelligence (AI), machine learning, and mobile App development technologies. These are the key areas where skills development is currently required in the South African Transport sector.

Frey & Osborne (2017) analysed transport jobs based on the processes they required and developed a probability model for the computerisation of Transport occupations.

Frey & Osborne's (2017) probability model for computerization of transport occupations [12]

Occupations	Probability of Computerisation
Commercial Pilot	55%
Transport & Distribution Manager	59%
Bus Driver	67%
Light truck/delivery driver	69%
Bus &Truck Mechanic	73%
Heavy Truck Driver	79%
Locomotive Engineer	96%
Shipping & Receiving Clerk	98%
Cargo & Freight agent	99%

[10]TETA a, 2022. Transportation Industry in the context of the 4th Industrial Revolution: The skills responses implications for chambers. TETA Research Report. https://www.teta.org.za/index.php/chambers/qcto/qualification-development/category/47-research-study-reports?download=297:transportation-industry-in-the-context-of-the-4th-industrial-revolution

[11]TETA a, 2022d. TETA 4IR study report phase 2: How technology is impacting skills for the future world of work.

[12]Frey, C. B., & Osborne, M. A. (2017) The future of employment: How susceptible are jobs to computerisation? Technological Forecasting and Social Change, 114, 254–280, [online] https://doi.org/10.1016/j.techfore.2016.08.019

On the skills supply side, TETA conducted a study to assess the alignment of transport qualifications to emerging technological skills (TETA, 2022a). The study found that Transport companies embrace 4IR technologies while PSET institutions lag in offering skills related to technology. This creates a mismatch of skills in the sector. To ensure supply of technological skills that are responsive to labour market demand, the study recommended a review of curricula, upskilling, and reskilling of employees on new technology and a top-up transport and logistics programmes with a bridging programme in technology and entrepreneurship for work readiness purposes. TETA in a quest to provide the Transport sector with relevant technological skills has entered partnerships with universities (Tshwane University of Technology, University of Johannesburg, and Stellenbosch University) to collaborate on developing training modules to address technological skills and provide training to the employed in the sector with the purpose of reskilling and upskilling. These partnerships will enable TETA to ensure that the Transport sector employees are capacitated and equipped with skills that would ensure productivity and competitiveness.

Green Economy for Sustainable Development

The introduction of green transport in South Africa is a very complex endeavour, mainly because the transition towards it presents a variety of challenges and opportunities. The first key challenge is that while the Government has developed good policies that are aligned to international trends; however, the implementation of such policies including placing the country on a low carbon trajectory, remains problematic in the context of the major socio-economic challenges the country faces. On the other hand, transition to green transport is likely to present job opportunities which will allow the country to integrate green transport in the general value chain for the advancement of an eco-friendly, low carbon and energy efficient transport sector (Nethengwe, 2021). Green transport strategies for the transport subsectors should be explored and introduced (TETA a, 2022).

South Africa launched the first Green Transport Strategy (GTS) to promote a transport system that is environmentally friendly, further boosts economic growth and creates jobs. The Green Transport Strategy for South Africa (2018-2050) objective is to substantially reduce greenhouse gas (GHS) emissions and other environmental impacts from transportation by 5% by 2050 According to the Department of Transport (2018), the Transport sector is the most rapidly growing source of GHS emissions in the country, and its continued growth is expected to negatively impact on biodiversity, air quality, land resources and water quality. The Transport sector accounts for 10.8% of GHG emissions in the country, and road transport is responsible for 91.2% of that. In the GTS, one of the fundamental approaches to the greening of the Transport sector is the introduction of integrated transit systems (DoT, 2018).

[13]TETA, 2022a. A comprehensive study on assessing transport skills programmes and qualifications' alignment to the technological changes in the sector and industry strategies on technology, and the implications for labour market outcomes of graduates.

[14]Nethengwe, N. S. 2022. Transport Modes and the Green Economy. In Green Economy in the Transport Sector (pp. 21–36). Springer International Publishing. https://doi.org/10.1007/978-3-030-86178-0_3

New Business Models

E-hailing is a service provided to book public transport services through electronic applications. E-hailing services, also referred to as the 'disruptors' of the road passenger industries, were first introduced to South Africa in 2013 when the United States operator Uber entered the local market. This was followed by the Estonian company Bolt (formerly Taxify) in 2015. This introduction of e-hailing revolutionized the transport economy by providing a much-needed new business model, that was not only positive and convenient for customers, but also created new businesses and decent jobs. Despite all the benefits created by e-hailing services their impact on traditional taxi services has been nothing less than disruptive. There is also an inability to determine whether these e-hailing companies are Transport companies or Tech companies. Therefore, the lack of regulation is creating challenges for the traditional minibus and metered taxi industries, but also for e-hailing drivers themselves who recently went on strike for a fair regulatory environment to be created by the Government (Diko, 2022). One of the key benefits of e-hailing is the economic freedom given to drivers.

Global Energy crisis

Russia's invasion of Ukraine on 24 February 2022 has completely changed the global energy landscape. It has forced governments, private sector companies and other organisations to reduce their dependency on Russian energy. The prices of oil, fuel, natural gas, and coal have all skyrocketed. This had has had far-reaching impacts on the global energy system, disrupting supply and demand patterns and fracturing long-standing trading relationships. One of major effects has been the increase in energy prices globally, severely affecting households, industries and entire country economies – particularly, those in developing countries. In addition, this energy crisis has the potential to derail efforts to tackle the reduction of global greenhouse emissions, and climate change (Birol, 2022).

Economic Reconstruction and Recovery Plan (ERRP)

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

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) has been developed to ensure effective implementation of the ERRP and that the plan is not compromised by skills shortages. Skills development is an important enabler for ensuring the successful implementation of the plan. The DHET has identified skills needs derived from the List of Occupations in High Demand, the Priority Skills List and the Critical Skills List which is prepared on behalf of the

[15]Department of Transport 2018. Green Transport Strategy for South Africa: (2018-2050). Available from https://www.transport.gov.za/documents/11623/89294/Green_Transport_Strategy_2018_2050_onlineversion.pdf/71e19f1d-259e-4c55-9b27-30db418f105a

[16]Diko, Y. 2022. 'Uber and E-Hailing Companies Need a New Business Model. Eyewitness News [online], 19 April 2022'. Available from https://ewn.co.za/2022/04/19/yonela-diko-uber-and-e-hailing-companies-need-a-new-business-model

[17]Birol, F 2022. 'What does the current global energy crisis mean for energy investment?', 13 May. Available at: https://www.iea.org/commentaries/what-does-the-current-global-energy-crisis-mean-for-energy-investment

Department of Home Affairs. The role players of the ERRP SS are the SETAs, the National Skills Fund (NSF), Quality Councils, PSET system, government departments and the private sector. Their role is to ensure that qualifications are developed in response to demand; there are no skills constraints and that there is provision of skills needed for the implementation of the ERRP. The strategy aims at expanding opportunities for young people to participate in skills development and workplace-based learning programmes. With the technological advancements faced by sectors, the strategy also involves the reskilling and upskilling of the employed persons to prevent further job losses and improve productivity.

In response to the ERRP, TETA participates in the re-skilling of individuals that have lost jobs due to company closures in the sector; supporting SMMEs and providing skills to individuals to enable them to venture into starting their own businesses. TETA's support for economic stimulus programmes and the Economic Reconstruction and Recovery Plan (ERRP) started in the 2020-21 financial year based on projects already contracted for implementation in back yard mechanics, women empowerment, entrepreneurship, ecommerce, logistics and online delivery services. TETA funded Rural Development learning programmes in 5 provinces. TETA has partnered with one of the on-line delivery business giants to train more than 3 000 motorbike drivers nationally for online delivery employment opportunities and own businesses creation purposes. Partnerships with TVET colleges and employers enabled funding for learners to be trained and supported as SMMEs. There are other various economic recovery partnerships with delivery partners that are still in the pipeline and will be implemented and reported during the 2022/23 fiscal year. TETA commits to continue working in partnerships with the industry, and government departments to provide the skills required to address the ERRP to stabilize the economy of the country.

The impact of COVID-19 on the Transport Sector SMMEs

Support for SMMEs to improve competitiveness by creating access to skills development initiatives, is one of TETA's skills development priorities. TETA's short term plan to address this priority is providing support to SMMEs to overcome the impacts of the COVID-19 pandemic through special projects. TETA aims to achieve this by establishing the impact of COVID-19 on SMMEs in the Transport sector and understanding their needs through research. TETA commissioned a study on the impact of COVID-19 on Transport sector SMMEs and the table below summarises the key findings.

Impact of COVID-19 on Transport sector SMMEs	
Changes to Operations	• Restrictions in movement led to a sharp rise in online shopping which grew express Logistics Alternate Modes of working (online/virtual work), reduced staff, work hours and wages/salaries; • Support for SMMEs to improve competitiveness by creating access to skills development initiatives, is one of TETA's skills development priorities. They were more likely to face temporary or permanent business closures due to lack of experience, resources, and limited financial ability to continue with business during the hardships of the pandemic; and • COVID-19 health and safety protocols. SMMEs found it difficult to incorporate health and safety measures on an ongoing basis – due to the costs of PPE and the nature of their business.
Changes to Business Model	• Restrictions on trade (national and international); • Travel and trade restrictions led SMMEs to adapt and diversify their business model to the current economic client and customer demand; • Adopted contracting to substitute for personnel changes and losses; and • Cashless and electronic services due to social distancing and other COVID-19 related health and safety measures.
Changes to Products and Services	• SMMEs lowered their prices and costs to attract or retain customers; • Expanded products/services. Some SMMEs shifted to services such as catering to funerals during the lockdown; • Driven by survivalism; • Delivering PPE equipment; and • Rise in deliveries with the rise in e-commerce.
Work and Workforce arrangements	• Increase in online and hybrid work, which necessitates an agile workforce; • Increase in contracting, multi-skilled employees; and • Need for multi-skilled employees as businesses take on more activities and operational functions.
Long lasting financial impact	• Businesses will take a long time to recover financially due to cash flow changes and temporary business closures.
Technological Advancement	• Sub-sectors to become more digitized and technologically advanced (i.e., the use of Artificial Intelligence, drones and other work aiding technologies).
Up-take in e-Commerce	• The uptake in e-commerce and home deliveries has seen an increase in delivery drivers, owner drivers and scooter drivers; and • Create jobs and opportunities in self-employment
Business requirements for survival	• Formal or more established businesses are robust and experienced, therefore were able to absorb the economic shock of the pandemic through their acquired skills, competencies, and resources, including having computer and/or digital literacy skills and the resources to work from home or remotely such as computers, internet, and the required workspace; • Applied change management practices, furloughs, and retrenchment to survive the impacts of the pandemic; • SMMEs used personal savings, bank loans, COVID-19 relief funds and UIF for survival; • Downsized, explored new opportunities, survived on reduced profits; and • SMMEs indicated they required assistance in applying for funding and other resources.

PART B – OUR STRATEGIC FOCUS

The impact of the Fourth Industrial Revolution (4IR) on the Transport Sector

4IR is characterised by a fusion of the digital and physical worlds; and the use of new technologies such as AI, Automation, Big Data Analytics, Virtual and Augmented Reality, robotics, 3D printing, Blockchain and the IoT. The dynamics of technological changes inevitably have a significant and strategic business impact on organisations, continually presenting them with risks which need to be managed. The risks are manifested as both threats and opportunities. 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.

4IR has been identified as one of TETA's programmes characterised by under-subscription or newly introduced with little traction. To ensure traction and implementation of 4IR programmes, TETA has commissioned a study on the Impact of 4IR on the Transport sector. The study has identified emerging technologies in the Transport subsectors which provide direction on the type of technological skills that are required and should be provided for the sector to operate optimally.

Emerging technologies in the Transport sector include the use of drones in the Aerospace subsector. Drones are used to monitor infrastructure projects and agricultural cops, deliver medicines to remote places and rescue people from difficult to reach locations. Training drone pilots can help in creating a new genre of SMMEs. The Forwarding and Clearing, Road Freight, and Freight Handling subsectors are impacted by the digital transformation that encourages e-commerce. E-commerce accelerated the need for warehousing where goods can be stored and processed; and increased demand for logistics and distribution and the need for scooter/motorcycle drivers for the last mile delivery service. Furthermore, Freight Handling is employing technological opportunities such as automation, robotics, and artificial intelligence in automated (smart) warehouses. Automation in warehouses improves monitoring, receiving, and dispatching of products and can handle storage, retrieval, and order picking in a contained environment. Autonomous shipping, vehicles and trains are some of the technologies emerging in the Maritime, Road Freight, Road passenger, Taxi and Rail subsectors. Another prominent technology in the Transport sector is 3D printing (Additive Manufacturing) used to manufacture rail tracks and parts for cars, aircraft, and ships.

Digitalisation technology impacts mostly passenger transport in the form of digital scheduling of trips, ticketing, and payment. Forwarding and Clearing processes can be improved by blockchain technologies which offers the benefits that include easy coordination of documents and eliminating physical paperwork; the use of smart contracts, efficient approvals, and customs clearance; helps to prevent documentation frauds and product heists; solution for order tracking and authentication to allow same-day and one-hour delivery service. 4IR technologies provide access to real time Big data and Analytics. This enables subsectors in Transport to shift from historical data analysis to future trend predictions; to predict consumption patterns and micro-targeting in respect of marketing and customer experience.

These identified emerging technologies in the Transport sector require relevant support from TETA to the sector to fulfil its mandate of skills development with the aim of producing skilled and capable workforce. TETA is committed to provide upskilling and reskilling opportunities of the employed in the sector as well as partnering with relevant stakeholders to ensure that technological qualifications are developed to produce graduates with the necessary technological skills.

Key findings of the research study on the impact of 4IR in the Transport sector are summarised in the table below:

Subsector	Key Findings
Aerospace	• New types of aerial vehicles are emerging, including supersonic passenger aircraft, more vertical take-off, and landing (VTOL) aircraft and flying cars; • The use of drones in all sorts of configurations has grown rapidly in a wide range of applications, including autonomous flying taxis and for deliveries; • Drones can also be used to monitor infrastructure projects and optimise crop performance; • Training drone pilots can help in creating a new genre of SMMEs; • There are initiatives to develop decarbonised aircraft; • Automation (AI) is accelerating, including in air traffic management (ATM) and airport operations; • Increasing role of the private sector in space-related activities, including space tourism; and • The need for cybersecurity in Aviation companies has led to the employment of people from abroad to operate cybersecurity in the South African Aviation industry.
Forwarding and Clearing	• Digital transformation spurs on further momentum to e-commerce; • E-Commerce has increased the demand of Forwarding and Clearing and Freight Handling (Warehousing); • Block chain (powering cryptocurrencies, smart contracts as well as authentication of the source and journeys of products) may in future eliminate F&C processes and documentation; • Robotic process automation (RPA) will eliminate repetitive data capturing; and • Artificial intelligence, analytics, and big data as well as cloud-based storage and operations.
Freight Handling	• Many of the are disrupting logistics and supply chain management, impacting logistics and supply chains, warehousing as well as delivery, for example; • Automation and robotics, underpinned by artificial intelligence and the internet of things, are disrupting warehousing (automated warehousing); • The COVID pandemic accelerated the trend of online shopping by consumers, which has in turn lead to an increase in shipping and deliveries (and returns). This has placed new pressures on warehouses, even challenging the concept of the warehouse itsel; • New modes of delivery are beginning to emerge, including autonomous delivery vehicles, delivery robots, deliveries by drone and a growing micro mobility delivery industry (which includes the use of "cargo e-bikes" and e-scooters); and • Ride-hailing services as such as Uber and Bolt (Lyft, DiDi) are also entering the delivery sector.
Forwarding and Clearing	• Significant decarbonisation in the maritime sector, including the use of wind, LNG and nuclear power; • Increasing interest in autonomous ships (Crewless vessel that transport containers or bulk cargo over navigable waters with little or no human interaction); • Levels of autonomy can be achieved through monitoring and remote control from a nearby manned ship or through Artificial Intelligence.Safety remains a high priority, including protection against piracy. Several new types of surveillance systems that can track ships on the ocean are being deployed, including the use of satellite-based remote sensing and long-range drones; • In the maritime environment, there is also increasing interest in the mining of the seabed as well as aquaculture; and • Pollution of the oceans, particularly by plastics, is a significant environmental issue.
Freight Handling	• Many of the are disrupting logistics and supply chain management, impacting logistics and supply chains, warehousing as well as delivery, for example; • Automation and robotics, underpinned by artificial intelligence and the internet of things, are disrupting warehousing (automated warehousing); • The COVID pandemic accelerated the trend of online shopping by consumers, which has in turn lead to an increase in shipping and deliveries (and returns). This has placed new pressures on warehouses, even challenging the concept of the warehouse itself; • New modes of delivery are beginning to emerge, including autonomous delivery vehicles, delivery robots, deliveries by drone and a growing micro mobility delivery industry (which includes the use of "cargo e-bikes" and e-scooters); and • Ride-hailing services as such as Uber and Bolt (Lyft, DiDi) are also entering the delivery sector.

