



Transport Education Training Authority

*Driven by Vision*

TRANSPORT EDUCATION  
AND TRAINING AUTHORITY

# ANNUAL PERFORMANCE

## PLAN 2026/27



## Minister of **Higher Education**

**Mr Buti Manamela**

*Minister of Higher Education and Training*



## Deputy Minister of **Higher Education**

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*Deputy Minister of Higher Education and Training*



## Deputy Minister of **Higher Education**

**Dr. Nomusa Dube-Ncube**

*Deputy Minister of Higher Education and Training*



**ANNUAL**

**PERFORMANCE**

**PLAN**

**2026/27**

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# LIST OF ABBREVIATIONS/ACRONYMS

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

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

# MINISTER'S FOREWORD

The Department of Higher Education and Training plays a pivotal role in advancing the strategic priorities of the 2024–2029 Medium-Term Development Plan (MTDP). Education, training and skills development sit at the heart of South Africa's efforts to drive inclusive and sustainable economic growth, reducing poverty and hunger and building a capable and ethical state. The Department's interventions remain fundamental in ensuring that the country meets its developmental aspirations in alignment with the National Development Plan (NDP) 2030 as well as its regional and international commitments.

The 7<sup>th</sup> Administration has set priority actions to tackle unemployment, poverty and inequality, while driving economic growth. Guided by these national priorities, the Department aims to support inclusive growth by building a skilled workforce and widening learning opportunities, especially for women, youth and people with disabilities.

The Department's efforts are underpinned by a six-pillar vision for the Post-School Education and Training (PSET) sector that guides long-term system transformation. The vision aims to integrate the sector into a single, coherent and well-coordinated system that functions seamlessly across institutional types. It further seeks to expand equitable access for all individuals who stand to benefit from post-school opportunities, while ensuring that programmes and qualifications remain responsive to the evolving needs of the economy, labour market and broader society. Central to this vision is the commitment to raise the quality of provision and improve learning outcomes, alongside strengthening efficiency, governance and accountability across all PSET institutions and entities.

Achieving this vision requires addressing the structural and information-related barriers that constrain national development and hinder the performance of the PSET sector. Progress towards these objectives depends on the Department's ability to respond decisively to these structural and information bottlenecks that impede development outcomes and limit system effectiveness. Central to this effort is the resetting of the PSET system through evidence-based, outcome-focused reforms that are closely aligned with national development priorities.

There are also persistent challenges related to energy insecurity that continue to disrupt teaching and learning, research and the overall operational continuity of institutions. In addition, logistics and infrastructure limitations impede access and constrain institutional effectiveness, while gaps in digital readiness hinder the sector's ability to fully leverage technology for enhanced learning, innovation, administrative efficiency and global competitiveness. Addressing these systemic barriers is important in building institutional resilience and ensuring that the sector is prepared to meet the changing national and global demands.

To this end, the Department is prioritising targeted interventions to improve energy stability, modernise institutional infrastructure, strengthen digital capabilities and enhance support systems across the PSET sector. These initiatives include collaborative planning with key stakeholders, investment in sustainable and resilient technologies and the development of sector-wide frameworks to advance coherence, operational efficiency and long-term sustainability.

Our determination is to pursue far-reaching and transformative outcomes aimed at enhancing the provision, equity and quality of post-school opportunities. We remain committed to exerting a meaningful impact on the lives of individuals and contributing to broader improvements in the labour market, economy and society at large. Through strategic interventions, strengthened institutional capacity and focused efforts to remove structural obstacles, the Department seeks to build a PSET sector that is responsive, future-oriented and capable of supporting South Africa's long-term developmental agenda.

The educational and socio-economic challenges unfold within a broader national context marked by the fragility of the state. Fragmentation across government institutions, persistent corruption, crime and a deepening trust deficit undermine policy coherence and weaken service delivery. However, the Department remains committed in addressing these interlinked challenges through targeted interventions, strengthened partnerships with municipalities and local stakeholders and a renewed focus on equity and transformation.

Over the Medium-Term Expenditure Framework (MTEF) period, our focus is on improving access to and success in post-school education as a key driver of youth employability, poverty reduction and social equality. A central priority is advancing student success through targeted academic support, strengthened career guidance and improved learning environments that enable students to complete their studies within the anticipated timeframes. By improving student access and success, expanding alternative skills pathways and responding to the systemic barriers that constrain the PSET sector, the Department aims to contribute meaningfully to the country's broader developmental objectives and support a more inclusive, skilled and resilient society.

To support access, the Department continues to promote widespread awareness of NSFAS funding opportunities. Admission requirements, funding criteria and application procedures are communicated widely to prospective students across schools, universities, TVET and CET colleges and Sector Education and Training Authorities (SETAs). NSFAS is monitored on uptake and its impact on student access and success remains an ongoing priority, ensuring that financial aid continues to serve as a cornerstone of inclusive education and equitable participation.

There are also intensified efforts to support students from vulnerable households, including beneficiaries of the South African Social Security Agency (SASSA). These students are prioritised within NSFAS funding allocations and it is ensured that they are supported and guided throughout the funding application process. The approach directly promote equity within the PSET system, particularly for learners from historically disadvantaged communities.

Despite these ongoing efforts, many learners continue to face financial, academic, geographic and informational barriers that limit access to PSET institutions. To support their meaningful participation in the economy, alternative skills pathways are strengthened by SETAs in expanding artisanal training, workplace-based learning and other occupational programmes in partnership with industry.

In addition, opportunities presented by the Just Energy Transition are leveraged to equip learners with emerging green economy skills, including renewable energy technologies, energy efficiency and sustainable infrastructure development. Digital and foundational skills, entrepreneurship training and community-based learning initiatives are also promoted to ensure that both young people and adults are equipped with the capabilities needed for employment, livelihoods and lifelong learning.

To support these developments, robust governance frameworks to guide and regulate partnerships are established across the PSET sector. These frameworks strengthen coordination, accountability and oversight, ensuring that collaboration with external stakeholders is coherent, strategically aligned and contributes to national development priorities. Within this structured environment, partnerships with industry, academic institutions and civil society organisations are being expanded to enhance the responsiveness and relevance of the PSET system. These partnerships provide a foundation for interdisciplinary collaboration, promote innovation and facilitate the integration of academic and workplace-based learning.

The Department continues to deepen its engagement with industry to create structured opportunities for students to acquire practical, hands-on experience through apprenticeships, learnerships and workplace-based exposure. These initiatives support the alignment of qualifications with labour-market requirements and enhance the employability of graduates. Interdisciplinary approaches are similarly promoted to ensure that students develop the analytical, technical and problem-solving capabilities necessary to navigate complex socio-economic environments.

Parallel to these efforts, the Department is undertaking significant investments to strengthen internal capacity. This

includes the construction of new facilities and refurbishment of existing infrastructure across universities, Technical and Vocational Education and Training (TVET) colleges and

Community Education and Training (CET) colleges. These investments aim to create high-quality, sustainable and technologically enabled learning environments capable of supporting modern pedagogical approaches and expanding institutional reach.

As part of its broader strategic interventions, the Department is intensifying efforts to address the systemic challenges affecting its Information and Communication Technology (ICT) environment, including the SETA integrated learner management system to ensure improved functionality, reliability and regulatory compliance. The Department recognises that weaknesses in ICT infrastructure, data management and systems integration have far-reaching implications for operational efficiency, planning, reporting and service delivery. To reinforce its remediation efforts, the Media, Information and Communication Technologies Sector Education and Training Authority (MICTSETA) is providing targeted technical support and capacity-building assistance.

The Department is committed to enhancing governance and leadership across the PSET sector. Strong institutional governance is the foundation for academic excellence, financial sustainability and public trust. Over the next MTEF, the Department will focus on building leadership capacity, promoting ethical governance practices and ensuring that institutional councils and management structures are equipped to lead with integrity and accountability. This includes targeted leadership development programmes, improved oversight mechanisms and the enforcement of governance standards that reflect the values of transparency, responsiveness and service to the nation. A key priority is the timely filling of critical positions across the sector to strengthen institutional stability and ensure effective decision-making and service delivery.

Through these interventions, the Department ensures alignment with the NDP 2030 goals and international commitments, including Sustainable Development Goal 4 on quality education. By fostering inclusive education, skills development and ethical governance, the Department contributes significantly to South Africa's long-term vision of a prosperous, equitable and capable society.

I am confident that the Annual Performance Plan for 2026/27 will enable the Department to fulfil its commitments to transform the PSET sector. Under the leadership and support of Deputy Ministers, Dr M Gondwe, MP and Dr N Dube-Ncube, MP, along with the guidance of the Director-General, Dr N Sishi, the implementation of this plan will steer the Department in addressing the socio-economic challenges facing our country.

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**Mr Buti Manamela, MP**  
Executive Authority of Higher Education and Training



# ACCOUNTING AUTHORITY'S FOREWORD

It is with great confidence that I introduce TETA's progress. Efficiencies at our ports are critical for trade strategic plan for the 2025-2030 period. This plan is and economic competitiveness. The backlog and a reflection of our ongoing commitment to aligning delays negatively impact the flow of goods, raising with South Africa's critical national frameworks, logistics costs and hindering growth. TETA's role in including the National Development Plan (NDP) 2030, the National Skills Development Plan (NSDP) 2030, and the Reconceptualised Human Resources Development Strategy for South Africa 2024 - 2033. TETA's role in the transport sector extends beyond skills development; we are pivotal in shaping a workforce that meets the complex demands of an evolving economy while supporting national growth and transformation goals.

The transport sector is integral to South Africa's economic recovery, serving as a critical enabler of trade, connectivity, and infrastructure development. The Economic Reconstruction and Recovery Plan (ERRP) highlights the sector's vital contribution to the broader economy. In the years ahead, we must also ensure that our efforts are aligned with the Green Economy and the Just Energy Transition, addressing environmental challenges and seizing new opportunities for sustainable growth and innovation. These shifts are essential to the future of the industry and offer pathways to a more resilient and inclusive economy.

As we engage with the Department of Transport, several key areas demand attention for sustainable improving operational efficiencies through skills development in this area is vital. In addition, the Taxi Recapitalisation Programme remains an essential element in modernising public transport, and TETA's focus will support the upskilling needed for safer and more sustainable taxi operations. Furthermore, the Freight Road-to-Rail Migration Plan aligns with national objectives to reduce road congestion, lower carbon emissions, and enhance freight capacity. By providing the necessary training for this shift, we can support a more efficient and environmentally friendly transport system.

In line with the national focus on the Decade of the Artisan, TETA's investment in artisan development is crucial for addressing the growing demand for skilled labour within the transport and broader infrastructure sectors. Skilled artisans play a critical role in the maintenance and development of industry infrastructure, from road and rail construction to port operations and public transport systems. By enhancing artisan training and development, TETA will directly contribute to the building and upgrading of critical transport infrastructure, supporting economic growth and job creation while ensuring the sector has the skilled workforce needed for future expansion.

The fight against Gender-Based Violence (GBV) continues to be a priority across sectors, including education and skills development. TETA is committed to integrating GBV awareness and prevention initiatives into its programmes, ensuring that training environments are safe and inclusive, and that learners and workers are educated about this critical issue.

Road safety remains a pressing national concern, and TETA is committed to addressing this through focused initiatives. The high number of road accidents continues to have serious social and economic consequences. We believe that through innovative safety programmes and sustained public awareness campaigns, we can significantly reduce road fatalities and enhance the overall safety of our transport networks. The economic benefits of improved road safety such as reduced healthcare costs and increased productivity cannot be understated.

Additionally, the digital transformation of the transport sector is critical. Technology continues to reshape industries globally, and TETA's role in ensuring that the workforce is equipped with digital skills is more important than ever. As a SETA, we must be proactive in enabling digital readiness across the transport industry, fostering innovation and competitiveness. This requires us to be adaptive, agile, and aligned with technological advancements.

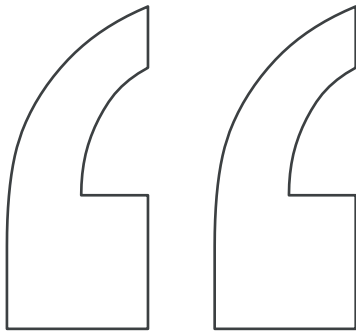
Internally, we acknowledge the need to modernise TETA's own operations. Our current ICT systems require improvement to support our long-term goals effectively. Establishing efficient business processes, underpinned by robust, agile ICT infrastructure, will enable us to serve our stakeholders better and achieve our strategic objectives more effectively.

As we embark on this journey, I am confident that TETA will continue to play a transformative role in shaping the transport sector's future, driving innovation, and contributing meaningfully to South Africa's socio-economic development.



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**Mr Themba TC Dlamini**  
TETA Accounting Authority Chairperson



**As we embark on this journey, I am confident that TETA will continue to make a meaningful impact in transforming the transport sector, driving innovation, and contributing to South Africa's broader socio-economic goals.**

# CHIEF EXECUTIVE OFFICER'S FOREWORD

## Driving South Africa's Transport Future

As TETA enters the 2025-2030 strategic period, we stand at a defining moment for South Africa's

people and goods, transport is a key driver of economic growth, trade, and connectivity. It is the backbone of industries and communities, shaping the nation's development trajectory. In alignment with the National Development Plan (NDP) 2030, the National Skills Development Plan (NSDP) 2030, and the Economic Reconstruction and Recovery Plan (ERRP), TETA remains committed to equipping the sector with the skills and capabilities needed for a dynamic and evolving economy.

Transport is the backbone of human existence, enabling the movement of people, goods, and services that sustain daily life. Whether it is getting to work, delivering essential supplies, or facilitating global trade, transport ensures that societies remain connected and economies stay active. From roads and railways to air and sea travel, efficient transport networks are the foundation of progress, linking rural and urban spaces, bridging industries, and fostering development. Without a well-functioning transport system, opportunities for education, healthcare, and employment become limited, slowing down national

growth and leaving communities isolated. Simply put, transport is more than just movement—it is the that keeps the country alive.

in shaping the skills and expertise needed to keep South Africa's transport sector in motion. TETA serves as a critical connector, bringing together industry, education, and government to train the next generation of transport professionals. By investing in skills development across aviation, maritime, road, and rail sectors, TETA ensures that the country's transport infrastructure is not only maintained but continuously improved. Through structured training programmes, bursaries, and strategic partnerships, TETA equips individuals with the knowledge and expertise required to drive innovation and efficiency. The result is a transport sector that not only moves people and goods but also propels the nation forward—fuelling economic growth, creating employment, and ensuring that no South African is left behind.