Subsector	Key Findings
Maritime	• Significant decarbonisation in the maritime sector, including the use of wind, LNG and nuclear power; • Increasing interest in autonomous ships (Crewless vessel that transport containers or bulk cargo over navigable waters with little or no human interaction); • Levels of autonomy can be achieved through monitoring and remote control from a nearby manned ship or through Artificial Intelligence; • Safety remains a high priority, including protection against piracy. Several new types of surveillance systems that can track ships on the ocean are being deployed, including the use of satellite-based remote sensing and long-range drones; • In the maritime environment, there is also increasing interest in the mining of the seabed as well as aquaculture; and • Pollution of the oceans, particularly by plastics, is a significant environmental issue.
Rail	• Decarbonisation initiatives to replace coal and diesel locomotives with locomotives powered by electricity, batteries, hydrogen, and LNG; • Emerging technologies are also impacting on ticketing, payment, and scheduling as well as signalling and autonomous trains; • 3D printing is being used for the manufacture of tracks; • The race for higher speed trains is continuing, with China and Japan seemingly the main contenders. Hyperloop has emerged as a new type of rail-related technology with high potential; and • Autonomous trains.
Road Freight	• Decarbonisation. The battery vs hydrogen camps are each advancing arguments why their technology is the better one for this application. It is interesting to note how the major manufacturers of trucks are committing to trucks powered by renewable energy; • Other renewable energies are also evident, including LNG, PNG and biofuels. The shift towards electric delivery vans and pickup trucks is also noticeable to encourage decarbonisation; • Autonomous vehicles. Initially aimed at less complex highway usage compared to navigating busy inner cities; • Many emerging technologies are also impacting on fleet management, including robotic process automation, artificial intelligence, analytics and big data and blockchain. Geospatial technologies, the internet of things, remote sensing as well as new modes of payment are particularly relevant here; • Robotics and drone technology are being implemented and there is now a need for drone pilots in South Africa; and • Scooter/Motorcycle drivers.
Road Passenger	• Many of the emerging technologies impacting on personal transport and road freight are also impacting on the road passenger sector, particularly decarbonisation and autonomous vehicles; • As passengers are involved, there is also a focus on health and safety, identification, ticketing and digital payments (which is increasingly replacing cash as the payment method of preference); • Technology such as "WhereIsMyTransport" to expediate passenger and service provider engagement. It is used to collate data regarding routes and timing in the major cities; and • The travel of passengers, particularly in abnormal global situation such as the COVID-19 pandemic, also tends to be more erratic with less predictable patterns. In this regard is it interesting to note the increasing use of AI to assist with scheduling, and the emergence of "on-demand" public transport.
Taxi	• Taxing is an important element of the transport sector, especially in South Africa where many households rely on taxis as their primary transport mode, and subsequently the large number of taxis; • The requirement for the decarbonisation of the taxi industry is highly desirable, but the practical implications and cost of bringing this about are equally daunting; • Ride-hailing schemes, such as Uber (Bolt, DiDi, Lyft) are now available to many across the globe, including South Africa. The business models of these companies rely on the electronically enabled platform technologies and the use of mobile apps, the widespread use of smart phones with sophisticated GPS capability and seamless e-payment platforms. Many of these companies have also entered the delivery sector; and • As is the case with other transport sectors, several autonomous taxi projects are being trialled.

The table below shows a summary of 4IR technologies that apply to Transport subsectors and subsequently have an impact on the skills demand and supply:

Subsector	Technologies Affecting Subsectors
Aerospace	• Application Programming Interface (API), Artificial Intelligence (AI) & robotics (robots and co-bots) • Digitalisation • Big Data (analytics) – across the aerospace value chain. (• Virtual reality for pilots • Aircraft navigation (Vertical landing • Drone Pilots • Artificial Intelligence (used in air traffic management and airport operations)
Forwarding and clearing; Freight Handling and Road Freight	• Full/partial autonomous vehicles • Agile and SMART Operations • Process automation (SMART/Automated Warehousing) • Green revolution • Artificial Intelligence • Big Data & Analytics • Internet of Things • Robotics • Blockchain (SMART contracts) • SMART Telecommunications and cloud technologies • Cybersecurity
Maritime	• Digitization • Unmanned vessels • Full/partial autonomous vehicles • Green revolution • Big Data (analytics) • Artificial Intelligence • Autonomous technology • Machine Learning • Efficiencies in data optimization • Internet of Things
Rail	• Decarbonization – shift from coal and diesel to hydrogen and electric • Hyperloop (very high speed) capsules and trains • Autonomous trains & signalling systems • 3D Printing (rail cars and components/rail parts) • Digitization • SMART technologies • Artificial intelligence • Contactless wireless sensors (RFID) • Robotics • Virtual reality • Geospatial technologies • Telematics • Remote sensing • Drones (to track and trace) • Blockchain
Road Passenger and Taxi	• Big Data (analytics) • Artificial Intelligence • Payment systems • Passenger booking systems • In-transit driver and passenger health & safety • Digital Identity • SMART Transport • Driverless vehicles

PART B – OUR STRATEGIC FOCUS

3.1 External Environment Analysis

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

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

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

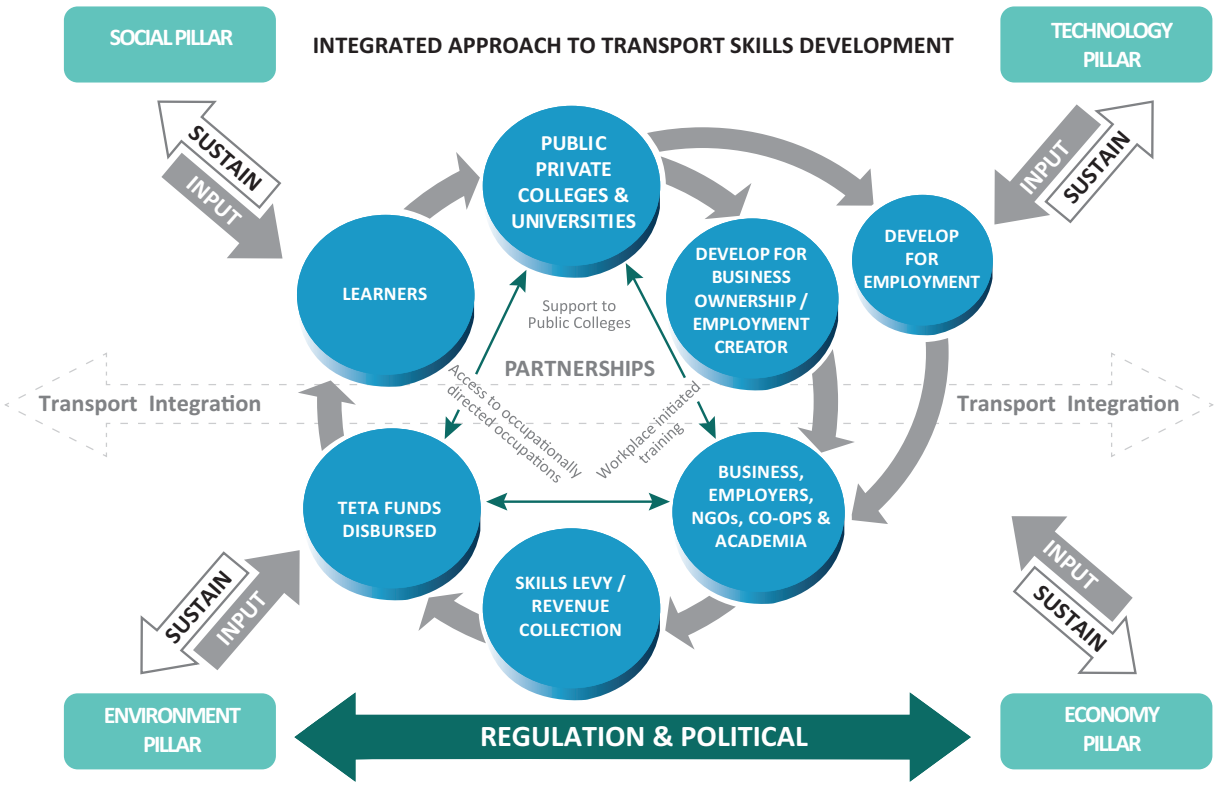
Political	Economic	Socio-cultural and Ethical
• New government mandates affecting targets; • Possible reconfiguration of SETAs Labour policies; • Changes in government structure (departments and leadership); • Trade agreements; and • Effects of geopolitics on execution of mandate.	• Labour disputes and social protests; • High inflation impact on the costs of doing business; • Company and training center closures; • Fraud and corruption; • Competition and barriers to entry; • Unstable global economy; • SETA mandate stretched without matching budget increases; • High unemployment rate; • Skills shortage due to pandemics; • Destruction of infrastructure; • Interruptions of the supply chain; • Load shedding; • Taxi Industry formalization; • Distressed SOEs leading to reduced training opportunities, and levy contributions; • Transport sector transformation; and • Stakeholders not embracing transformation imperatives, demonstrated resistance to change.	• Prevalence of pandemics; • Conflict of Interest; • Significant societal disparities between rural and urban areas • Protests; • Vandalisation of transport infrastructure; • Transport industry disputes; • Road carnage; • Substance abuse; • High rate of unemploment; • Wellbeing of sector employees; • Low matric pass rate (standards) • Lack of skiills transfer in the workplace; and • Low entrepreneuship skills in the country.

Technology and Information	Environmental (Natural)	Legal and Regulatory
• Shift to technology increases elitist group of participants; • SETMIS and QCTO quarterly management reporting; • Fourth industrial revolution (e.g. electric buses), shift to technology/ automation; and • High cost of data and IT infrastructure Limited access to technology and equipment.	• Focus on green economy provides opportunities for research and awareness programmes; • Green economy also places pressure on transport operators to comply or face hefty penalties; • Volatile energy supply; • Insufficient focus on renewable energy training; and • Natural disasters.	• Change in legislation (e.g. BBBEE); • Bureaucracy in legislation approvals; and • Legal disputes between industry and government.

3.1.2 The virtous cycle on the eco-system of PESTEL

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

TETA PIONEERING ECOSYSTEM



3.2 Internal Environment Analysis

TETA has a staff complement of 119, with 72 (60.5%) being female, 47 (39.5%) being male, 43 (36.1%) being youth and 1 (0.8%) people living with disabilities to execute its mandate.

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

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

Strengths

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

Weaknesses

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

Opportunities

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

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

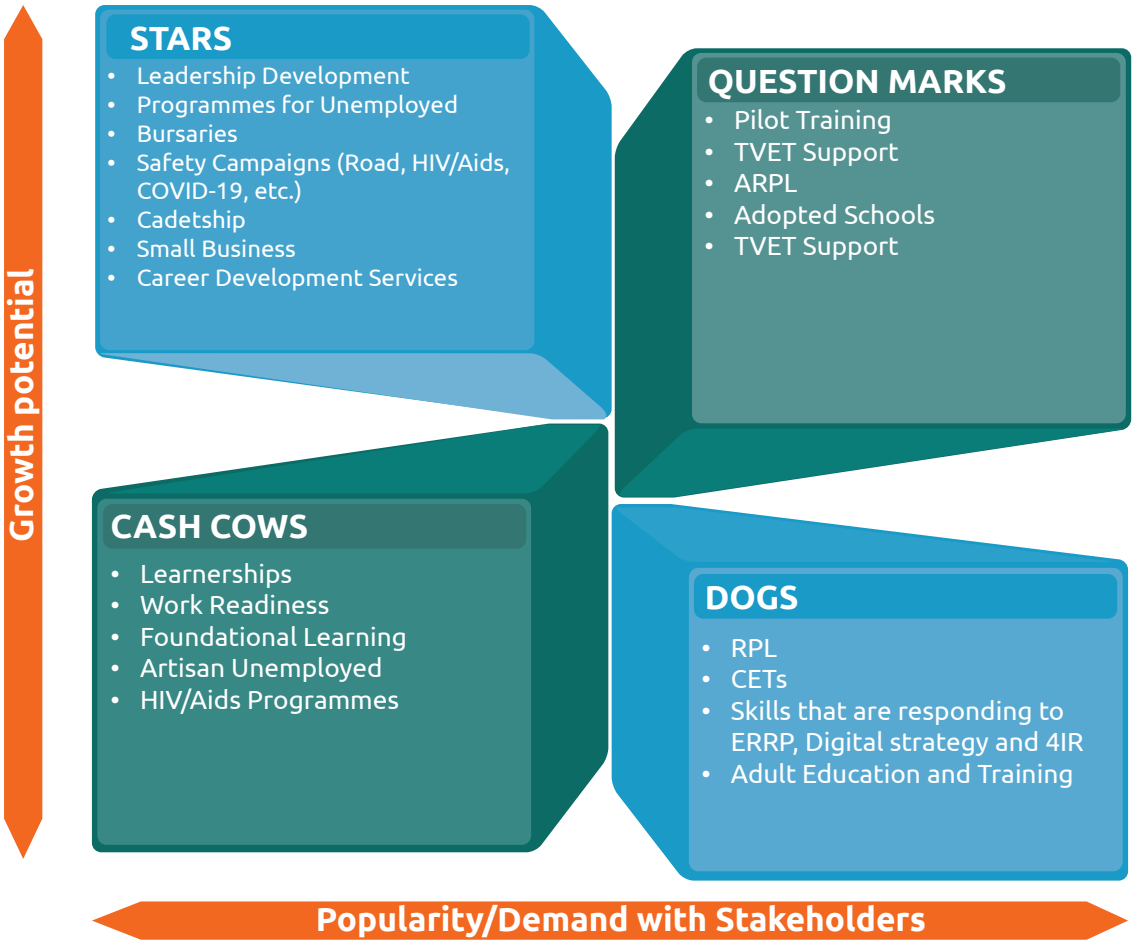
Threats

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


S
STRENGTHS
W
WEAKNESSES
O
OPPORTUNITIES
T
THREATS
• Backbone of the economy is transport
• Innovation
• Levy income
• Functioning Board
• Functional union
• Green economy research
• Partnerships
• Strategic Leadership
• Operation Phakisa
• The know-how (experts)
• Clean audit reports
• Corporate Governance and Employee Wellness
• Change in legislation
• New legislation (e.g. BBBEE, QCTO, NSDP)
• 4th Industrial Revolution
• New markets
• Community college (soft skills)
• Untapped green economy opportunities
• Recycling
• Re-skilling and new skills
• Increased productivity
• Entrepreneurship
• Opening of offices in other provinces
• Provision of infrastructure in rural areas
• Alleviating Unemployment (ability to train, upload CVs on a Job Portal)
• Innovation in response to emerging skills
• Engage Non-MG participants to increase Levy income
• Drones Remote Piloted Aircraft Systems
• Renewable Energy Skills
• Implementation of Chatbots
• Lack of inter-ministerial collaboration
• Disbursement of funds
• Green skills
• Lack of fluid relationship withvpartners
• Lack of strategy on sustainability
• Lack of 4th industrial revolution strategy
• Low MG participation rate
• Ability to respond to industry needs/ emerging skills
• IT Infrastructure and Lack of funding (Demand vs Supply)
• 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 on current skills focus
• Protests
• Competition
• Unstable global economy
• Electric vehicles
• Drones
• Training partners not recruiting enough learners with disability
• Financial sustainability
• Substance abuse
• Protests
• Xenophobia
• Employee wellness
• Road carnage
• HIV/Aids
• COVID-19
• Availability of IT Infrastructure
• Carbon emission
• Carbon tax
• Environmental sustainability
• Emergence of robotics
• Speed of curricula development
• Procurement
• Automation
• Migration to Digitalisation (rural areas)Load shedding
• Cyber-attacks/crime
• Expected dwindling levies
• Poor public transport

3.2.1. Boston Consulting Group Matrix

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



The BCG Matrix tells us the following

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

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

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

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

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

3.2.2. Top Key Strategic Risks

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

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

3.3 Sectoral Challenges and Opportunities

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

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

3.3.1 Transport sector future outlook

The Transport sector remains resilient in the face of the devastating impact of the coronavirus pandemic, the July 2021 social unrest and KwaZulu Natal floods. However, the future outlook of the Transport sector will depend on how well the economy performs and the sector's ability to adapt to the lasting effect of coronavirus (COVID-19) and Fourth Industrial Revolution (4IR).