## Embracing Innovation and Sustainability

The transport sector is rapidly transforming, offering new opportunities for skills development and economic inclusion. The Green Economy and

Just Energy Transition present avenues to integrate sustainable practices while creating new employment prospects. Road safety, a national imperative, requires innovative training programmes and heightened public awareness to reduce fatalities and enhance efficiency. These efforts will not only save lives but also strengthen the resilience of our transport network.

#### The Digital Future of Transport

Digital transformation is at the heart of modern transport systems. The integration of technology enhances safety, efficiency, and competitiveness. TETA is committed to fostering digital readiness by investing in cutting-edge skills development initiatives, ensuring our workforce is equipped to navigate and thrive in a tech-driven future.

#### Strengthening Institutional Capabilities

To effectively support the sector, TETA itself must evolve. We are prioritising the institutionalisation of robust business processes and the adoption of agile ICT infrastructure. Upgrading our learner management, project oversight, and performance monitoring systems will enhance our service delivery and stakeholder engagement.

#### Strategic Priorities for the Next Five Years

To drive impact, TETA will focus on five (5) key priorities:

- **Achieving Organisational Excellence:** Enhancing internal processes to improve efficiency, transparency, and accountability.

- **Driving Innovation in the Transport Sector:** Embracing digital transformation to modernise skills development and align with global trends.
- **Empowering SMMEs:** Supporting small businesses in the transport sector through targeted training and mentorship.
- **Ensuring Financial Sustainability:** Diversifying revenue streams to strengthen TETA's long-term financial health.
- **Strengthening Strategic Partnerships:** Deepening collaboration with government, industry, and educational institutions to drive sectoral growth.

#### Building the Country of Our Dreams

South Africa continues to grapple with poverty, inequality, and unemployment—challenges that weigh the heaviest on our youth. The transport sector has the potential to be a powerful catalyst for change, offering skills development and economic opportunities that uplift communities. As we look to the future, TETA remains steadfast in its mission to build an inclusive, innovative, and resilient transport sector that contributes to a prosperous South Africa. Together, we can shape the transport industry into a vehicle for progress, creating a nation that offers opportunities for all.



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



# OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan

- *Was developed by the management of the Transport Education and Training Authority (TETA) under the guidance of the TETA Accounting Authority 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 2025 – 2030.*

Mr. Sipho Nxumalo  
Acting Senior Manager: Skills  
Development and Learning Programmes



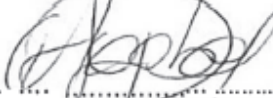
Signature: .....Date: 30 January 2026

Mr. Nchaube Maepa  
Chief Financial Officer



Signature: .....Date: 30 January 2026

Ms. Mantlwane Kgobe  
Acting Chief Operations Officer



Signature ..... Date: 30 January 2026

Mrs. Maphefo Anno-Frempong  
Chief Executive Office



Signature ..... Date: 30 January 2026

Mr Themba TC Dlamini  
TETA Accounting Authority Chairperson



Signature ..... Date: 30 January 2026

# INTRODUCTION

The Transport Education and Training Authority (TETA) is a schedule 3A public entity, governed by the Public Finance Management Act No. 1 of 1999 (as amended). The entity's mandate is derived from the Skills Development Act No. 97 of 1998 and its subsequent amendments. The TETA reports to the Minister of Higher Education and Training. The primary function of the TETA as set out in Section 10 of the Skills Development Act (No. 97 of 1998), as amended, are to:

- a. Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Plan;
- b. facilitate the development, registration and implementation of learnerships, skills programmes and strategic initiatives;
- c. approve Workplace Skills Plans;
- d. disburse grants to stakeholders; and
- e. assure quality of education and training that falls within the scope of the sector.

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

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

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

South Africa's transport sector is divided into eight (8) 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 as well as 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 Development Plan (MTDP) which identifies three priorities that play a role in achieving the NDP 2030
- The National Skills Development Plan 2030 priorities, relevant DHET strategic outcomes, transformation agenda and transport sector needs.

# PART A

# PART A – OUR MANDATE

## 1. Constitutional Mandates

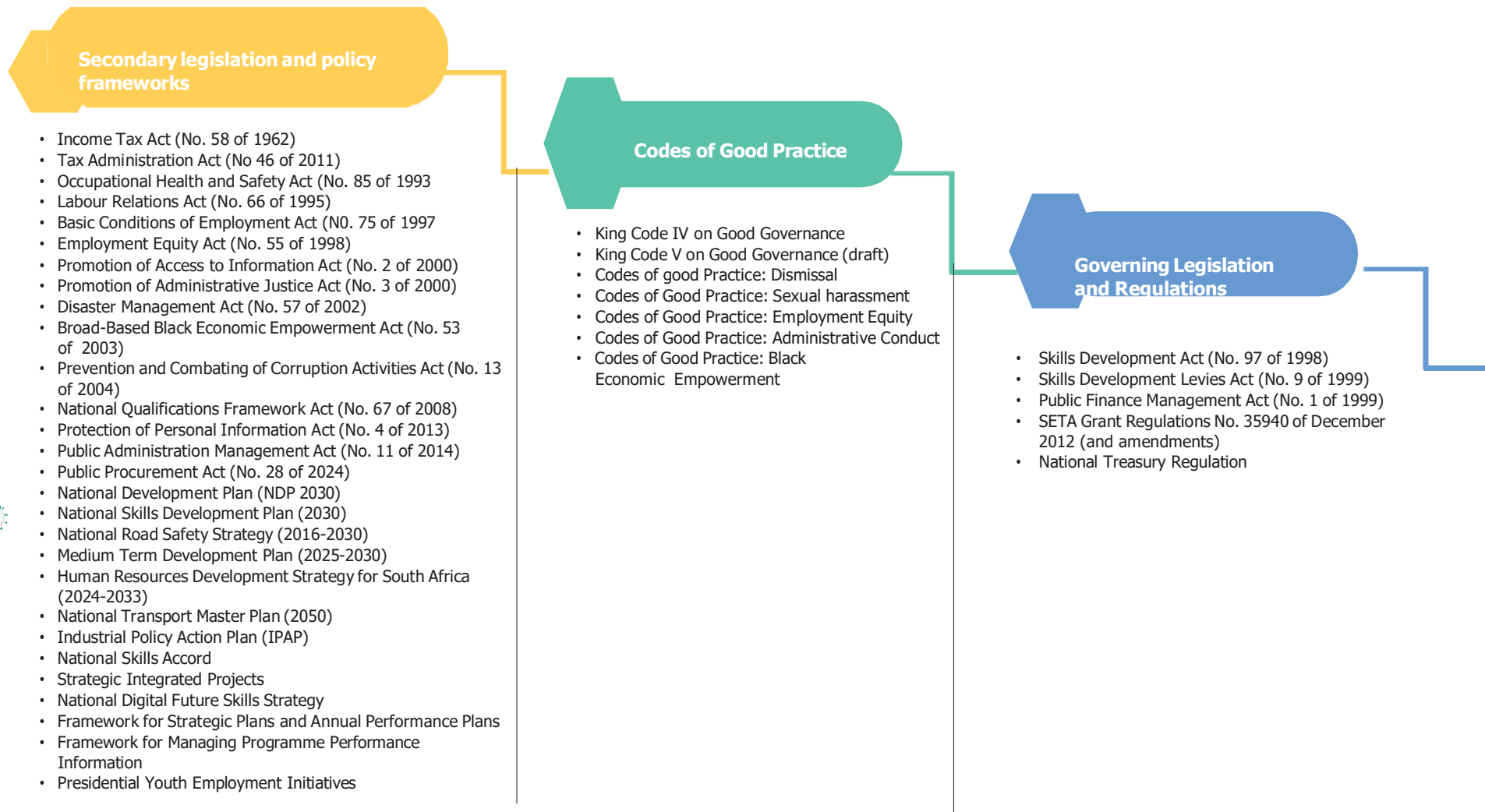
The Constitution of the Republic of South Africa is the supreme law of the land. The Transport Education and Training Authority is a creation of statute and a bearer of constitutional duties, thus obliged to respect, promote protect, and fulfil the undertaking in the Bill of Rights and other pertinent provisions of the Constitution. The TETA was established in 2000 to enhance capabilities in the South African workforce, particularly the transport industry. The TETA is responsible for allocating and disbursing discretionary and mandatory grants for skills initiatives in accordance with the provisions of the Skills Development Act 97 of 1998, the Skills Development Levies Act 9 of 1999 and the SETA Grant Regulations ; develop and implement the transport sector skills plan, establish and manage learnerships and other initiatives; monitor and evaluate the quality of training in the transport industry, register and manage education and training providers upon delegation by the Quality Council for Trades and Occupations; and , advise the National Skills Authority regarding National Skills Plan and strategies for addressing skills gaps in the economy. In addition, the TETA is required to foster strategic partnerships in pursuing its mandate and furthermore; the attainment of national imperatives, such as execution of the Service Level Agreement concluded with the Department of Higher Education and Training (DHET).