Economic growth and post-COVID-19 pandemic 9 – After the resurgence of COVID-19 infections towards the end of 2021, the International Monetary Fund (IMF) lowered its expectation for global growth in 2022 from 4.9 to 4.4 per cent (National Treasury, 2022). Alongside elevated inflation rates, the withdrawal of the United States fiscal support package and the consequences of volatility in China's troubled real-estate sector. It is projected that by the end of 2022, developed countries will have returned to pre-pandemic output levels, but developing countries will not have fully recovered. In many cases, employment continues to recover more slowly than GDP. South African unemployment is still heavily affected by the COVID-19 pandemic. The official unemployment rate was 34,5% in the first quarter of 2022, according to Quarterly Labour Force Survey (STATSSA, 2022a).

Fortunately, South African government has lifted the National State of Disaster, as of 4 April 2022. However, there remains a high degree of uncertainty over the trajectory of the virus and policy responses. It has been reported that the country is experiencing a new surge of COVID-19 from the Omicron sub-variant (NICD, 2022). The new variant is expected to prolong the pandemic and disrupt economic activity. The National Treasury projects real economic growth of 2.1 per cent in 2022, compared with 2021 Medium Term Budget Policy Statement (MTBPS) estimates of 1.8 per cent. Real GDP growth is expected to moderate to 1.7 per cent in 2024. Although South Africa is still expected to return to pre-pandemic production levels this year, it is important to note that the economy was in recession before the outbreak of the pandemic – largely due to the impact of existing structural constraints (National treasury, 2022).

- Fourth industrial revolution – Artificial intelligence (AI), blockchain, 3D printing, virtual reality, computational technologies, biotechnology, innovative materials, energy capture and the internet of things (IoT) would significantly shape the future outlook of the transport industry in South Africa. The nature of disruptive technologies is such that they can disturb the system in favour of emerging technology. The disruptive technology replaces existing technology with a newer, better, efficient, workable, and high-performance system (Ebrahim, 2019). It signals the readiness of a society to move into a different future based on advanced principle propelled by innovation. In South Africa, AI and the internet of things are interconnected, working together to shape the future outlook of the transport sector.

  The future outlook of the transport industry will greatly be influenced by understanding how IoT operates. The use of these technologies will transform the transport industry and contribute to economic growth in South Africa. We noted that the various sub-sectors are already using the IoT. Application of these technologies already has been applied in the transportation industry. TETA 4IR study on how technology is impacting skills for the future world of work (TETA, 2022d) identifies the emerging technologies in the Transport subsectors. Technologies such as drones in Aerospace; blockchain in Forwarding and Clearing; automation in the Freight Handling, Road Freight, passenger transport (Rail, Taxi and Road Passenger); digitalisation in passenger transport; and 3D printing and Big Data cutting across all subsectors are adopted in the sector, though at a slow rate in some subsectors.

Investment in technology and innovation will be key to the future output of the sector. Adopting technologies would ensure the optimisation of transport operations as high-quality data and analytics become readily available for transport planning and operations. A notable challenge is that the technology disruption is happening against South Africa developmental context, evident by the rising cost of production, relatively low productivity levels, lack of high skills labour and uncertainty about government policy (Campbell 2017).

- Transport Infrastructure - There is consensus amongst both public and private sector stakeholders that there is an urgent need for the South African Government to upgrade infrastructure across multiple economic sectors. Investment in and the prioritisation of transport infrastructure to boost economic growth and create jobs has been highlighted by the Infrastructure Fund (IF) and Infrastructure South Africa (ISA). According to a report by the IMF, "amongst OECD countries, an increase of 1% in infrastructure investment, decreases unemployment by 0.11% in the short term and 0.35% in the medium term. However, South Africa has not yet tapped into this potential at scale" (Kobus, 2022).

- Transport sector competitiveness - The Transport sector is critical in driving the various sectors of the South African economy and the competitiveness of South Africa in the global markets. The sector is the engine that drives the South African economy and socio-economic development in the country. In addition to serving the South African economy the sector also plays a critical role in serving regional countries that use the sector's infrastructure i.e., roads, ports, rail, air etc. to transport goods. To strengthen the competitiveness of the sector, the South African government is putting several measures and interventions such as the rail sector reforms that are aimed at improving the efficiency, effectiveness and competitiveness (Kneale 2021). In addition, during the State of the Nation Address the government highlighted the plans to corporatize the Transnet National Port Authority so as to create a greater efficiency, lower costs and increase the competitiveness of the sector (SONA 2022). These plans are also complemented with further plans to allow the private sector rail operators to have access to the rail freight network – this will increase investment in the sector by the private sector and increase the volume of goods that are transported through rail.

  The road freight sector is the preferred mode for most of the goods transported in South Africa and to other regional countries. Despite its importance the road freight is facing several challenges that include floods in KwaZulu Natal, high global oil prices, sporadic unrests that disrupt the movement of goods and damage infrastructure. In addition to these challenges there is also a reduced demand due limited consumer spending, high input costs and competition from e-commerce and labour demands (Kneale 2021).

  With regards to the Aerospace, the subsector is competitive, however it is facing some challenges. South Africa's ten airports handle more than 98% of the country's commercial traffic, with 200 000 aircraft landings and 10 million departing passengers annually. These are the OR Tambo International in Johannesburg, Cape Town International, and the King Shaka International, outside Durban. The seven smaller airports are domestic airports: Port Elizabeth, East London, George, Kimberley, Upington, Pilanesberg, Lanseria (Midrand), Gateway (Polokwane), Nelspruit and Kruger (Mpumalanga). The competitiveness of the sector is threatened by reduced capacity of South African Airways and the current liquidation process of Comair airline. The implication is that jobs are lost and the contribution of the sector to the economy is also reduced.

The sector is also increasing its competitiveness through adopting 4IR technologies and capitalising on opportunities that arose from the pandemic. The sector has been capitalising on growth in e-commerce and food delivery business. In addition, the sector is also exploring new skills that complement the current new business models and shifts in technological advancements.

3.4. TETA Skills Development Priorities

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

TETA Skills development Priorities

Table 8: TETA Skills Development Priorities

Priorities	Strategic Objectives	Objective Statement
4th Industrial Revolution	Implement research strategy	• Aggressive search and identify new occupations and skills gaps that are emerging as a result of technological changes; • Development of qualifications and training material aligned to the changing technology; and • Re-align TETA practices to the utilisation of electronic and digitised systems
Road safety	Increase road safety through awareness programmes and impactful accident prevention projects	• TETA will commission a study that will inform the strategic partnership framework that should be adopte to optimise rollout of safety related programmes in the sector
Employer participation	Increasing the approved workplaces to ensure more workplace based interventions	• TETA will conduct geographic mapping to locate all TETA committed funds and use that to identify areas where satellite offices can be opened
Transformation	Support rural development, including NGOs, CBOs and other organisations in rural areas. This includes efforts towards the realisation of TETAs transformation imperatives which include gender and disability	• The rural development strategy has been developed to assist implement adequate and relevant projects for rural development. TETA also aims to introduce efforts towards the realisation all other transformation imperatives
SMME/ Entrepreneurship	Improve the competitiveness and job creation propensity of SMMEs by creating greater access to skills development initiatives	• SMMEs/Entrepreneurship will be supported through the implementation of the Small Business Development Strategy with flexible approach to varied needs of the small businesses
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 that should be adopted to optimise skills development in the sector
Pandemics	TETA to partner with the QCTO and SAQA to ensure that simulation training in all viable qualifications is accredited in order to be on par with the global changes in training environment	• Pandemics have accelerated virtual learning and and use of simulators for learning programmes, however the TETA-QCTO-SAQA environments needs to put processes and structures in place to ensure that businesses/training providers can move towards this way of operating
Revenue Diversification	Optimise the business and funding model of the SETA to attract strategic investment in the rollout of skills development in the sector.	• Increase co- funding partnerships in response to decline levy income caused by Covid 19 end with covid 19 and semicolon then push down the sentence starting with TETA and add bullet ending with fullstop
Africa Free Trade Agreements	TETA to partner with the African countries to ensure relevance in terms of trading and supply chain management	• Increased opportunities for all transport sector companies
TVET Partnership	Facilitate the Private Public Partnership between the colleges and the stakeholders in various provinces where colleges are situated.	• In the short term, it is recommended that TETA support TVET Colleges through special projects, where assistance is provided to TVET colleges to open doors for skills development programmes; and • Benchmarking opportunities and leveraging on skills training across different countries

Table 9: TETA Sectoral Priority Occupation and Interventions List

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
TETA	2023/2024	2021-732102	Delivery Driver (Motorcycle)	Motorcycle Dispatch Driver	Skills Programme	N/A	N	2 400	250
				Compactor Driver (Rubbish Collection)	Learnership	3	Y	10	10
				Dumper Truck Driver	Learnership	3	Y	30	30
					Recognition of Prior Learning (RPL)	4	Y	20	20
					Skills Programme	N/A	N	5	5
				Freight Operator	Bursary: Diploma in Road Transport Management	6	Y	3	3
					Learnership	1	Y	62	60
						3	Y	297	297
						4	Y	55	55
						N/A	N	12	12
					Recognition of Prior Learning (RPL)	4	Y	2	2
	2023/2024	2021-733201	Truck Driver (General)		Skills Programme	1	Y	1	1
						2	N	2	2
						3	Y	12	12
						4	Y	4	4
						N/A	N	3	5
				Logging Truck Driver	Skills Programme	1	N	3	3
				Lorry Driver	Learnership	1	Y	5	5
						3	Y	15	15
							N	20	20
					Skills Programme	4	Y	68	68
						2	Y	4	4
						3	N	5	5
						6	Y	2	2
						N/A	N	422	200

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
TETA	2023/2024	2021-733201	Truck Driver (General)	Road Train Driver	Skills Programme	3	Y	1	1
						4	N	5	5
				Tilt Tray Driver	Skills Programme	4	Y	10	10
	2023/2024	2021-821601	Fishing Hand	Deep Sea Fisherman	Learnership	3	Y	173	100
						4	Y	39	39
					Skills Programme	4	Y	36	36
				Fisherman	Learnership	3	Y	78	78
						4	Y	124	100
					Skills Programme	4	N	1	1
				Fishing Boat Mate	Skills Programme	4	Y	2	2
							N	3	0
	2023/2024	2021-832103	Fish or Seafood Packer	Fish or Seafood Packer	Skills Programme	4	Y	396	300
	2023/2024	2021-432301	Transport Clerk	Aircraft Load Controller	Skills Programme	1	N	10	10
				Clerical Controller (Transport Service)	Candidacy	3	Y	15	15
					Learnership	4	Y	1	1
				Fleet Contracts Manager / Controller / Coordinator	Learnership	4	Y	2	2
					Skills Programme	5	Y	20	20
				Fleet Maintainer / Supply Officer	Learnership	4	Y	3	3
				Transport Coordinator / Dispatcher	Learnership	1	Y	40	40
				Truck Dispatcher	Learnership	3	Y	120	80
	2023/2024	2021-653306	Diesel Mechanic	Diesel Electrical Fitter	Apprenticeship	N/A	N	14	14
				Diesel Fitter-mechanic	Apprenticeship	3	Y	10	10
						4	Y	6	6
						6	Y	50	30
						N/A	N	10	10
				Diesel Fuel Injection Mechanic	Apprenticeship	5	Y	1	1
						N/A	N	20	20

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
TETA	2023/2024	2021-653306	Diesel Mechanic	Field Service Technician (Diesel)	Learnership	3	Y	1	1
					Recognition of Prior Learning	4	Y	5	5
				Truck Mechanic	Apprenticeship	3	Y	39	39
						4	Y	14	14
						5	Y	9	9
						6	Y	11	11
						N/A	N	20	20
					Skills Programme	4	Y	2	2
	2023/2024	2021-732101	Delivery Driver	Armoured Car Driver	Learnership	3	Y	50	40
				Driver-messenger	Learnership	3	Y	5	5
				Van Driver	Learnership	3	Y	150	100
	2023/2024	2021-716112	Seafood Processing Machine Operator	Fish Processing Machine Operator	Learnership	4	Y	148	100
	2023/2024	2021-315303	Aeroplane Pilot	Aircraft Captain	Cadetship	7	Y	1	1
					Learnership	N/A	N	100	70
				Airline Captain	Learnership	4	Y	1	1
				Fighter Pilot	Bursary:Bachelor of Science in Engineering in Aeronautical Engineering	7	Y	2	2
	2023/2024	2021-251102	Data Scientist	N/A	Bursary: BSC Data Science	7	Y	150	20

4. Key Risks

Table 10: Key Risks and Risk Mitigation

Outcome	Key Risk	Risk Mitigation
Increased access to occupations in high demand through skills interventions	• Inadequate research conducted by the SETA • Lack of adequate research on the impact of 4th Industrial Revolution • Inability to fund and place truck drivers	• Expert Research Chair appointed to assist the organisation with key research needs. • Specific research study planned on the 4th Industrial Revolution.
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	• Increase contract and stakeholder management. • Increase SETA presence through satellite offices to provide more stakeholder support.
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.