# Driven by Vision



## 2. Updates to Legislative Frameworks, Institutional Policies and Strategies

Figure 1: Legislative and policy mandates



# PART A – OUR MANDATE

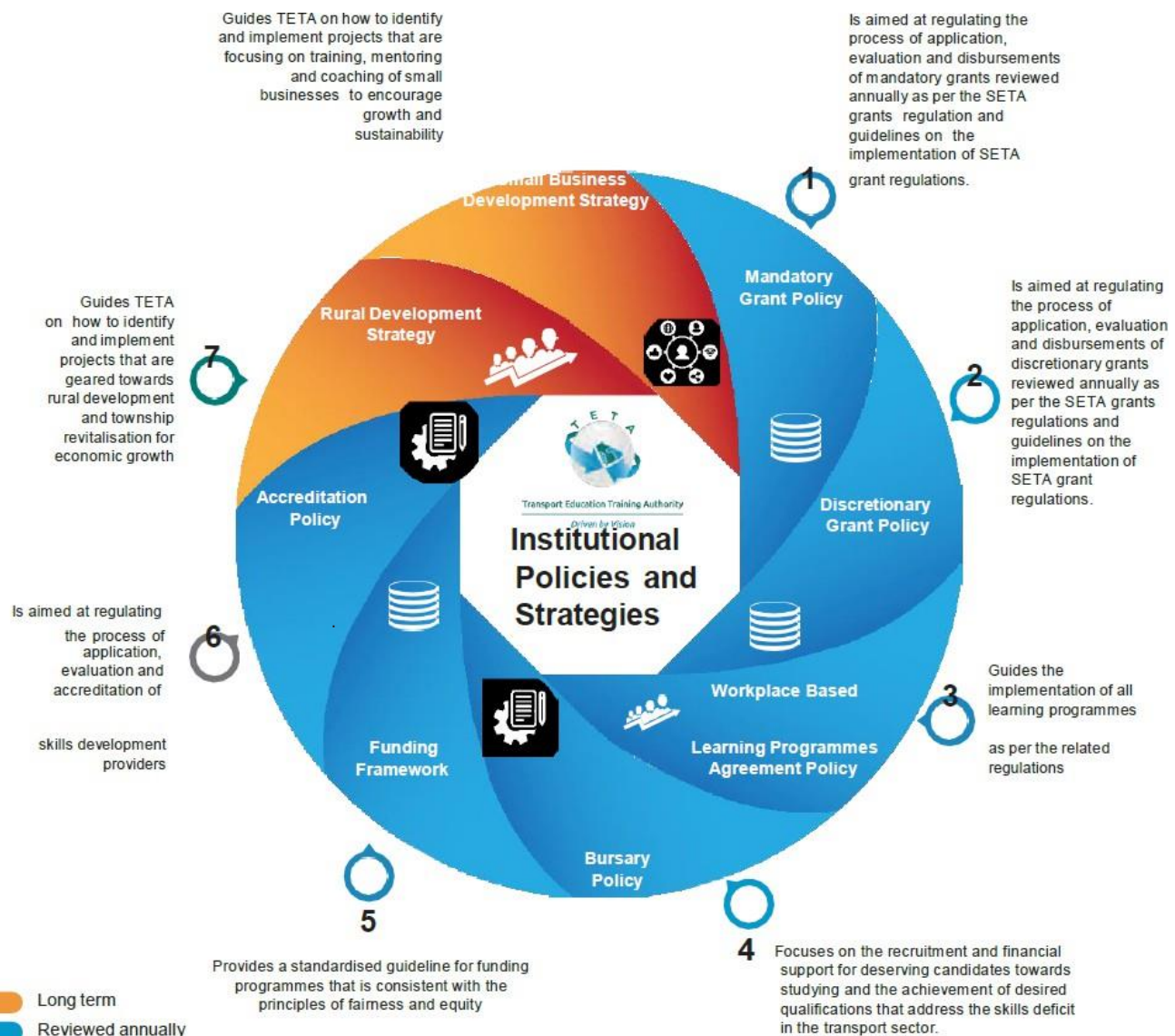
## The mandate of TETA is to:

- Craft and execute the Transport Sector Skills Plan to produce artisans, technicians and professionals;
- Advise and liaise with the National Skills Authority on national skills plan and strategies;
- Fund learnerships and other skills initiatives by employers, workers and training providers;
- Support development of learning material and improve learning facilitation;
- Approve workplace skills plans and annual training reports;
- Improvement of the quality of life and employability of workers in the sector;
- Invest in skills development and improve returns on such investment;
- Improve employment prospects of previously disadvantaged groups;
- Promote skills development for inclusive growth and job creation;
- Forge strategic partnerships with stakeholders for skills development and access to workplaces for integrated learning;
- Drive inclusive growth and job creation and reduce poverty;
- Build a capable and ethical developmental state;
- Implement the Service Level Agreement concluded with DHET.

## 3. Institutional Policies and Strategies over the strategic period

The following policies are central to the attainment of TETA’s mandate and outputs set out in the Annual Performance Plan:

Figure 2 : Institutional Policies



In order to effectively implement its mandate and respond to national priorities and sector needs, the TETA Board approved five (5) Strategic Pillars to guide implementation during the planning period. The pillars are aligned to TETA's Strategic Priorities as outlined in Table below

Strategic Pillar	TETA Priorities
<b>1. Governance and Institutional Excellence</b>	<b>Organisational Excellence</b>
<b>2. Skills Planning and Research</b>	<b>Driving Innovation in the transport sector Supporting SMME Development</b>
<b>3. Quality Learning and Sectoral Impact</b>	<b>Driving Innovation in the transport sector Strengthening strategic partnerships</b>
<b>4. Partnerships and Industry Collaboration</b>	<b>Revenue growth and stability Strengthening strategic partnerships</b>
<b>5. Digital Transformation and Innovation</b>	<b>Driving Innovation in the transport sector</b>

### Strategic Pillars and Outcomes Framework

The strategic architecture for the period 2026/27 to 2029/30 rests on five main pillars. Each pillar includes specific outcomes and institutional enablers that support the achievement of measurable results.