5. Institutional Programme Performance Information

5.1 Programme 1: Administration

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

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Institutional mandate met	Unqualified audit opinion	(1.1a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year	Unqualified audit opinion from the Auditor General for 2018-19	Unqualified audit opinion from the Auditor General for 2019-20	Unqualified audit opinion from the Auditor General for for 2020-21	Unqualified audit opinion from the Auditor General for 2021-22	Unqualified audit opinion from the Auditor General for 2022-23	Unqualified audit opinion from the Auditor General for 2023-24	Unqualified audit opinion from the Auditor General for 2024-25	R0
	Administration expenditure within 10,5% ceiling	(1.1b) Percentage levy income used towards administration expenditure	10.5%	10.5%	11%	10.5%	10.5%	10.5%	10.5%	R0
	Discretionary grant allocations for PIVOTAL Programmes	(1.1c) percentage of discretionary grant funding allocated to PIVOTAL programmes	80%	80%	85%	80%	80%	80%	80%	R0
	Procurement plan achieved	(1.1d) Percentage achievement of TETA procurement plan	95%	70%	94%	80%	80%	80%	80%	R0

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Institutional mandate met	Retained staff	(1.2a) Percentage of annual permanent and fixed term staff retention	94%	93%	92%	85%	85%	85%	85%	R0
	Reviewed Organisational Structure	(1.2b) Reviewed organisational structure	N/A	N/A	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	Approved reviewed organisational structure	R0
	WSP/ATR for TETA submitted	(1.2c) Submission of TETA Workplace Skills Plan and Annual Training Report to ETDP SETA	WSP/ATR submitted by 30 April	WSP/ATR submitted by 30 April	WSP/ATR submitted by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	R0
	Wellness activities conducted	(1.2d) Number of wellness activities conducted	8	5	4	4	4	4	4	R400 000
	Surveys Conducted	(1.2e) Number of stakeholder satisfaction surveys conducted	2	2	2	2	2	2	2	R500 000
	Systems report	(1.3) Percentage availability of ICT system achieved	96%	99%	99.48%	90%	90%	90%	90%	R0
Budget										**R1 150 000**

INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(1.1a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year	Unqualified audit opinion from the Auditor General for 2021/22	N/A	Unqualified audit opinion from the Auditor General for 2021/22	N/A	N/A
(1.1b) Percentage levy income used towards administration expenditure	10.5%	N/A	N/A	N/A	10.5%
(1.1c) Percentage of discretionary grant funding allocated to PIVOTAL programmes	80%	N/A	N/A	N/A	80%
(1.1d) Percentage achievement of TETA procurement plan	80%	N/A	N/A	N/A	80%
(1.2a) Percentage of annual permanent and fixed term staff retention	85%	N/A	N/A	N/A	85%
(1.2b) Reviewed organisational structure	Reviewed organisational structure Approved	N/A	N/A	N/A	Reviewed organisational structure Approved
(1.2c) Submission of TETA Workplace Skills Plan and Annual Training Report to ETDP SETA	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	N/A	N/A	N/A
(1.2d) Number of wellness activities conducted	4	1	1	1	1
(1.2e) Number of stakeholder satisfaction surveys conducted	2	0	1	0	1
(1.3) Percentage availability of ICT system achieved	90%	90%	90%	90%	90%

5.2 Programme 2: Skills Planning & Research

Purpose: To establish mechanisms for skills planning and research capacity

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Increased access to occupations in high demand through skills interventions	Research reports	(2.1) Number of research studies conducted	2	2	3	3	3	3	3	R4 500 000
	Sector Skills Plan	(2.2a) Produce an approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	R1 500 000
	Tracer study report	(2.2b) Number of Tracer study conducted	2	1	1	1	1	1	1	R1 500 000
	Partnerships	(2.3a) Number of research partnerships supported	2	3	2	2	2	2	2	R2 860 000

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Identify and increase production of occupations in high demand	Approved mandatory grants for large firms	(2.4a) Number of mandatory grant approved for large firms	1137	211	213	150	150	150	150	R0
	Approved mandatory grants for medium firms	(2.4b) Number of mandatory grants approved for medium firms		253	225	170	170	170	170	R0
	Approved mandatory grants for small firms	(2.4c) Number of mandatory grants approved for small firms		734	721	500	500	500	500	R0
	Mandatory grants paid	(2.4d) Percentage of mandatory grants paid	N/A	80%	90%	80%	80%	80%	80%	R0
	Capacitation workshops	(2.4e) Number of provincial capacitation workshops conducted	19	17	17	10	10	10	10	R1 500 000
	Skills Development Facilitator Capacitation	(2.4f) Number of learners enrolled on Skills Development Facilitator training	N/A	N/A	51	70	70	70	70	R777 000
	Monitoring visits and due diligence	(2.4g) Number of verifications conducted for mandatory grants/ discretionary grants/ due diligence	N/A	140	194	140	140	140	140	R1 500 000
	Discretionary grants for bursaries	(2.5a) Percentage of discretionary grant budget allocated to developing high level skills	N/A	13%	16.12%	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	47%	49.15%	47%	47%	47%	47%	R0
	Discretionary grants for AET	(2.5c) Percentage of discretionary grant budget allocated to developing elementary skills	N/A	1%	2.5%	1%	1%	1%	1%	R0
Budget										**R14 137 000**

INDICATORS, ANNUAL AND QUARTERLY TARGETS

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

5.3 Programme 3: Learning Programmes and Projects

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

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2019/20	2020/21	2021/22	2022/23	2023/24		2024/25	2025/26	2023/24
							Entered	Completed			
Improved level of skills in the South African workforce	Learners on bursaries	(3.1a) Number of employed learners on bursaries	106	144	78	70	70	35	100	100	R24 080 000
			40	41	41	35			50	50	
	Learners on skills programmes	(3.1b) Number of employed learners on skills programmes	928	350	388	430	430	215	430	430	R4 128 000
			517	316	350	215			215	215	
	Learners on learnerships	(3.1c) Number of employed learners on learnership programmes	1 785	1141	941	700	700	350	700	700	R27 265 000
			954	1190	575	330			350	350	
	Learners on Occupational Qualifications	(3.1d) Number of learners enrolled for Occupational Qualifications	N/A	N/A	64	60	60	30	60	60	R2 337 000
					19	30			30	30	
	Learners on AET	(3.1e) Number of employed learners on AET programmes	121	56	93	130	50	25	50	50	R975 000
			258	15	13	65			25	25	
	Learners on apprenticeship	(3.1f) Number of employed learners on apprenticeship programmes	131	76	20	20	20	10	20	20	R4 125 780
			35	21	26	10			10	10	
	Learners on ARPL	(3.1g) Number of learners on ARPL programmes	N/A	N/A	122	70	70	35	70	70	R7 875 000
					21	0			35	35	
	Learners on RPL	(3.1h) Number of learners on RPL programme	45	10	50	20	20	10	20	20	R812 000
			0	18	0	20			10	10	

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2019/20	2020/21	2021/22	2022/23	2023/24		2024/25	2025/26	2023/24
							Entered	Completed			
Improved level of skills in the South African workforce	Learners on leadership development programmes	(3.1i) Number of candidates on leadership development programmes	0	15	15	15	15	10	15	15	R8 930 220
			15	15	13	15			10	10	
		(3.1j) Number of candidates on executive leadership development programme	0	15	15	15	15	10	15	15	R8 586 750
			15	15	15	15			10	10	
		(3.1k) Number of women on leadership development programme	0	15	15	15	15	10	15	15	R8 586 750
			15	15	15	15			10	10	
		(3.1l) Number of candidates on Master's programme in maritime affairs	5	5	5	5	5	4	5	5	R5 000 000
			4	4	4	4			4	4	
Administration											**R8 327 149**
Budget											**R102 701 500**

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2019/20	2020/21	2021/22	2022/23	2023/24		2024/25	2025/26	2023/24
							Entered	Completed			
Increased access to occupationally directed programmes	Learners on bursaries	(3.2a) Number of unemployed learners on bursaries	397	283	201	200	200	80	200	200	R58 500 000
			99	81	142	10			80	80	
	Learners on skills programmes	(3.2b) Number of unemployed learners on skills programme	1 568	735	1541	700	800	400	800	800	R16 380 000
			1 072	688	892	350			400	400	
	Learners on learnerships	(3.2c) Number of unemployed learners on learnership programmes	2 712	1 776	1307	800	850	425	850	850	R62 687 500
			1 546	1 577	849	400			425	425	
	Learners on AET	(3.2d) Number of unemployed learners on AET programmes	345	301	304	200	200	100	200	200	R5 930 000
			212	137	157	100			100	100	
	Learners on apprenticeship	(3.2e) Number of unemployed learners on apprenticeship programmes	428	110	324	200	250	100	250	250	R63 750 000
			608	441	208	75			100	100	
	Learners on cadetships	(3.2f) Number of learners on cadetships	48	25	67	75	75	35	75	75	R18 000 000
			28	13	22	35			35	35	
	Learners on candidacy programmes	(3.2g) Number of learners on candidacy programme	28	15	15	15	15	7	15	15	R3 600 000
			0	13	3	7			7	7	
	Learners on grade 12 improvements	(3.2h) Number of out-of-school youth trained on grade 12 improvement programmes	100	70	100	70	70	35	70	70	R1 413 090
			83	40	57	35			35	35	
	Learners on Regulatory programmes	(3.2i) Number of unemployed learners on Regulatory programmes	N/A	N/A	N/A	N/A	100	0	100	100	R9 312 500
Administration											**R19 424 845**
Budget											**R239 573 090**

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2019/20	2020/21	2021/22	2022/23	2023/24		2024/25	2025/26	2023/24
							Entered	Completed			
Linked education institutions and the workplace	Partnerships established	(3.3a) Number of partnerships established and implemented with employers	2	2	5	1	1	1	1	1	R85 000
					2	1			1	1	
		(3.3b) Number of partnerships established and implemented with TVET colleges	9	2	0	0	2	2	2	2	R3 000 000
					2	3			2	2	
		(3.3c) Number of partnerships established and implemented with universities	2	1	1	1	1	1	1	1	R85 000
					1	1			1	1	
		(3.3d) Number of partnerships established and implemented with CET colleges	N/A	2	2	2	2	2	2	2	R2 000 000
					2	2			2	2	
		(3.3e) Number of tripartite partnerships established (education institutions, workplace and TETA)	N/A	5	6	6	4	2	6	6	R3 000 000
					1	6			6	6	
	Graduates on internship	(3.4a) Number of graduates placed on internship programmes	477	208	241	241	300	150	300	300	R24 840 000
			291	276	186	150			150	150	
	Learners in employment	(3.4b) Number of learners who have completed workplace based learning programmes absorbed in employment or self employment	N/A	87	146	146	50	N/A	50	50	R0
	HEI learners on workplace experience programmes	(3.4c) Number of HEI learners on workplace experience programmes (Intership Category A)	246	146	132	85	85	40	85	85	R4 998 000
			72	71	137	40			40	40	

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24		2024/25	2025/26	2023/24
							Entered	Completed			
Linked education institutions and the workplace	Learners on workplace experience (TVET)	(3.4d) Number of TVET learners placed on workplace experience programmes (internship for N Diploma)	254	130	223	250	320	160	320	320	R 28 224 000
			103	219	190	125			160	160	
	Graduates on work readiness programmes	(3.4e) Number of graduates on work readiness programmes	262	275	339	200	200	180	200	200	R8 600 000
				221	348	100			180	180	
	Workplace approvals for apprenticeships	(3.4f) Number of workplaces approved	168	69	78	30	30		30	30	R389 250
	Stakeholders in Limpopo assisted	(3.5) Number of stakeholders assisted in TETA's Limpopo based offices	226	111	122	100	100		100	100	R346 800
	Contract management workshops	(3.6a) Number of TETA stakeholder capacitation workshops on contract management	19	12	17	8	8		8	8	R750 000
	Empowerment seminars	(3.6b) Number of women empowerment seminars conducted	6	3	3	3	3		3	3	R1 500 000
	Stakeholder engagement sessions	(3.6c) Number of provincial stakeholder engagement sessions conducted	16	6	6	6	6		6	6	R1 500 000
	Consultative Forums	(3.6d) Number of provincial stakeholder consultative forums conducted	N/A	N/A	N/A	N/A	15		15	15	R212 000
Budget											**R79 530 050**

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Supported career development services	Career Platforms	(3.7a) Number of career platforms hosted and maintained	N/A	3	3	3	3	3	3	R1 500 000
	Career exhibitions	(3.7b) Number of TETA career exhibitions conducted for urban areas	52	22	33	30	30	30	30	R1 000 000
	Career exhibitions	(3.7c) Number of career development exhibitions in rural areas on occupations in high demand	N/A	9	6	6	9	9	9	R2 666 667
	Capacity building workshop	(3.7d) Number of capacity building workshops conducted for teachers	14	8	11	9	9	9	9	R600 000
	Promotional packs	(3.8a) Number of promotional material packs procured	10 000	34 060	10 000	10 000	10 000	10 000	10 000	R2 000 000
	Media information sessions	(3.8b) Number of media information sessions conducted	14	7	15	6	6	6	6	R1 666 667
	Sponsored events	(3.8c) Number of events sponsored to enhance TETA brand	8	6	5	5	5	5	5	R2 000 000
	Internal career guidance advises	(3.9) Number of internal career guidance advisors capacitated	63	49	10	30	30	30	30	R500 000
	Schools supported	(3.10) Number of schools supported	51	51	54	59	59	59	59	R17 700 000
Budget										**R29 633 333**

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Increased access to business development programmes	Small & medium enterprises	(3.11a) Number of small and medium enterprises funded	152	517	716	100	100	100	100	R20 000 000
	NLPEs funded	(3.11b) Number of small NLPEs funded	543	350	714	134	134	134	134	R6 700 000
	Cooperatives funded	(3.11c) Number of cooperatives funded	20	13	13	13	13	13	13	R650 000
	NGOs funded	(3.11d) Number of NGOs funded	48	4	7	3	3	3	3	R1 500 000
	CBOs funded	(3.11e) Number of CBOs funded	0	3	3	3	3	3	3	R1 500 000
	Learners on entrepreneurship training	(3.11f) Number of people trained on entrepreneurships supported to start their businesses -new venture creations	N/A	20	20	20	20	20	20	R1 035 000
	Rural development projects	(3.11g) Number of rural development projects supported	7	4	6	4	4	4	4	R6 000 000
Administration										**R3 031 216**
Budget										**R37 385 000**

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Improved worker initiated training	Trade unions funded	(3.12) Number of trade unions funded	5	2	4	2	2	2	2	R2 000 000
Increased transport safety interventions	Partnerships	(3.13a) Number of safety partnerships implemented	0	2	2	2	2	2	2	R60 000
	Safety awareness initiatives	(3.13b) Number of Safety initiatives funded in the Transport Sector	5	29	3	3	3	3	3	R6 000 000
	Learners on accident prevention programme	(3.14) Number of learners put on accident prevention training programmes	64	300	40	40	40	40	40	R3 373 333
	Pandemic awareness programmes	(3.15) Number of pandemic awareness programmes supported	17	3	3	3	3	3	3	R2 250 000
Administration										**R1 109 459**
Budget										**R13 683 333**

Total Budget: Programme 3	**R522 064 976**

INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.1a) Number of employed learners on bursaries	100	35	0	0	0	100
			0	0	0	35
(3.1b) Number of employed learners on skills programmes	430	215	30	100	100	200
			0	15	100	100
(3.1c) Number of employed learners on learnership programmes	700	330	50	100	150	400
			0	50	150	150
(3.1d) Number of learners enrolled for Occupational Qualifications	60	30	0	0	0	60
			0	0	0	30
(3.1e) Number of employed learners on AET programmes	50	25	0	0	25	25
			0	0	0	25
(3.1f) Number of employed learners on apprenticeship programme	20	10	0	0	0	20
			0	0	0	10
(3.1g) Number of learners on ARPL programmes	70	35	0	10	10	50
			0	10	10	15
(3.1h) Number of learners on RPL programme	20	10	0	0	10	10
			0	0	0	10
(3.1i) Number of candidates on leadership development programme	15	10	0	0	0	15
			0	0	0	10
(3.1j) Number of candidates on executive leadership development programme	15	10	0	0	0	15
			0	0	0	10
(3.1k) Number of women on leadership development programme	15	10	0	0	0	15
			0	0	0	10
(3.1l) Number of candidates on Master's programme in Maritime affairs	5	4	0	0	5	0
			0	0	0	4
(3.2a) Number of unemployed learners on bursaries	200	80	0	0	20	180
			0	0	10	70
(3.2b) Number of unemployed learners on skills programmes	800	400	50	100	100	550
			0	100	100	200
(3.2c) Number of unemployed learners on learnership programmes	850	425	50	50	300	450
			0	100	100	225

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.2d) Number of unemployed learners on AET programmes	200	100	0	50	50	100
			0	0	50	50
(3.2e) Number of unemployed learners on apprenticeship programmes	250	100	0	50	50	150
			0	0	25	75
(3.2f) Number of learners on cadetship	75	35	0	10	20	45
			0	0	10	25
(3.2g) Number of learners on candidacy programme	15	7	0	0	0	15
			0	0	0	7
(3.2h) Number of out-of-school youth trained on Grade 12 improvement programmes	70	35	0	0	0	70
			0	0	0	35
(3.2i) Number of unemployed learners on Regulatory programmes	100	0	0	20	30	50
			0	0	0	50
(3.3a) Number of partnerships established and implemented with employers	1	1	0	0	0	1
			0	0	0	1
(3.3b) Number of partnerships established and implemented with TVET colleges	2	2	0	0	0	2
			0	0	0	2
(3.3c) Number of partnerships established and implemented with universities	1	1	0	0	0	1
			0	0	0	1
(3.3d) Number of partnerships established and implemented with CET colleges	2	2	0	0	0	2
			0	0	0	2
(3.3.e) Number of tripartite partnerships established (education institutions, workplace and TETA)	4	2	0	0	3	3
			0	0	0	4
(3.4a) Number of graduates placed on internship programmes	300	150	0	40	130	130
			0	20	50	80
(3.4b) Number of learners who have completed workplace based learning programmes absorbed in emplyment or self employment	50		0	0	0	50
(3.4c) Number of HEI learners on workplace experience programmes (Internship Category A)	85	40	0	20	20	45
			0	0	20	20
(3.4d) Number of TVET learners placed on workplace experience programmes (internship for N Diploma)	320	160	0	40	40	240
			10	10	10	120

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered	Completed				
(3.4e) Number of graduates on work readiness programmes	200	100	0	0	40	160
			0	0	0	100
(3.4f) Number of workplace approvals	30	0	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
(3.6d) Number of Provincial Stakeholder Consultative Forums Conducted	15		2	3	5	5
(3.7a) Number of career platforms hosted and maintained	3		0	0	0	3
(3.7b) Number of TETA career exhibitions conducted for urban areas	30		0	0	15	15
(3.7c) Number of career development exhibitions in rural areas on occupations in high demand	6		0	0	3	3
(3.7d) Number of capacity-building workshops conducted for teachers	9		0	3	3	3
(3.8a) Number of promotional material packs procured	10 000		0	10 000	0	0
(3.8b) Number of media information sessions conducted	6		0	2	2	2
(3.8c) Number of events sponsored to enhance TETA brand	5		0	0	2	3
(3.9) Number of internal career guidance advisors capacitated	30		0	0	0	30
(3.10) Number of schools supported	59		0	10	20	29
(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 entrepreneurships 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 pandemic awareness programmes supported	3		0	0	1	2

5.4 Programme 4: Quality Assurance System

Purpose: To strengthen the quality assurance system

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2023/24
Increased access to occupationally directed programmes	Occupational qualifications developed	(4.1a) Number of curricula developed for occupational qualifications	8	1	9	2	2	2	2	R3 000 000
	QAS Addenda and RPL toolkit	(4.1b) Number of qualification assessment specifications (QAS) developed	2	1	1	1	1	1	1	R2 106 500
	Learning materials	(4.1c) Number of learning materials developed for QCTO approved occupational qualification	2	1	1	1	2	2	2	R1 000 000
	Occupational Qualifications conducted	(4.1d) Number of Occupational Qualifications with EISA Exams conducted	N/A	N/A	N/A	2	2	2	2	R2 000 000
	Training providers capacitated	(4.2a) Number of training skills development providers (SDPs) capacitated TETA ETQA systems on quality assurance (QA) systems	485	200	249	200	200	200	200	R1 500 000
	ETD practitioners supported	(4.2b) Number of ETD Practitioners capacitated on QA systems	103	101	206	200	100	100	100	R908 250
	Training providers monitored	(4.2c) Number of training providers (SDPs) monitored	259	152	197	150	150	150	150	R750 000
	External moderations	(4.3a) Number of external moderations conducted	305	409	425	140	140	140	140	R2 500 000
	Learning programmes evaluated	(4.3b) Number of learning programmes evaluated	395	224	220	200	200	200	200	R4 000 000
	Candidates on mentorship and coaching	(4.4a) Number of candidates on mentorship and coaching programmes	200	70	200	100	100	100	100	R700 000

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2019/20	2020/21	2021/22	2022/23	2023/24		2023/24	2025/26	2023/24
							Entered/ Established	Completed/ Implemented			
Increased support to TVET and CET colleges as key providers of occupational skills	TVET/ CET lecturers trained	(4.5a) Number of TVET/CET lecturers trained on TETA quality assurance system	130	36	191	100	100	50	100	100	R2 595 000
					128	50			50	50	
	TVET/ CET managers trained	(4.5b) Number of TVET/ CET Managers trained on Curriculum related studies	N/A	N/A	N/A	20	20	20	20	20	R519 000
						20			20	20	
	TVET/ CET lectures in the industry	(4.5c) Number of TVET/CET lecturers exposed to the industry	N/A	11	30	50	50	25	50	50	R1 250 000
						25			25	25	
	TVET/CET college support through infrastructure	(4.5d) Number of TVET/ CET colleges infrastructure development supported	N/A	1	3	2	2		2	2	R24 000 000
Administration											**R3 796 926**
Budget											**R46 828 750**

Total Budget: Programme 4	**R50 625 676**

INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
(4.1a) Number of curricula developed for occupational qualifications	2		0	0	0	2
(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
(4.1d) Number of Occupational Qualifications with EISA Exams conducted	2		0	0	0	2
(4.2a) Number of training skills development providers (SDPs) capacitated TETA ETQA systems on quality assurance (QA) systems	200		0	0	0	200
(4.2b) Number of ETD practitioners capacitated on QA systems supported	200		0	0	0	200
(4.2c) Number of training providers (SDPs) 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	200		0	60	60	80
(4.4) Number of candidates on mentorship and coaching programmes	100		0	0	50	50
(4.5a) Number of TVET/ CET lectures trained on TETA quality assurance systems	100	50	0	0	30	70
			0	0	20	30
(4.5b) Number of TVET/ CET managers trained on curriculum related studies	20	20	0	0	0	20
			0	0	0	20
(4.5c) Number of TVET/CET lecturers exposed to the industry	50	25	0	0	0	50
			0	0	0	25
(4.5d) Number of TVET/CET colleges infrastructure development supported	2		0	0	0	2

ANNUAL PERFORMANCE PLAN

MEASURING OUR PERFORMANCE

PART C

6. Explanation of planned performance over the medium term period

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

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

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

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

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

7. Programme resource considerations

7.1 Medium Term Expenditure Estimates

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

7.1.1 Any amount which results from criminal conduct

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

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

7.1.2 Significance

Based on the materiality and significance framework, TETA has set its materiality and significance amount to R4 761 938 which is 0.5% of gross revenue for the 2021/22 financial year based on audited financial results for the respective year.

7.1.3 Main sources of revenue

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

8. Budget and budgeting Process

8.1 Budgeting processes

In order to arrive at the levy income budget for the MTEF period (2022/23 to 2026/27), the following process was followed:

- For the 2022/23 period, a consultative process was followed, in which both employee and employer representatives who sit on the TETA Board were asked to project salary increases for the 2022/23 financial year. TETA revenue was projected at 5% baseline of the levies based on the economic recovery in the transport and logistics industry.
- This information is based on the audited annual financial statements, which are included in the published annual reports.

8.1.1 Budget assumptions

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

- The MTEF budget is prepared on an going concern basis, as per approved re-certification license until 31 March 2030;
- In the 2023/2024 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 10.5% administration income; and
- Based on the dynamic environment that TETA operates in, the administration budget is reprioritised on a quarterly basis to cater for any additional administration levies that may have been received – this is to ensure that the administration budget is fully and appropriately utilised.

8.1.2 Income

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.

8.1.3 Expenditure

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

- 10% of the levies are utilised for administration expenses, such as employee costs, travel, accommodation and others;
- 20% are utilised for mandatory grants – these are grants disbursed back to the levy-paying companies in terms of the Skills Development Levies Act if they meet certain criteria, such as the submission of Workplace Skills Plan (WSP) and Annual Training Report (ATR);
- 49.5% are utilised for discretionary grants – these grants are utilised to fund special projects and skills priorities based on the criteria or policy set by the Accounting Authority (Board) of a SETA. A SETA can also apply for NSF (National Skills Fund) catalytic grants to fund additional strategic skills priorities that require additional budget that the SETA cannot afford; and
- 0.5% is transferred to QCTO.

8.1.4 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 (No. 97 of 1998) after consultation with the National Skills Authority. TETA has, accordingly, reviewed and adjusted budgetary processes to ensure compliance with the new regulations.

The new regulations address the following areas:

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

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 2023/24 has been prepared on a multi-year funding model that is based on the principle that skills development interventions are funded from start to completion in order to achieve the maximum impact. Programme 3 is the highest funded at R534m and constitutes 89% of the costed Annual Performance Plan. The total costed plan of R614m is therefore justifiable, see table to below;

ITEMS	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Audited		Estimate				
Mandatory Levies (20%)	125 843	189 465	197 435	**207 307**	217 672	228 556	239 984
Discretionary Levies (49.5%)	309 924	472 293	489 379	**513 848**	539 540	566 517	594 843
Administration Levies (10.5%)	65 671	100 152	103 769	**108 957**	114 405	120 126	126 132
Interest and Penalties	14 691	12 599	14 008	**14 708**	15 444	16 216	17 027
Other Income	3 385	19 453	2 015	**2 116**	2 222	2 333	2 450
Investment Income	43 091	38 215	42 816	**44 957**	47 205	49 565	52 043
Retation of Surpluses	-	-	-	-	-	-	
Mandatory Grant	-99 738	-161 025	-157 948	**-165 845**	-174 138	-182 845	-191 987
Discretionary Grants	-523 053	-668 763	-585 691	**-614 976**	-645 724	-678 011	-711 912
Administration Costs including Capex	-92 241	-102 935	-140 465	**-147 488**	-154 863	-162 606	-170 736
Administration Cost – QCTO	-5 238	-3 685	-5 012	**-5 263**	-5 526	-5 802	-6 092
Special Projects Expenditure	-		-	-	-	-	
Surplus/Deficit	-157 665	-104 231	-39 694	**-41 679**	-43 763	-45 951	-48248

The deficit of R42 million on the MTEF will be funded from additional levies, investment income, interest, and penalties/or through an application to exceed the 10,5% administration reserve as per grant regulations.

Table 7: Indicators, annual and quarterly targets

PROGRAMME	ADMINISTRATION	PROJECT CORE COST	TOTAL
Programme 1	-	1 550 000	1 550 000
Programme 2	-	14 137 000	14 137 000
Programme 3	31 892 669	502 506 307	534 398 976
Programme 4	3 796 926	46 828 750	50 625 676
Total	**35 689 595**	**558 462 057**	**614 976 000**

9. Programme resource considerations

Table 8: Medium Term Expenditure Estimates

Outcome	Key Risk	Risk Mitigation
Increased access to occupations in high demand through skills interventions	• Inadequate research conducted by the SETA • Lack of adequate research on the impact of 4th Industrial Revolution	• Expert Research Chair appointed to assist the organisation with key research needs. • Specific research study planned on the 4th Industrial Revolution
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	• Increase contract and stakeholder management. • Increase SETA presence through satellite offices to provide more stakeholder support.
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

Table 9: District Development Model

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

Transport Education Training Authority

Driven by Vision

RP03/2022
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TETA Annual Performance Plan 2022/23

TRANSPORT EDUCATION TRAINING AUTHORITY

TECHNICAL INDICATOR DESCRIPTION

2023 24

EXECUTIVE SUMMARY

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

The Annual Performance Plan has been prepared 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 Annual Performance Plan for 2023/24.

In line with the Annual Performance Plan 2023/24 these indicators are divided into the following programmes:

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

TECHNICAL – INDICATOR DESCRIPTIONS

Programme 1: Administration

Indicator Title	(1.1a) Achieve unqualified audit opinion on the annual financial statements at the end of the financial year
Definition	Unqualified audit opinion at the end of the external audit by the Auditor General
Source of Data	Audited Financial Statements
Method of Calculation or assessment	Qualitative - The audit opinion will be the base of achievement
Means of verification	Auditor General Audit Report for 2022/23 financial year
Assumption	N/A
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Unqualified audit opinion
Indicator Responsibility	Chief Financial Officer

Indicator Title	(1.1b) Percentage levy income used towards administration expenditure
Definition	Administration expenditure to be within the regulated ceiling of 10.5% of the total levy income received for that financial year/ or as approved by the Minister to exceed the 10.5%
Source of Data	Unaudited Annual financial statements
Method of Calculation or assessment	Quantitative - (Total administrative expenditure for the year/Total levy income for the year) x 100
Means of verification	Annual financial statements
Assumption	N/A
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Administration expenditure within 10.5% of all levies received or as approved by the Minister to exceed the 10.5%
Indicator Responsibility	Chief Financial Officer

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(1.1c) Percentage of discretionary grant (DG) funding allocated to PIVOTAL programmes
Definition	In terms of grant regulations, SETAs must allocate and spend 80% of the discretionary grant funding towards PIVOTAL programmes
Source of Data	Signed awarded contracts
Method of Calculation or assessment	Quantitative - (Total annual PIVOTAL funding/Total annual DG budget) x 100
Means of verification	Commitment register
Assumption	DG application for PIVOTAL programmes received from stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	80% of DGs utilised to fund PIVOTAL programmes
Indicator Responsibility	Chief Financial Officer

Indicator Title	(1.1d) Percentage achievement of TETA procurement plan
Definition	Projects planned to be implemented as the procurement plan are awarded in the current financial year
Source of Data	Tender proposals from bidders
Method of Calculation or assessment	• Quantitative - percentage of projects awarded by TETA board • Total number of awarded projects/total number of planned projects on the procurement plan x 100
Means of verification	• Approved Procurement Plan • Procurement Plan Report
Assumption	Potential bidders responding to the tenders complying with SCM regulations
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	To align with the annual targets in the APP change 70% to 80%
Indicator Responsibility	Supply Chain Manager

Indicator Title	(1.2a) Percentage of annual permanent and fixed term staff retention
Definition	Retention of 85% of the current permanent staff members at the end of the financial year
Source of Data	Payroll employee list report
Method of Calculation or assessment	Quantitative – (A) Number of permanent and fixed term contract at the beginning of the financial year (B) Number of permanent and fixed term contract at the end of the financial year (excluding new appointment) (C) Percentage of annual permanent and fixed term staff retention = (B/A) x 100
Means of verification	Payroll employee list report excluding new appointments
Assumption	Non-labour turnover in the organisation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	85% staff retention of the current permanent staff members at the end of the financial year
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.2b) Reviewed Organisational Structure
Definition	Review of the TETA Organisational Structure on a need basis to ensure it is in line with the achievement of its organisational goals
Source of Data	Benchmarking, organisational resource needs report, new positions motivations
Method of Calculation or assessment	Qualitative - Approval of review of the organogram is counted once
Means of verification	An approved reviewed organisational structure
Assumption	Resources and need analysis or rationale are considered
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Strategy and mandate of the organisation is fully supported
Indicator Responsibility	Executive Manager Corporate Services