Strategic Pillar	Core Outcomes	Strategic Enablers
Governance Excellence and Institutional Integrity	Ethical governance, compliance with the PFMA, and institutional stability	Strengthened internal controls, improved leadership accountability, and effective consequence management
Skills Planning, Research, and Intelligence	Reliable and forward-looking sectoral intelligence that informs planning	A functional sector skills observatory, improved data analytics, and strong research partnerships
Quality Learning Programmes and Sectoral Impact	Increased employability and transformation through demand-driven programmes	Quality assurance systems, expanded workplace learning, and collaboration with education and industry
Stakeholder Partnerships and Industry Collaboration	Strengthened relationships with government, business, and regional institutions	Strategic collaboration agreements, co-funded initiatives, and regional accreditation and training programmes
Digital Transformation, Innovation, and Operational Efficiency	Improved service delivery and integrated digital systems	Enterprise resource systems, information governance, and automation of core business functions



### Strategy Map: Linking Enablers, Outcomes, and Impact

The Strategy Map provides a clear framework that connects TETA’s internal capacity to its strategic outcomes and ultimately to the broader developmental value it seeks to create in the transport and logistics sector. The map operates across three interrelated levels that progress from institutional capability to organisational performance and finally to measurable economic and social impact.

The model recognizes that sound governance, ethical leadership, and efficient management form the base of institutional strength. These elements enable effective delivery and ensure that every investment contributes to tangible national and sectoral results.

Strategic Level	Description	Core Focus Areas	Expected Impact
Institutional Enablers	This level represents the foundational capacities that support efficiency, accountability, and innovation within TETA.	<ul style="list-style-type: none"> <li>Governance integrity and ethical leadership</li> <li>Financial discipline and responsible resource use</li> <li>Digital transformation and information management</li> <li>Development of people and leadership capability</li> </ul>	A credible and well-governed organisation with strong systems, competent personnel, and effective oversight that enable consistent delivery.
Strategic Outcomes	This level reflects the results achieved through improved performance, responsiveness, and partnership alignment.	<ul style="list-style-type: none"> <li>Enhanced organisational performance and programme effectiveness</li> <li>Increased stakeholder trust and collaboration</li> <li>Sustainable partnerships that strengthen institutional reach</li> <li>Strong compliance and effective use of public resources</li> </ul>	An organisation that performs with integrity, delivers measurable results, and earns the confidence of stakeholders across all sectors.
Sectoral and Societal Impact	This level captures the wider developmental value created through TETA’s contribution to national skills advancement and economic transformation.	<ul style="list-style-type: none"> <li>Development of an inclusive and competitive transport workforce</li> <li>Growth in employment and enterprise opportunities</li> <li>Strengthening of digital and environmentally sustainable transport skills</li> <li>Advancement of industrial transformation and social inclusion</li> </ul>	A transformed transport economy supported by a skilled, employable, and innovative workforce that contributes to inclusive national growth.

The framework demonstrates that institutional strength is the foundation of impact. When governance systems, financial discipline, and human capability operate in harmony, they produce consistent organisational results that advance South Africa’s development objectives. The Strategy Map ensures that TETA’s performance is measured not only through compliance but through the real value it adds to the transport sector and the country’s economy.

#### 4. Updates to Relevant Court Rulings

In *Business Unity South Africa vs the Minister of Higher Education and Training*, (2015) 36 ILJ 3057 (LC), the Labour Court set aside regulations 3(12) and 4(4) of the SETA Grant Regulations (2012) owing to paucity of consultation with the National Skills Authority (NSA) in terms of sections 5 and 7(3) of SDA. The judgment was upheld in *Minister of Higher Education and Training v BUSA* (2018) 39 ILJ 160 (LAC). The TETA noted these developments and awaiting further directives in this regard.