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(1.2c) Submission of TETA WSP and ATR to ETDP SETA
Definition	The submission of the TETA Workplace Skills Plan and Annual Training Report to ETDP SETA by the 30 April each year
Source of Data	TETA training report and employee planned personal development plans (PDPs)
Method of Calculation or assessment	Qualitative - Timeous submission (date of submission: 30 April each year)
Means of verification	WSP and ATR report; proof of submission to ETDP SETA
Assumption	Employee PDPs are submitted to HR department and training report generated
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Trained and upskilled workforce
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.2d) Number of wellness activities conducted
Definition	Number of wellness activities conducted in the financial year. Activities include the following: health screenings, wellness days, wellness seminars or workshops
Source of Data	Employee wellness session plan
Method of Calculation or assessment	Quantitative - Count the number of wellness activities conducted
Means of verification	Invite; attendance register or event programme
Assumption	Availability of wellness programmes budget
Disaggregation of Beneficiaries (where applicable)	Women – 60% Men – 40% People living with disability – 0,5%
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Staff retention and healthy workplace
Indicator Responsibility	Executive Manager Corporate Services

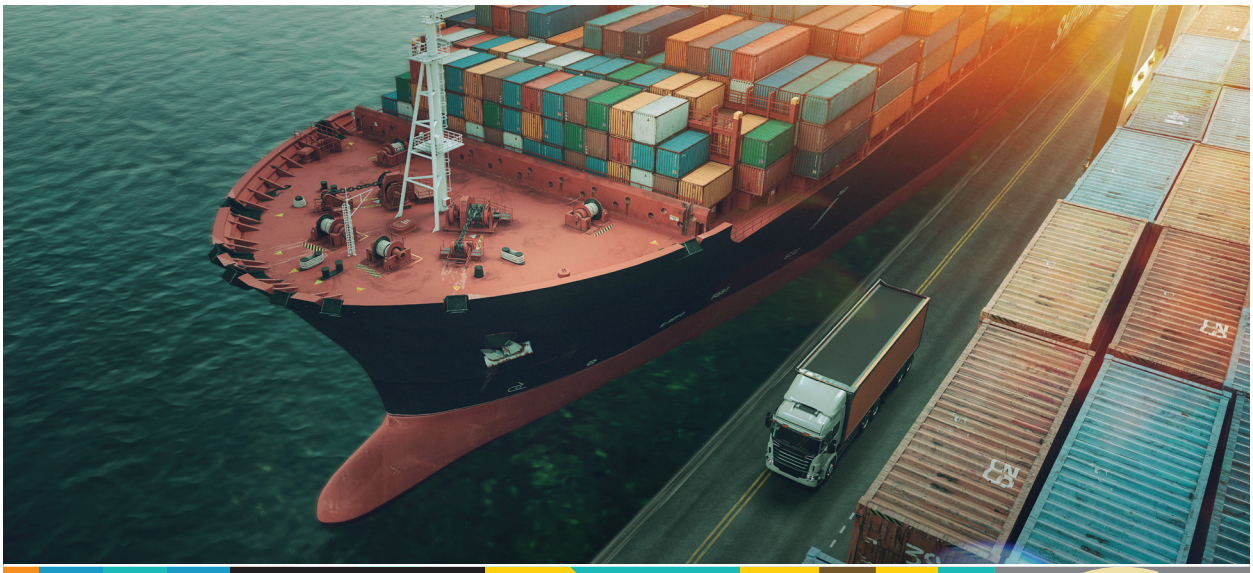
Indicator Title	(1.2e) Number of stakeholders satisfaction surveys conducted
Definition	The survey measures internal and external stakeholder experiences and perceptions on the quality and relevance of the services and products offered by TETA
Source of Data	Data collection tools – questionnaires, interviews, stakeholder engagement sessions
Method of Calculation or assessment	Quantitative - Count the number of surveys conducted
Means of verification	Survey report
Assumption	Stakeholder participation, survey budget
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	High stakeholder satisfaction levels for both internal and external stakeholders
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.3) Percentage availability of ICT systems achieved
Definition	The time that the ICT systems (MIS and ERP) are available and functional for users to perform daily duties in accordance with the service level agreement
Source of Data	ERP & MIS systems availability
Method of Calculation or assessment	An average of 90% 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 x 100 Average = Aggregated percentages of all core systems/number of core systems
Means of verification	Systems availability report
Assumption	IT systems in place
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	ICT systems are available for users
Indicator Responsibility	IT Manager

TECHNICAL INDICATOR DESCRIPTIONS

Programme 2: Skills Planning & Research

Indicator Title	(2.1) Number of research studies conducted
Definition	Research studies conducted in the transport industry
Source of Data	Literature reviews, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions
Method of Calculation or assessment	Quantitative - Count of research reports
Means of verification	Approved research report
Assumption	Research Literature conducted, database of target population with accurate contact details, role players participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Credible research initiatives that support accurate planning
Indicator Responsibility	Research and Knowledge Manager



Indicator Title	(2.2a) Produce an approved TETA Sector Skills Plan (SSP)
Definition	Comprehensive and analytical SSP that details current labour market trends, supply and demand dynamics, growth prospects and performance of transport sector
Source of Data	Literature review, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions, Statistics SA, WSP/ATR data, SARS Levy file
Method of Calculation or assessment	Qualitative - Approval by DHET
Means of verification	Approved SSP by DHET
Assumption	SSP framework compliance, database of TETA stakeholders with accurate contact details, role players participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Accurate transport industry labour market information
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.2b) Number of Tracer study conducted
Definition	A survey of TETA funded beneficiaries through education institutions and employers
Source of Data	Questionnaires, Surveys, Focus Group Discussions, completed learner Information forms, Historical DG contracts, Completed learners, Employers
Method of Calculation or assessment	Quantitative - Count the number of reports
Means of verification	Approved tracer study report
Assumption	Database of previously funded beneficiaries accurate contact details, learner participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	To reach 100% of TETA funded beneficiaries
Indicator Responsibility	Research and Knowledge Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.3) Number of research partnerships supported
Definition	Collaborative research partnerships that seek to advance TETA's interest in advocating skills development initiatives
Source of Data	Signed and valid Memorandum of Understanding outlining partnership objectives and collaboration areas
Method of Calculation or assessment	Quantitative - Count the number of SLAs
Means of verification	Service Level Agreements (SLAs)
Assumption	Delivery partners willingness to collaborate on projects aligned to objectives of the MoU
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Activation of all partnerships through implementation of agreed projects
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.4a) Number of mandatory grant approved for large firms
Definition	WSPs capture industry companies' training plans for the relevant financial year. These (accompanied by ATRs where applicable) are approved by TETA forcompanies employing 150 or more employees
Source of Data	Stakeholder training needs analysis report, transport sector scares and critical list
Method of Calculation or assessment	Quantitative - Count the number of all MG applications approved for large firms
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all large firms MG applications
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4b) Number of mandatory grant approved for medium firms
Definition	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
Source of Data	Stakeholder training needs analysis report, transport sector scares and critical list
Method of Calculation or assessment	Quantitative - Count the number of all MG applications approved for medium firms
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all medium firms MG applications
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4c) Number of mandatory grants approved for small firms
Definition	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
Source of Data	Stakeholder training needs analysis report, transport sector scares and critical list
Method of Calculation or assessment	Quantitative - Count the number of all MG applications approved for small firms
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all medium firms MG applications
Indicator Responsibility	SD & LP Senior Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.4d) Percentage of mandatory grants (MG) paid
Definition	Approved MGs are paid on a quarterly basis
Source of Data	Financial statements, Approved WSP List
Method of Calculation or assessment	Quantitative - Total MG paid/total MG payable*100
Means of verification	MG payment list
Assumption	All approved companies are paid
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	80% of MGs are paid to employers
Indicator Responsibility	Chief Financial Officer

Indicator Title	(2.4e) Number of provincial capacitation workshops conducted
Definition	Workshops held to capacitate stakeholders on MG and DG submissions and any other changes in the grant policies.
Source of Data	TETA levy paying employers
Method of Calculation or assessment	Quantitative - Count of workshops
Means of verification	Attendance Register in a case of a physical or virtual meeting, invitation
Assumption	Stakeholder attendance
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Stakeholders attend workshops and are capacitated on submission processes
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4f) Number of learners enrolled on Skills Development Facilitator training
Definition	Training conducted for skills development facilitators. Activities includes: physical, virtual and on-line training sessions
Source of Data	• Stakeholder support request • Stakeholder nominations
Method of Calculation or assessment	Quantitative - Count the number of learners entered into SDF training
Means of verification	Proof of attendance, in a case of a physical or virtual meeting, presentation or course material, learner information forms or ID copies
Assumption	Stakeholder appetite for capacitation
Disaggregation of Beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved quality and quantity of WSP and ATR submissions
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4g) Number of verifications conducted for mandatory grants /discretionary grants /Due Diligence
Definition	Monitoring activities conducted for stakeholders and potential stakeholder activities includes: physical, virtual and desktop monitoring
Source of Data	DG contracts, approved MGs, special projects applications
Method of Calculation or assessment	Quantitative - Count the reports
Means of verification	Signed report /due diligence reports
Assumption	Stakeholder are available for scheduled visits
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Captured training is validated
Indicator Responsibility	SD & LP Senior Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.5a) Percentage of discretionary grant budget allocated to developing high level skills
Definition	• DGs allocated to funding bursaries and leadership development programmes from the total DG budget • High level skills – are learning interventions at an exceptional knowledge level, usually between level 7 to 10
Source of Data	DG approval list, special projects approvals list, Costed APP
Method of Calculation or assessment	Quantitative - Total approved bursaries and Leadership development programmes / Total DG budget * 100
Means of verification	Approved DGs schedule, approved unemployed bursary report and Leadership development programmes contracts
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved planning
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.5b) Percentage of discretionary grant budget allocated to developing intermediate skills
Definition	• DGs allocated to funding learnerships, apprenticeship, skills programmes, work experience, internships and Work Integrated Learning (WIL) from the total DG budget • Developing and intermediate skills are learning interventions at a developmental stage, usuaully between NQF Level 3 to 6
Source of Data	DG approval list, special projects approvals list, Costed APP
Method of Calculation or assessment	Quantitative - Total approved for learnerships, skills programmes, internships and WIL / Total DG budget * 100
Means of verification	Approved DGs schedule, approved unemployed bursary report and Leadership development programmes contracts
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved planning
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.5c) Percentage of discretionary grant (DG) budget allocated to developing elementary skills
Definition	DGs allocated to funding Adult Education and Training (AET) from the total DG budget Elementary skills are usuaully between NQF Level 1 to 3
Source of Data	DG approval list, special projects approvals list, Costed APP
Method of Calculation or assessment	Quantitative - Total approved AET/Total DG budget * 100
Means of verification	Approved DGs schedule, approved unemployed bursary report and Leadership development programmes contracts
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved planning
Indicator Responsibility	SD & LP Senior Manager

TECHNICAL INDICATOR DESCRIPTIONS

Programme 3: Increase access to occupationally directed programmes

Indicator Title	(3.1a) Number of employed learners on bursaries
Definition	• Bursaries awarded to employed learners through a contract with their employer • companies to study for qualifications • Employed - If a learner was in the employment of the employer party to the learning agreement concerned when the agreement was concluded. • Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college or any other training institution for post school qualifcations
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative - Entered: Count of enrolled learners funded through bursaries • Completed - Count of learners that obtained the qualification
Means of verification	• Entered: DG contract; bursary contract; certified ID copy; proof of registration; proof of employment • Completed: academic record/statement of results/certificate
Assumptions	• Learners are interested in taking up TETA Bursaries and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Bursary programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 20% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners on bursaries to successfully reach certification
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1b) Number of employed learners on skills programmes
Definition	• Employed learners granted funding for skills programmes or part-qualifications • Skills programmes – Means an occupation based programme inclusive of regulated skills programmes aimed at building skills that have economic value, and which incorporates at least one-unit standard. It is registered by a SETA and delivered by an accredited training provider • Employed - If a learner was in the employment of the employer party to the learning agreement concerned when the agreement was concluded
Source of data	• Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; learner information forms; certified ID copy; proof of employment • Completed: Statement of results
Assumptions	• Learners are interested in taking up TETA Skills programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out skills programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 20% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered on skills programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1c) Number of employed learners on learnership programmes
Definition	• Employed learners granted funding for learnership programmes through TETA stakeholders • Employed - Means if a learner was in the employment of the employer party to the learning agreement concerned when the agreement was concluded • Learnerships – Means a period of workplace-based learning culminating in an occupational qualification or part qualification
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; Workplace based learning programme agreement; certified ID copy; proof of employment • Completed: Statement of results and/or certificate
Assumptions	• Learners are interested in taking up TETA learnership and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out learnership programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 20% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered on employed learnership programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1d) Number of learners enrolled for Occupational Qualifications
Definition	• Employed learners granted funding for occupational qualification programmes through TETA stakeholders • Occupational qualifications - is a qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment.
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; Workplace based learning programme agreement; certified ID copy; proof of employment • Completed: Statement of results and/or certificates
Assumptions	• Learners are interested in taking up TETA occupational qualification and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out occupational qualification
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 20% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered on occupational qualification will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully reach certification
Indicator responsibility	Chamber Executive Officers

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.1e) Number of employed learners on AET programmes
Definition	• Employed learners granted funding for AET programmes • Employed - If a learner was in the employment of the employer party to the learning agreement concerned when the agreement was concluded • AET programmes – Means Adult Basic Education Training and includes the General Education and Training Certificate (GETC) at NQF level 1
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; learner information forms; certified ID copy; proof of employment • Completed: Statement of results/certificate
Assumptions	• Learners are interested in taking up TETA AET programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out AET Programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered on employed AET Programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully reach certification
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1f) Number of employed learners on apprenticeship programmes
Definition	• Employed learners granted funding for apprenticeships training programmes to address the artisan skills shortages in support of the Decade of the Artisan • Apprenticeship programmes – Means a period of workplace-based learning culminating in an occupational for a listed trade • Employed - If a learner was in the employment of the employer party to the learning agreement concerned when the agreement was concluded
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; Workplace based learning programme agreement; proof of employment, certified ID copy Completed: trade test certificate or trade test report
Assumptions	• Learners are interested in taking up TETA apprenticeships training and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out apprenticeships training programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered on employed ap will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Certificated and employable artisans
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1g) Number of learners on Artisan Recognition of Prior Learning (ARPL) programmes
Definition	• Number of learners placed on ARPL programme for qualifications • ARPL - means artisan recognition of prior learning, an evaluation/assessment process which measures a candidate's meaningful level of related work experience, integrated conceptual knowledge and work related technical and personal skills in order to facilitate access to a process that may lead to certification as an artisan
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative - Entered: Count of learners registered to be trained on ARPLprogramme • Completed: Count of learners that completed the ARPL programme and issued with a trade test certificate or trade test report
Means of verification	• Entered: DG contract; Workplace based learning programme agreement; proof of employment, certified ID copy • Completion: trade test certificate or trade test report
Assumptions	• Learners are interested in taking up TETA ARPL and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out ARPL programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered for ARPL programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners registered on ARPL to achieve a red-seal
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1h) Number of learners on Recognition of Prior Learning (RPL) programmes
Definition	• Number of learners placed on RPL programme for qualifications • Recognition of prior learning programmes - means principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; agreement between learner or learner information form and stakeholder; certified ID copy • Completed: Statement of results/Certificate
Assumptions	• Learners are interested in taking up TETA RPL training and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out RPL programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of employed learners registered for RPL programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners registered on RPL certificated
Indicator responsibility	Chamber Executive Officers