ANNUAL PERFORMANCE PLAN

# PART B

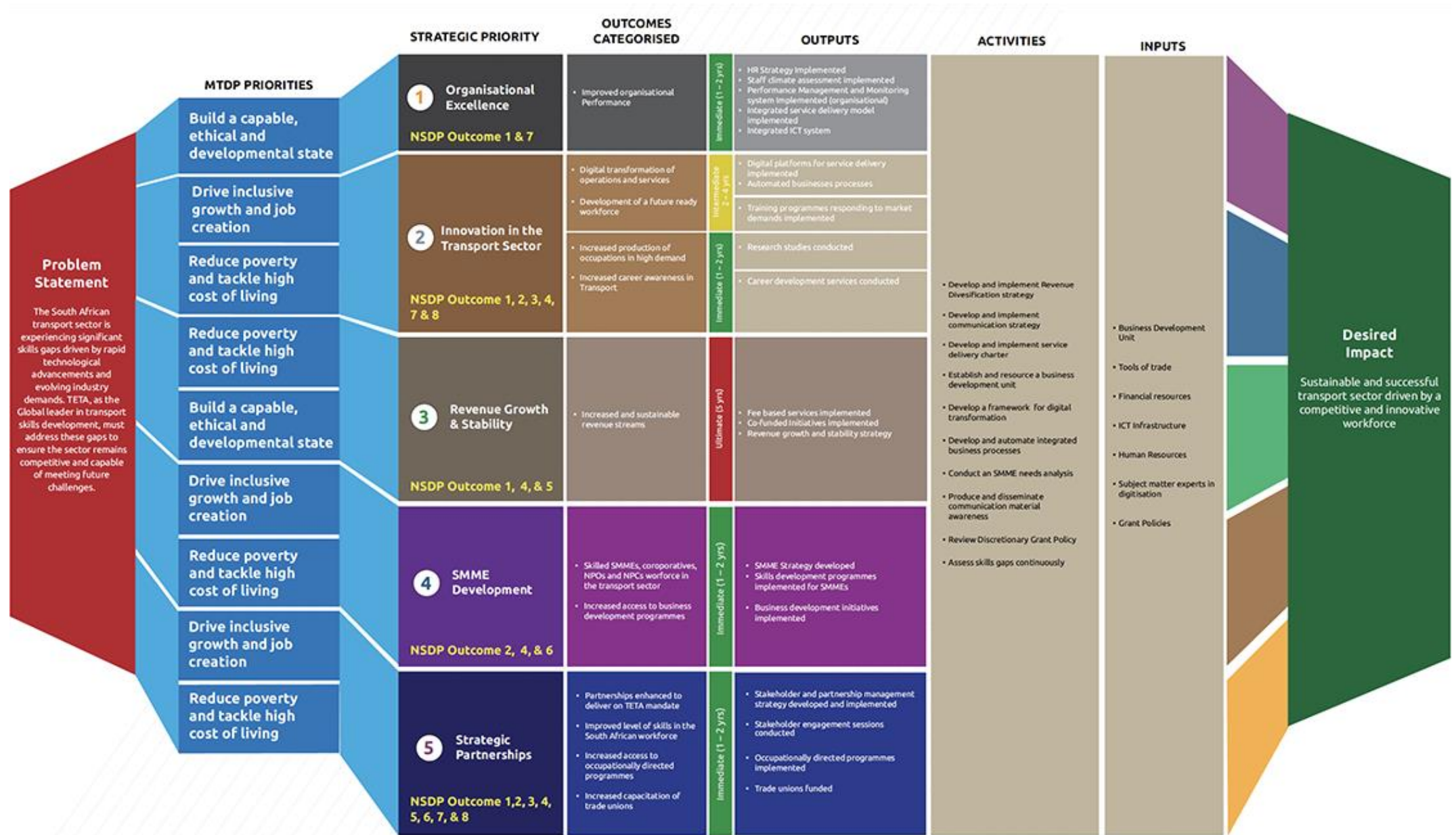
# PART B – OUR STRATEGIC FOCUS

Table 2: TETA Strategic Focus

<b>Philosophy Statement</b>	Empowering Mobility, Building Lives
<b>Vision</b>	Global leader in transport skills innovation
<b>Mission</b>	Enhancing transport skills through strategic collaborations for sustainable inclusive economic growth
<b>Values</b>	<ul style="list-style-type: none"><li>• Trust</li><li>• Respect</li><li>• Responsibility</li><li>• Accountability</li><li>• Positive attitude</li><li>• Commitment</li></ul>

The strategic focus for the 2026/27 Annual Performance Plan (APP) is informed by a comprehensive analysis of both the external and internal environments. For the external environment, the PESTEL analysis continues to provide insights into the political, economic, social, technological, environmental, and legal factors affecting the transport sector. For the year under review, the internal assessment leverages McKinsey's 7S model, which evaluates key organisational elements such as strategy, structure, systems, shared values, style, staff, and skills.

## Explanation of planned performance over the Five-Year Planning Period



## Theory of Change for TETA (2025 – 2030)

TETA's planned performance over the next five years is guided by a theory of change approach that connects outcomes to the institution's mandate and national priorities. The outcomes contribute to the Medium-Term Development Plan (MTDP) and align with provincial priorities. The outcome indicators were carefully selected to measure progress towards these outcomes and to ensure alignment with the desired impact. Key enablers, including human capital, financial resources, strong partnerships and innovation, are essential to achieving the five-year targets. These outcomes will collectively drive TETA's long-term impact of fostering sustainable growth and development in the transport sector.

Over the next five years, TETA is committed to positioning itself as a global leader in transport skills development over the implementation period, with a clear focus on addressing the critical skills gaps that hinder the growth and competitiveness of South Africa's transport sector. By fostering innovation, supporting small and medium enterprises (SMMEs), and forging strategic partnerships, TETA aims to align its efforts with both the national priorities and the evolving demands of the industry. Through a forward-looking approach, TETA will enhance workforce capabilities, drive sustainable economic growth and contribute to a resilient, inclusive transport sector equipped to meet future challenges.

TETA's strategy will fully integrate the three (3) priorities of the Government of National Unity (GNU) as outlined in the Medium-Term Development Plan (MTDP) — driving inclusive growth and job creation, reducing poverty and tackling the high cost of living, as well as building a capable, ethical, and developmental state. By enhancing transport sector skills, TETA will contribute to creating more employment opportunities, particularly for marginalised groups and supporting inclusive economic growth. Through focused skills development for small and medium enterprises (SMMEs), TETA will assist in uplifting these businesses, reducing poverty and addressing the high cost of living by driving job creation and boosting local economies. Further, TETA aims to provide greater access opportunities for women, increase youth participation, and focus on previously disadvantaged and rural areas and provinces. Efforts will also address racial skill disparities, while expanding training and workplace opportunities for people living with disabilities.

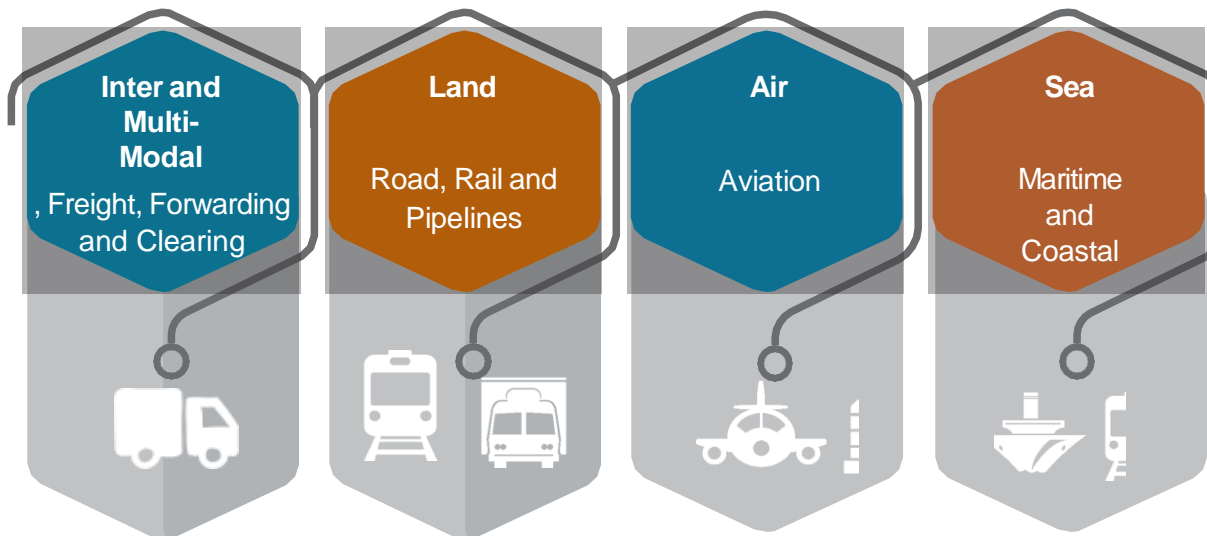
Additionally, TETA's work will align with the eight (8) outcomes of the National Skills Development Plan (NSDP), including expanding access to quality learning and improving the responsiveness of skills development systems. In response to the pre-2009 Ministerial Directive, TETA will embark on the curricular development and review for occupational qualifications. TETA will work closely with the QCTO in order to ensure re-alignment of the pre-2009 qualifications. The organisation will also incorporate emerging national priorities such as the Just Energy Transition, District Development Model (DDM), and Economic Reconstruction and Recovery Plan (ERRP). TETA will support the Just Energy Transition (JET) by promoting skills that lead to greener and more sustainable transport solutions, aligning with global environmental goals. Through the DDM, TETA will collaborate with local authorities to ensure that its skills programmes meet provincial or regional needs and foster inclusive development across districts. Furthermore, by focusing on reskilling and upskilling workers, TETA will actively contribute to the ERRP, helping the transport sector drive economic recovery, build resilience and create sustainable jobs in the post-pandemic landscape.

TETA's outcome indicators are strategically aligned to support both the Skills Initiatives for High Impact Programmes (SIHIP) and the priorities identified during the 2024 SETA Skills Summit. For example, the indicator "Implemented initiatives contributing to the list of occupations in high demand" directly addresses SIHIP's focus on developing scarce and critical skills in priority sectors by ensuring that TETA's interventions are aligned with national workforce needs. Similarly, TETA's workplace-based learning programmes targets contribute to SIHIP's goal of creating employment pathways through practical skills development while reflecting the Summit's emphasis on fostering partnerships to reduce unemployment and enhance skills relevance. With the Department of Higher Education and Training as TETA's executive authority, it becomes critical to align our strategy with that of the department. The table below outlines TETA's outcomes to the outcomes of the department for the next five year

## 1. Updated Situational Analysis

The South African transport sector is diverse and critical to the nation's economic development and growth. This sector consists of four broad sub-divisions made up of the following listed transport-modes:

**Figure 1: Transport Sector Modes**



For efficient and tailored delivery of the skills development mandate, TETA segmented the broad transport modes into Aerospace, Forwarding and Clearing, Freight Handling, Maritime, Road Freight, Road Passenger, Rail, and Taxi. Each of these sub-sectors plays a vital role in the movement of people and goods, both domestically and internationally, while contributing to job creation and economic growth. TETA's strategic approach recognises the unique skills needs across these segments and aims to address sector-specific challenges and opportunities.