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.1i) Number of candidates on leadership development programmes (LDPs)
Definition	Candidates registered onto leadership development programmes
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative - Entered: Count of candidates registered to be trained through LDPs Completed: Count of learners completed and issued a certificate/statement of results
Means of verification	• Entered: DG contract; certified ID copy; candidate's CV; Proof of acceptance • Completed: Certificate/statement of results
Assumptions	• Learners are interested in taking up leadership development programmes and the throughput will be maintained
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Impactful leadership in the industry
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1j) Number of candidates on executive leadership development programmes
Definition	• Candidates registered on an executive development programme • Executive development programme – is a learning programme that aims to prepare individuals with a necessary management skill to make difficult business decision in complex environments
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; certified ID copy; candidate's CV; acceptance letter • Completed: Certificate/statement of results
Assumptions	• Candidates are interested in taking up executive development programme and the throughput will be maintained
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Impactful leadership in the industry
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.1k) Number of women on leadership development programmes
Definition	Women registered on a leadership or management development programme
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; certified ID copy; candidate CV; acceptance letter • Completed: Certificate/statement of results
Assumptions	• Women are interested in taking up leadership or management development programme and the throughput will be maintained
Disaggregation of beneficiaries (where applicable)	• Target for Women: 100% • Target for Youth: N/A • Target for People with Disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increase in the number of women in leadership positions in the transport industry
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.1l) Number of candidates on Master's programme in Maritime affairs
Definition	Candidates trained on master's programme in maritime
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: Contract with the university; proof of acceptance in the programme; certified ID copy • Completed: Certificates /academic record
Assumptions	Candidates are interested in taking TETA master's programme in maritime and the throughput will be maintained
Disaggregation of beneficiaries (where applicable)	• Target for Women: 20% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	5% of employed candidates registered for masters programme in maritime affairs will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	• 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
Indicator responsibility	Maritime Chamber Executive Officer

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2a) Number of unemployed learners on bursaries
Definition	• Bursaries awarded to unemployed learners through a contract to study transport related qualifications and any desired qualifications that address skills deficit in the transport sector • Unemployed - means a learner that was not in the employment of the employer party to the learning agreement concerned when the agreement was concluded • Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college or any other training institution for post school qualifications
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative: Entered: Count of enrolled learners funded through bursaries • Completed: Count of learners that obtained the qualification
Means of verification	• Entered: Bursary Agreement; certified ID copy and proof of registration • Completed: Academic record/statement of results/certificates/Licenses/ Letter of completion
Assumptions	• Learners are interested in taking up TETA Bursaries training and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Bursary programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 70% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of learners on unemployed bursary programmes will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All learners on bursaries certificated
Indicator responsibility	SD & LP Senior Manager

Indicator Title	(3.2b) Number of unemployed learners on skills programmes
Definition	• Unemployed learners granted funding for unit and non-unit standard skills programmes or part-qualifications • Skills programmes – Means an occupation based program aimed at building skills that have economic value, and which incorporates at least one-unit standard. It is registered by a SETA and delivered by an accredited training provider
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contract; learner information forms; certified ID • copies • Completed: statement of results/certificates
Assumptions	N/A
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 70% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on skills programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to successfully complete the programme
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2c) Number of unemployed learners on learnership programmes
Definition	• Unemployed learners granted funding for learnership programmes through TETA stakeholders • Learnerships – Means a period of workplace-based learning culminating in an occupational qualification or part qualification
Source of data	Performance Listing
Method of calculation or assessment	• 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
Means of verification	• Entered: DG contracts; learnership agreements; certified ID copies; • Completed: Statement of results or certificates
Assumptions	• Learners are interested in taking up TETA learnership programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out learnership programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 70% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on learnership programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners on learnerships to successfully reach certification
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2d) Number of unemployed learners on AET programmes
Definition	Unemployed learners granted funding for AET programmes AET programmes – Means Adult Basic Education Training, which also include GETC Level 1 qualification
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Entered: Count of enrolled employed learners funded through AET Programmes • Completed: Count of learners completed and issued with statement of result or certificate
Means of verification	• Entered: DG contract; certified ID copies; learner information forms; • Completed: Statement of results / certificate
Assumptions	• Learners are interested in taking up TETA AET programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out AET programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 10% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on AET programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners certificated
Indicator responsibility	Chamber Executive Officers

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2e) Number of unemployed learners on apprenticeship programmes
Definition	• Unemployed learners granted funding for apprenticeships training programmes to address artisan skills shortages • Apprenticeship programmes – Means a period of workplace-based learning culminating in an occupational for a listed trade
Source of data	Performance Listing
Method of calculation or assessment	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
Means of verification	• Entered: DG contracts; workplace based learning programme agreement; certified ID copy; proof of employment • Completions: Trade test certificate or trade test report
Assumptions	• Learners are interested in taking up TETA apprenticeship programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out apprenticeships programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 50% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on apprenticeship programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to achieve a red-seal
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2f) Number of learners on cadetship
Definition	• Learners granted funding for cadetship training programmes • Cadetship - is a form of a training programme that combines practical on-the-job experience and formal, facilitated training in the maritime sub-sector
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Entered: Count of learners registered to be trained on cadetship programme • Completed: Count of learners issued with a SAMSA certificate or statement of results
Means of verification	• Entered: DG contract; cadet contract; certified ID copy, cadet contract/ learner information form Completed: SAMSA Certificate /statement of results / cadet Contract/ Learner information form
Assumptions	• Learners are interested in taking up TETA cadetship training and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out for cadetship programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on cadetship programmes will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	All learners certified as professionals
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2g) Number of learners on candidacy programmes
Definition	Funding of learners to obtain a professional designation with a professional body
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Entered: Count of learners registered to be trained on candidacy • Completed: Count of learners issued designation from professional body
Means of verification	• Entered: DG contract; 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
Assumptions	• Learners are interested in taking up TETA Candidacy programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out for Candidacy programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: N/A • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on candidacy programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Increased number of designated professionals in the transport sector
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.2h) Number of out-of-school youth trained on Grade 12 improvement programmes
Definition	Foundational learning competency on numeracy and communication skills programme for out-of-school youth who still require some foundation knowledge in numeracy and communication
Source of data	Performance Listing
Method of calculation or assessment	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
Means of verification	• 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
Assumptions	• Learners are interested in taking up TETA Grade 12 improvement programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Grade 12 improvement programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 90% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on Grade 12 improvement programmes will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Learner competency, improved numeracy and communication skills Learner progression and access to further learning
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2i) Number of unemployed learners on Regulatory programmes
Definition	• Unemployed learners granted funding for Regulatory Programmes • Regulatory programmes - includes training programmes legislated or mandated by a regulatory authority (such as civil aviation, maritime safety, rail passenger safety, etc.) to gain a certificate of proficiency or competence for designations that currently fall outside the scope of the NQF
Source of data	Performance Listing
Method of calculation or assessment	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
Means of verification	• Entered: DG contract; learner information form; certified ID copy; • Completed: Certificate / Statement of results or license
Assumptions	• Learners are interested in taking up TETA Regulatory programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Regulatory programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 20% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of unemployed learners registered on regulatory programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	All learners to complete the programme
Indicator responsibility	Chamber Executive Officers (Maritime, Aerospace and Rail)

Indicator Title	(3.3a) Number of partnerships established and implemented with employers
Definition	Implementation of new or existing partnerships with employers that facilitates training and advocacy interventions in the transport sector
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative - Established - Count of employers partnered with through an MoU Implemented: Count the number of MoA
Means of verification	• Established: Signed MoU • Implemented: Existing or newly signed MoU and signed MoA
Assumptions	Employers are willing to partner with TETA
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	TETA workplace delivery programmes by employers
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.3b) Number of partnerships established and implemented with TVET Colleges
Definition	Implementation of new or existing partnerships with TVET colleges to provide support relating to skills development interventions, capacitation of academic staff and any other area of mutual benefit
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Established - Count of TVET partnered with through an MoU • Implemented: Count the number of MoA
Means of verification	• Established: Signed MoU • Implemented: Newly signed MoU and signed MoA
Assumptions	TVET Colleges are willing to partner with the TETA and there are enough funds to support such partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	TETA training delivery programmes by TVET colleges
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.3c) Number of partnerships established and implemented with universities
Definition	Implementation of new or existing partnerships with universities to provide support relating to skills development interventions and any other area of mutual benefit after skills development interventions
Source of data	Performance Listing
Method of calculation or assessment	Implementation of new or existing partnerships with universities to provide support relating to skills development interventions and capacitation of academic staff
Means of verification	• Established: Signed MoU • Implemented: Newly signed MoU and signed MoA
Assumptions	Universities are willing to partner with the TETA and there are enough funds to support such partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Annually
Desired performance	Collaborative training programme delivery with universities
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.3d) Number of partnerships established and implemented with CET colleges
Definition	Implementation of new or existing partnerships with CET colleges to provide support relating to skills development interventions, capacitation of academic staff and any other area of mutual benefit
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative - • Established - Count of CET partnered with through an MoU Implemented: Count the number of MoA
Means of verification	• Established: Signed MoU • Implemented: Newly signed MoU and signed MoA
Assumptions	CET Colleges are willing to partner with the TETA and there are enough funds to support such partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	TETA training delivery programmes by CET colleges
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.3e) Number of tripartite partnerships established (education institutions, workplace and TETA)
Definition	Tripartite partnerships between TETA, employers and educational institutions
Source of data	Performance Listing
Method of calculation or assessment	• Quantitative - • Established - Count of CET partnered with through an MoU Implemented: Count the number of MoA
Means of verification	• Established: Signed MoU • Implemented: Newly signed MoU and signed MoA
Assumptions	Education institutions and workplaces are willing to partner with the TETA and there are enough funds to support such partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Successful partnership that benefits learners in terms of workplace experience
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.4a) Number of graduates placed on internship programmes (Graduate Internship)
Definition	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
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Established - Count of CET partnered with through an MoU • Implemented: Count the number of MoA
Means of verification	• 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 with Proof of employment
Assumptions	• Learners are interested in taking up TETA Graduate Internship programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Graduate Internship programmes
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 90% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of learners on graduate internship programmes will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Highly employable graduates as a result of work experience gained
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.4b) Number of learners who have completed workplace based learning programmes absorbed in employment or self employment
Definition	Learners previously trained by TETA are absorbed through employment in the industry
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of learners absorbed
Means of verification	Employment contract or proof of employment; certified ID copies; proof of training through TETA funding
Assumptions	Learners absorbed in employment after completion of TETA funded learning programmes are willing to share confirmation of employment or proof of company registration with the TETA
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 90% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of learners on workplace based learning programmes absorbed in employment will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Learners trained and certificated are employed
Indicator responsibility	Research and Knowledge Manager and Chamber Executive Officers

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.4c) Number of Higher Education Institute (HEI) learners on workplace experience programmes (Internship Category A)
Definition	HEI learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled through a HEI. This indicator is not limited to "Youth"
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Entered: Count of learners placed on workplace experience programmes • Completed: Count of learners that completed the full duration of the programme
Means of verification	• 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
Assumptions	• Learners are interested in taking up TETA Internship Category A programmes and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Internship Category A
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 90% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of learners on internship Category A programmes will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Successful completion of qualifications due to practical work undertaken
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.4d) Number of TVET learners placed on workplace experience programmes (Internship for N Diploma)
Definition	TVET learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled at a TVET college. This indicator is not limited to "Youth"
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Entered: Count of TVET learners placed on workplace experience programmes • Completed: Count of TVET learners that completed the full duration of the programme
Means of verification	• 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
Assumptions	• Learners are interested in taking up TETA Internship for N Diploma and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out Internship for N Diploma
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 90% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of learners on National Diploma will be from rural areas and disadvantage communities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Successful completion of qualifications due to practical work undertaken
Indicator responsibility	Chamber Executive Officers

Indicator Title	(3.4e) Number of graduates on work readiness programmes
Definition	Graduates mentored and coached through work readiness programme
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - • Entered: Count of graduates placed on work readiness programme • Completed: Count of graduates that completed the programme or obtained employment
Means of verification	• 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
Assumptions	• Learners are interested in taking up TETA work readiness programme and the throughput will be maintained • TETA receives adequate applications from stakeholders to roll out for work readiness programme
Disaggregation of beneficiaries (where applicable)	• Target for Women: 30% • Target for Youth: 30% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	20% of learners on work readiness programme will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Workplace absorption of candidates
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.4f) Number of workplaces approved
Definition	Approvals of workplaces that will host learners for the practical component of the training
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of workplace approval letters
Means of verification	Workplace approval letter issued by TETA or other quality assurance bodies
Assumptions	There is sufficient participation from employers to approve their workplace
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Increased number of approved workplaces for learners
Indicator responsibility	ETQA Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.5) Number of stakeholders assisted in TETA's Limpopo-based offices
Definition	• 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
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of stakeholders assisted
Means of verification	Stakeholders register or meeting attendance register and email correspondence
Assumptions	Stakeholder will go to the Limpopo office for assistance
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	High volumes of stakeholders use of the TETA facilities in Limpopo
Indicator responsibility	Chamber Executive Officer

Indicator Title	(3.6a) Number of TETA stakeholder capacitation workshops on contract management
Definition	Capacitation and support of stakeholders on the proper implementation of awarded contracts
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of workshops
Means of verification	Attendance Register
Assumptions	Stakeholders will attend contract management workshops
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Effective Implementation of contracts
Indicator responsibility	Chamber Executive Officer

Indicator Title	(3.6b) Number of women empowerment seminars conducted
Definition	Seminars attended/conducted by TETA focusing on women empowerment in the transport sector
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of seminars attended / conducted
Means of verification	Proof of attendance (email or letter or attendance register or travel documents), conference programmes
Assumptions	Women will participate in the empowerment seminars as planned
Disaggregation of beneficiaries (where applicable)	• Target for women: 90% • Target for youth: 30% • Target for people with disabilities: 1%
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Empowered women through knowledge sharing and networks created
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.6c) Number of provincial stakeholder engagement sessions conducted
Definition	Stakeholder engagements conducted by TETA nationally to communicate new developments in the industry
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of stakeholder engagements conducted
Means of verification	Attendance registers (digital log) or agenda
Assumptions	TETA has sufficient funds to pay for stakeholder engagement related costs
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Knowledgeable and empowered stakeholders on the new developments
Indicator responsibility	Executive Manager Corporate Services