**TRANSPORT EDUCATION AND TRAINING AUTHORITY**  
STRATEGIC PLAN 2025–





The situational analysis offers an overview of the current environment in which TETA operates, emphasising the importance of a tailored approach to skills development across these diverse and critical sectors.

Each of these subsectors faces unique challenges, ranging from technological advancements and regulatory changes to shifting economic conditions and evolving workforce needs. The situational analysis examines both internal and external factors that influence TETA's ability to address these challenges and fulfil its mandate. By understanding these factors, TETA can better align its resources and efforts to support the transport sector's growth and transformation.

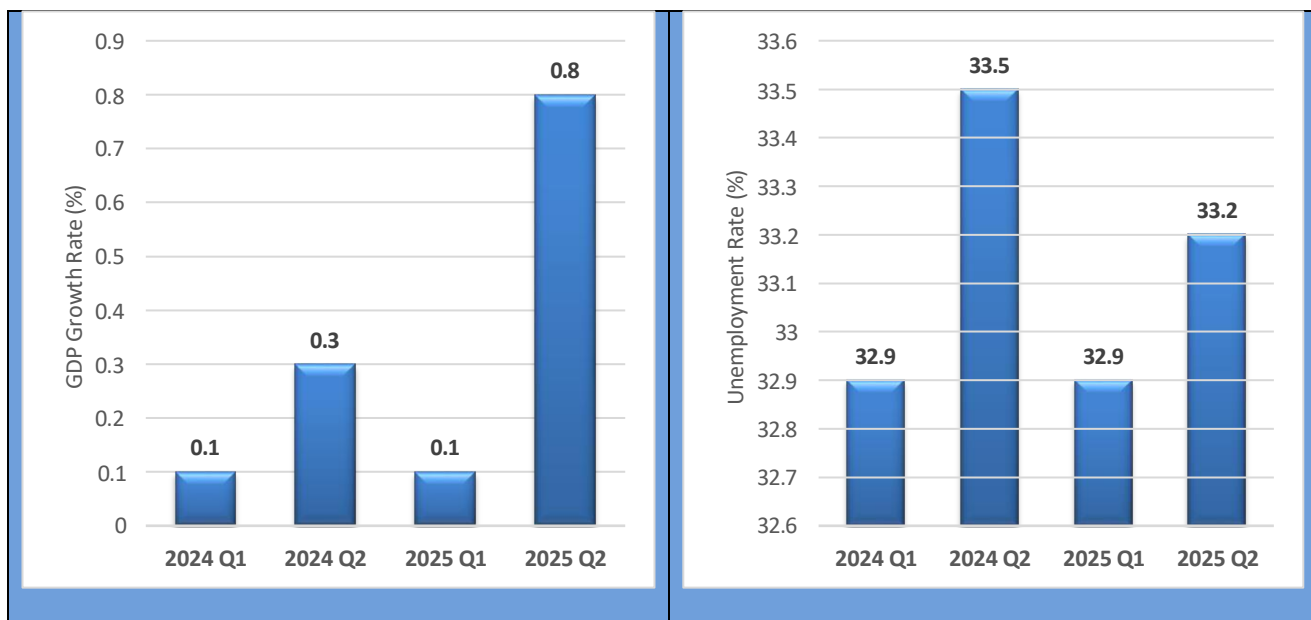
### 1.1 Economic Performance and Labour Market Trends

South Africa's economy has remained weak but showed some signs of recovery in the first half of 2025. After recording modest growth of 0.1% in Q1 2024 and 0.3% in Q2 2024, GDP slowed again in Q1 2025 (0.1%) before strengthening to 0.8% in Q2 2025. This reflects a fragile but improving recovery trajectory.

Unemployment continues to pose a structural challenge. The official unemployment rate remained above 30% throughout the period, fluctuating between 32.9% and 33.5%. Although the rate eased slightly from Q2 2024 (33.5%) to Q1 2025 (32.9%), it rose again to 33.2% in Q2 2025, highlighting persistent labour market weaknesses.

These dynamics have direct implications for the transport sector. Weak growth constrains investment and job creation, while persistently high unemployment underscores the urgency of targeted skills development to enhance employability and sector readiness for digitalisation, automation, and the green transition.

Figure 2: South Africa's Economic Growth Rate and Unemployment Rate



Sources: Gross Domestic Product 2025: Quarter 2 ( (Statistics South Africa, 2025); Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

# PART B – OUR STRATEGIC FOCUS

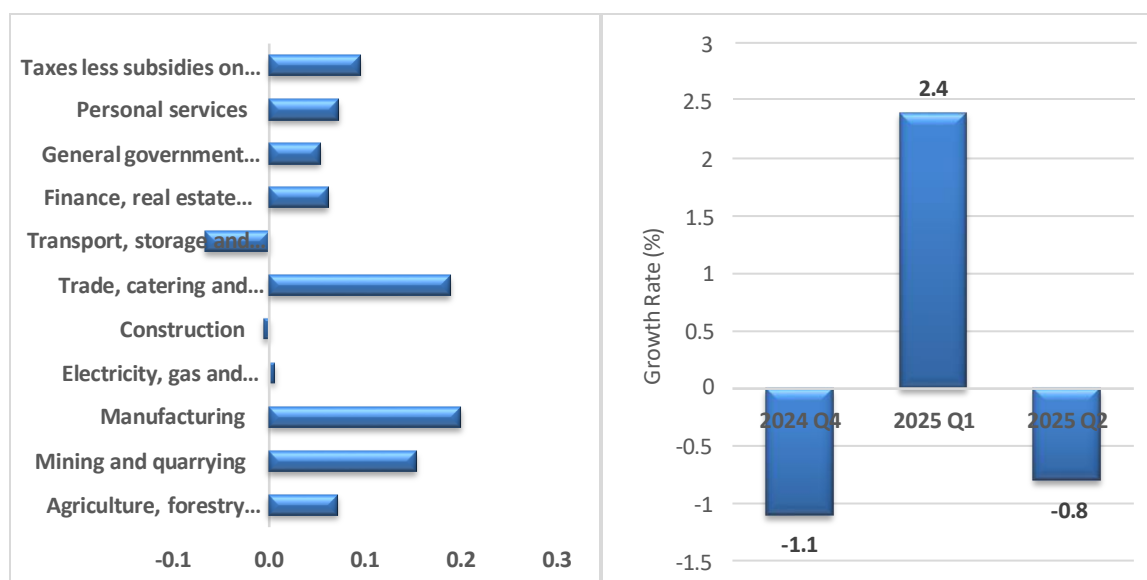
## The Transport Sector’s Contribution to Growth in GDP

In Q2 2025, the transport, storage and communication industry contracted by 0.8%, contributing –0.1 percentage points to overall GDP growth. This decline follows a rebound of 2.4% in Q1 2025, after a contraction of 1.1% in Q4 2024, pointing to continued volatility in the sector.