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.6d) Number of provincial stakeholder consultative forums conducted
Definition	Forums driven by provincial government departments focusing on skill development initiatives and coordination with relevant stakeholders
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of provincial stakeholders consultative forums attended
Means of verification	Attendance registers and agenda
Assumptions	Stakeholders will attend consultative forums
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Effective collaboration with provincial departments and TETA provincial visibility
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.7a) Number of career platforms hosted and maintained
Definition	• Career platforms maintained and hosted 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
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count the number of hosted and maintained platforms, as well as digitally produced career content
Means of verification	• Active career portal (link to career portals) or • Digitally produced career content (digital sample) or Delivery note and sample of material received in case of hard copy material
Assumptions	• There is sufficient money at TETA to host and maintain career platforms • That the delivery of the content is easily accessible to the learners or users
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Transport sector career awareness
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.7b) Number of TETA career exhibitions conducted for urban areas
Definition	Career development service activities conducted to enhance awareness for sectoral priority occupations and interventions
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of each career exhibition event
Means of verification	External invite received/motivation for the event and attendance registers/written confirmation of attendance/digital log
Assumptions	There is sufficient money to cover costs related to career exhibitions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	100% Number of TETA career exhibitions conducted for urban areas
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Increased awareness of transport-related careers
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.7c) Number of career development exhibitions in rural areas on occupations in high demand
Definition	• Career development service activities conducted to enhance awareness in rural areas highlighting occupations in high demand • Rural areas - are a spatial category, associated with certain patterns of human activity, but with those associations being subject to continuous change
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of each career exhibition event
Means of verification	External invite received/motivation for the event and attendance registers/written confirmation of attendance/digital log
Assumptions	There is sufficient TETA funds to cover costs related to career exhibitions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	100% of career development exhibitions will be from rural areas and disadvantaged communities
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increased awareness of transport-related careers
Indicator responsibility	Executive Manager Corporate Services

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.7d) Number of capacity building workshops conducted for teachers
Definition	Capacitation of teachers in career development services
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of workshops conducted
Means of verification	Digital log/ proof of attendance
Assumptions	There is sufficient TETA funds to cover costs related to career exhibitions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Capacitated teachers are able to deliver career information to learners
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.8a) Number of promotional material packs procured
Definition	Promotional items consisting of the following items: promotional materials and stationery procured to enhance TETA messaging (may include safety/pandemic related marketing collateral)
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of promotional packs procured
Means of verification	Delivery note and a sample of the item procured
Assumptions	There is sufficient TETA funds to cover costs related to the procurement of promotional material
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Increase affinity to the TETA brand
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.8b) Number of media information sessions conducted
Definition	Use of available media platforms not limited to audio, visual, print, digital etc. to advance TETA brand awareness and messaging
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count the number of media platforms TETA has been exposed to
Means of verification	Media Monitoring Report
Assumptions	There is sufficient TETA funds to conduct media information sessions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Increased TETA awareness and publicity analysis to manage reputation
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.8c) Number of events sponsored to enhance TETA brand
Definition	Events where TETA contributes either financially or non-financially to leverage TETA brand
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of each event sponsored
Means of verification	Proof of attendance (email/letter/travel documents/digital log) and event program or proof of payment (where sponsorship is financial)
Assumptions	There is sufficient TETA funds to cover costs related to events sponsored
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Enhanced relations with stakeholders and increased knowledge of TETA mandate
Indicator responsibility	Executive Manager Corporate Services

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.9) Number of internal career guidance advisors capacitated
Definition	TETA career guidance advisors are capacitated on career development service processes and environment
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of TETA career guidance advisors capacitated
Means of verification	Agenda, presentations, attendance registers or Zoom log
Assumptions	There is sufficient personnel to advocate for career guidance
Disaggregation of beneficiaries (where applicable)	• Target for woman: 30% • Target for Youth:30% • Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Information on careers is delivered to learners in standardised manner
Indicator responsibility	Executive Manager Corporate Services

Indicator Title	(3.10) Number of schools supported
Definition	Adopted schools supported through e-learning material for Grade 12 learners or career development services or interventions supporting the school, teachers, learners and Senior Management Team
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of the number of supported schools
Means of verification	A report covering the progress and support provided at each school
Assumptions	Learners in adopted schools fully participate in support interventions
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	20% school must be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	All Grade 12 learners are able to access the e-learning material and are up to date with the curriculum
Indicator responsibility	Strategic Support Manager

Indicator Title	(3.11a) Number of small and medium enterprises funded
Definition	Levy-paying small companies that employs between 0 and 49 employees and medium companies that employs between 50 and 149 employees supported to register within the correct SIC Code with SARS or participate in skills development
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of registered small and medium companies supported
Means of verification	Contract between TETA and stakeholder; proof of payment; CIPC documents
Assumptions	SMMEs apply and participate in skills development initiatives
Disaggregation of beneficiaries (where applicable)	• Target for women owned enterprises: 40% • Target for youth owned enterprises: 20% • Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Sustainability and increased participation of small and medium companies in the economy
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11b) Number of small non-levy paying entities funded
Definition	Non-levy-paying enterprises and registered companies funded to participate in skills development and training
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of small non-levy-paying entities funded
Means of verification	Contract between TETA and stakeholder Proof of payment
Assumptions	Small non levy paying entities apply and participate in skills development initiatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Support small non-levy paying entities to register or participate in skills development
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.11c) Number of cooperatives funded
Definition	• Cooperatives funded to participate in skills development training with particular reference to the sector priority occupations and interventions and to enhance enterprise growth • Cooperatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organized and operated on co-operative principles
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of cooperatives funded
Means of verification	Contract between TETA and stakeholder; copy of company registration (CIPC); contract between provider and enterprise indicating the support and conditions of funding and proof payment
Assumptions	Cooperatives are willing to take up funding with TETA conditions
Disaggregation of beneficiaries (where applicable)	• Target for women owned cooperatives: 40% • Target for youth owned cooperatives: 20% • Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Growing and sustainable cooperatives
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11d) Number of NGOs funded
Definition	NGOs funded for various interventions
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count number of NGOs funded
Means of verification	Contract between TETA and stakeholder; copy of NGO certificate; contract between provider and enterprise indicating the support and conditions of funding and proof of payment
Assumptions	NGOs are willing to take up funding with TETA conditions
Disaggregation of beneficiaries (where applicable)	• Target for women owned enterprises: 40% • Target for youth owned enterprises: 20% • Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Growing and sustainable NGOs
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11e) Number of CBOs funded
Definition	CBOs funded for various interventions
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count of CBOs funded
Means of verification	Contract between TETA and stakeholder; copy of company registration (CIPC); contract between provider and enterprise indicating the support and conditions of funding; proof of payment
Assumptions	CBOs are willing to take up funding with TETA conditions
Disaggregation of beneficiaries (where applicable)	Target for women owned enterprises: 40% Target for youth owned enterprises: 20% Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Growing and sustainable CBOs
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.11f) Number of people trained on entrepreneurships supported to start their businesses - new venture creations
Definition	Entrepreneurs trained to start business ventures
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Entered: Count of learners registered to be trained on a entrepreneurships supported programme
Means of verification	Entered: DG contract; certified ID copies; learner information forms
Assumptions	Entrepreneurs are willing to take up funding to start up their businesses
Disaggregation of beneficiaries (where applicable)	Target for women owned enterprises: 20% Target for youth owned enterprises: 20% Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Assisting entrepreneurs with new venture creations
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.11g) Number of rural development projects supported
Definition	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
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count the number of projects supported
Means of verification	Contract between TETA and stakeholder and proof of payment
Assumptions	Stakeholders in rural areas or disadvantaged communities apply for support with projects
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Sustainable rural projects that economically benefit communities
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.12) Number of trade unions funded
Definition	Trade unions funded for various skills interventions
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count the number of trade unions funded
Means of verification	Contract between TETA and trade union, proof of payment
Assumptions	Trade Unions apply for training opportunities
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Skilled trade union members
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.13a) Number of safety partnerships implemented
Definition	Implemented collaborative partnerships formed in support of road safety initiatives
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count the number of MoAs
Means of verification	Implemented: Existing or newly signed MoU and signed MoA
Assumptions	Both parties agree on areas of mutual benefit and sufficient funding is available to implement partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Reduction of fatalities in South African transport system
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.13b) Number of Safety initiatives funded in the Transport Sector
Definition	Transport Safety initiatives funded
Source of data	Performance Listing
Method of calculation or assessment	Quantitative – Count number of initiative funded to address safety matters in the transport sector
Means of verification	Contract between TETA and stakeholder; report; proof of payment
Assumptions	Stakeholders apply to implement safety initiatives in the sector
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Safe Transport in South Africa
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.14) Number of learners put on accident prevention training programmes
Definition	Training of learners on accident prevention skills programmes funded to address safety in South Africa
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Count the number of learners put on accident prevention training programme
Means of verification	Entered: Contract with stakeholders; certified ID copies; learner information forms
Assumptions	Sufficient pool of learners who require training on accident prevention programmes
Disaggregation of beneficiaries (where applicable)	• Target for women: 30% • Target for youth: 20% • Target for people with disabilities: 1%
Spatial transformation (where applicable)	20% of learners on accident prevention training programmes will be from rural areas and disadvantage communities
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Skilled resources that drive road safety initiatives
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.15) Number of pandemic awareness programmes supported
Definition	• Pandemic awareness initiatives supported • Supported is defined as any of the following: financial support, advisory support, training, capacity building workshops and awareness drives
Source of data	Performance Listing
Method of calculation or assessment	Quantitative – Count the number of pandemic awareness initiatives supported
Means of verification	Contracts between TETA and stakeholder; reports; proof of payment (if support is financial)
Assumptions	Stakeholders are willing to take up these opportunities for awareness campaigns
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	Reduced number of infections and early treatment
Indicator responsibility	Strategic Projects and Stakeholder Relations Manager

Programme 4: Quality Assurance System

Indicator Title	(4.1a) Number of curricula developed for occupational qualifications
Definition	• Align curricula to occupational qualifications with industry needs/part qualifications/skills programmes • Occupational qualifications - A qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment
Source of data	SLA/ Contract for development of occupational qualifications
Method of calculation or assessment	Quantitative - Each curriculum is counted once
Means of verification	Copy of curricula
Assumptions	Industry provides the needs and participate during the qualification development
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Relevant fit for purpose occupational qualifications/part qualifications/skills programmes are developed and used by the industry
Indicator responsibility	ETQA Manager

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

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(4.1c) Number of learning materials developed for approved occupational qualifications
Definition	• Learning materials developed for occupational qualifications/part qualifications/ skills programmes • Occupational qualifications - A qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment
Source of data	SLA/Contract for development of learning materials
Method of calculation or assessment	Quantitative - Count the number of learning materials developed
Means of verification	Signed contract between TETA and learning material developer; Final learning material
Assumptions	Industry provides correct requirements for the learning material and they participate
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Learning materials used for the delivery of training
Indicator responsibility	ETQA Manager

Indicator Title	(4.1d) Number of Occupational Qualifications with EISA Exam conducted
Definition	• Conduct EISA Exam for Occupational Qualifications • Occupational qualifications - A qualification that consist of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment
Source of data	EISA Schedule
Method of calculation or assessment	Quantitative – Number of EISA Exams conducted
Means of verification	Attendance Register/s
Assumptions	Attendance registers are fully completed
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Improved skills delivery for the industry
Indicator responsibility	ETQA Manager

Indicator Title	(4.2a) Number of skills development providers (SDPs) capacitated on quality assurance (QA) systems
Definition	SDPs capacitated on quality assurance systems
Source of data	Advert for capacitation workshops
Method of calculation or assessment	Quantitative - Each SDP is counted once
Means of verification	Attendance registers in a case of a physical or virtual meeting; agenda; invite
Assumptions	SDPs attend and participate during the cpacitation workshops
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved access and efficient use of quality assurance systems by SDPs
Indicator responsibility	ETQA Manager

Indicator Title	4.2b Number of ETD Practitioners capacitated on QA supported
Definition	ETD practitioners are capacitated on QA systems
Source of data	SLA/Contract for support
Method of calculation or assessment	Quantitative – Each ETD practitioner is counted once
Means of verification	Attendance registers in a case of a physical or virtual meeting; agenda
Assumptions	ETD are available and attend to monitoring visits or calla
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved quality in the delivery of learning programmes
Indicator responsibility	ETQA Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(4.2c) Number of SDPs monitored
Definition	Monitoring of SDPs to ensure the quality of delivery
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Each visit (onsite or virtually) to SDP is counted once
Means of verification	Signed Monitoring Reports
Assumptions	SDP comply with quality assurance requirements
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved compliance of SDPs to QA processes and systems
Indicator responsibility	ETQA Manager

Indicator Title	(4.3a) Number of external moderations conducted
Definition	External moderations conducted on programmes under TETA scope
Source of data	Performance Listing
Method of calculation or assessment	Quantitative – Each moderation conducted will be counted once
Means of verification	Signed external moderation report
Assumptions	Completed PoE is available for moderation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Timeous certification of learners
Indicator responsibility	ETQA Manager

Indicator Title	(4.3b) Number of learning programmes evaluated
Definition	Learning programmes are evaluated
Source of data	Performance Listing
Method of calculation or assessment	Quantitative - Each programme evaluated will be counted once (programme refers to one unit standard/ module)
Means of verification	Signed Learning programme evaluation reports
Assumptions	Learning programmes are submitted for evaluation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Industry aligned learning programmes
Indicator responsibility	ETQA Manager

Indicator Title	(4.4) Number of candidates on mentorship and coaching programmes
Definition	Candidates trained on mentorship and coaching programme
Source of data	SLA/signed contract for the programme
Method of calculation or assessment	Quantitative – Entered: Count of candidates enrolled on the programme
Means of verification	Entered: a contract between TETA and stakeholder, learner information forms; certified ID copies
Assumptions	Industry responds to the advert and participate
Disaggregation of beneficiaries (where applicable)	• Target for women: 30% • Target for youth: N/A • Target for people with disabilities:: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Competent and motivated mentors and coaches that support experiential learning in the workplaces
Indicator responsibility	ETQA Manager

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(4.5a) Number of TVET/CET lecturers trained on TETA quality assurance systems
Definition	TVET/ CET lecturers trained in preparation to implement occupational qualifications
Source of data	SLA/signed contract for the project
Method of calculation or assessment	• Entered: Count the number of lecturers that entered the programme • Completed: Count the number of lecturers that completed the programme
Means of verification	• Entered: Certified ID copies, learner information forms and proof of employment Completed: Statement of results/certificate
Assumptions	TVET and CET Colleges are participating
Disaggregation of beneficiaries (where applicable)	• Target for women: 30% • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved readiness to implement occupational qualifications
Indicator responsibility	ETQA Manager

Indicator Title	(4.5b) Number of TVET/CET managers trained on curriculum related studies
Definition	TVET/ CET managers supported to participate within the transport industry
Source of data	SLA/signed contract for the project
Method of calculation or assessment	• Entered: Count the number of managers that entered the programme • Completed: Count the number of managers that completed the programme
Means of verification	• Entered: Certified ID copies, learner information forms and proof of employment • Completed: Statement of results/certificate
Assumptions	TVET and CET Colleges are participating
Disaggregation of beneficiaries (where applicable)	• Target for women: 20% • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved delivery of occupational qualifications
Indicator responsibility	ETQA Manager

Indicator Title	(4.5c) Number of TVET/ CET lecturers exposed to the industry
Definition	TVET/ CET lecturers exposed to the industry to receive exposure to a variety of practical workplace experiences that will improve training provided
Source of data	SLA/signed contract for the infrastructure projects
Method of calculation or assessment	Quantitative - Count of lecturers exposed to the industry
Means of verification	• Entered: DG contract, certified ID copy, proof of employment • Completion: attendance registers
Assumptions	TVET /CET Lectures are willing to be exposed and host companies are available
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved knowledge of the industry
Indicator responsibility	ETQA Manager

Indicator Title	(4.5d) Number of TVET/CET colleges infrastructure development supported
Definition	Capacitating TVET/CET colleges to improve the quality of training and build capacity by improving equipment
Source of data	SLA/signed contract for the project
Method of calculation or assessment	Quantitative - Count the number of TVET/CET colleges supported
Means of verification	SLA between TETA and TVET/CET college; proof of payment
Assumptions	Training equipment delivered on time and lecturers capacitated to use the equipment
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non- cumulative
Reporting cycle	Annually
Desired performance	Capacitated TVET/CET colleges to provide quality training to learners
Indicator responsibility	ETQA Manager

NOTES

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