The contraction in Q2 2025 was mainly driven by decreased economic activity in land transport and transport support services, which remain critical components of South Africa’s logistics value chain. These weaknesses highlight the sector’s vulnerability to rising operating costs and softer demand across the economy.

For TETA, this highlights the need to build sector resilience through targeted skills development. Focusing on logistics efficiency, operational management, and workforce capacity can enhance productivity and help create a more resilient transport sector in the coming quarters.

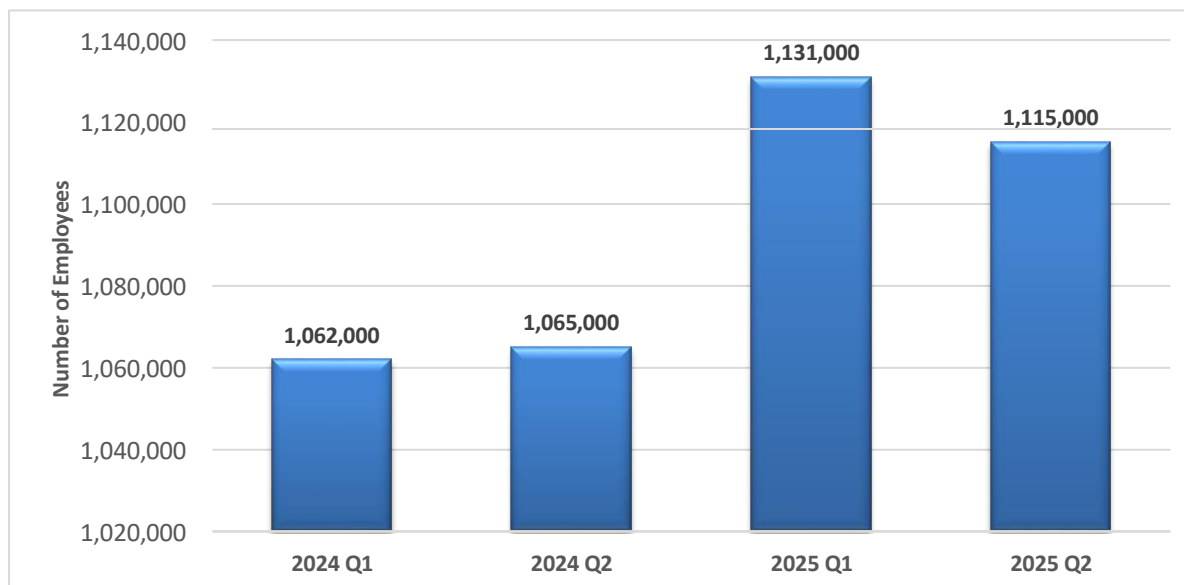
**Figure 3: Contribution to growth in GDP (% points) and Sector growth rate (%)**



Sources: Gross Domestic Product 2025: Quarter 2 ( (Statistics South Africa, 2025)

Employment in the Transport Sector grew steadily from early 2024 to mid-2025. From 1 062 000 in Q1 2024, it rose slightly to 1 065 000 in Q2 2024. In Q1 2025, employment surged to 1 131 000, an annual gain of 69 000 jobs, before a slight decline to 1 115 000 in Q2 2025. Overall, these figures reflect a significant expansion in sector employment, particularly in early 2025.

**Figure 4: Number of Employees in Transport Sector**

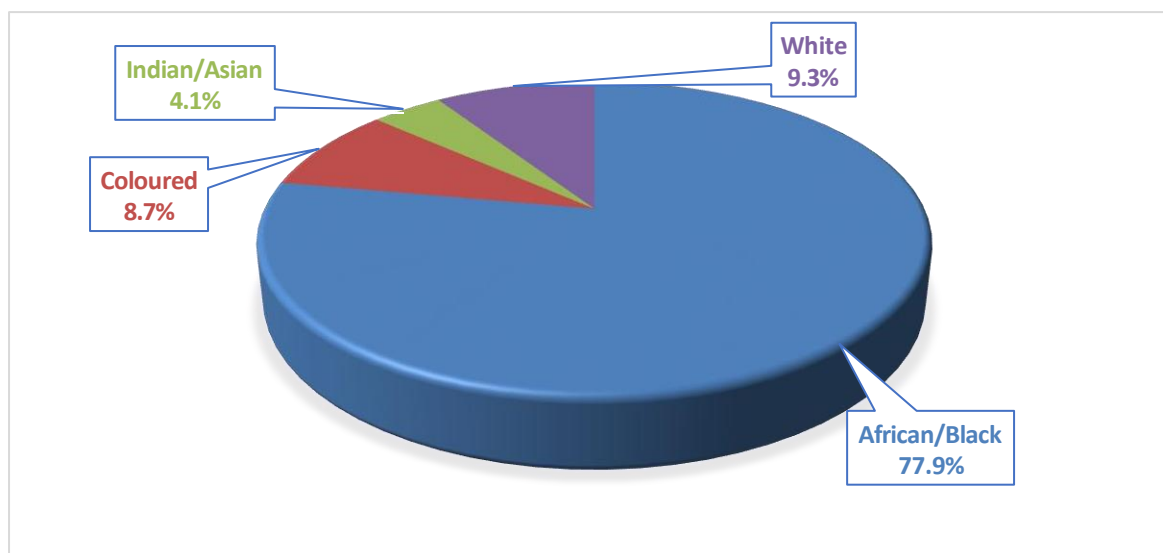


Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

**Employment by Race**

The Transport Sector’s workforce is predominantly African/Black, accounting for 77.9% of total employment. This aligns with the broader demographic composition of South Africa, where Black Africans represent the majority population. Coloured individuals make up 8.7% of the workforce, White employees 9.3%, and Indian/Asian workers 4.1%. This composition highlights the importance of ensuring equitable access to skills development opportunities across all population groups, while continuing to build capacity and advance transformation in the sector.

**Figure 5: Racial distribution of Employment in Transport Sector**



Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

**Employment by Gender**

Men continue to dominate employment in the Transport Sector. In Q2 2025, 932 000 men were employed compared to 183 000 women. While men’s employment increased, women experienced declines: from Q1 to Q2 2025, women’s employment fell by 40 000 jobs (-17.9%), while men’s rose by 24 000 jobs (2.6%). Year-on-year, women’s employment decreased by 8 000 jobs (-4.2%), whereas men’s increased by 58 000 jobs (6.6%). These figures indicate that women remain underrepresented and have not shared equally in recent employment gains, while men have experienced steady growth both quarter-to-quarter and year-on-year. These trends underscore the need to prioritise targeted skills development and support programmes that increase women’s participation in the Transport Sector, helping to promote gender equity and inclusive growth.

**Table 3: Employment by Gender**

	Apr-Jun 2024	Jan-Mar 2025	Apr-Jun 2025	Quarter-to-Quarter Change	Year-on-year Change	Quarter-to-Quarter Change	Year-on-year change
	Thousand				Percentage		
<b>Total</b>	<b>1 065</b>	<b>1 131</b>	<b>1 115</b>	<b>-16</b>	<b>50</b>	<b>-1,4</b>	<b>4,7</b>
<b>Women</b>	191	223	183	-40	-8	-17,9	-4,2
<b>Men</b>	874	908	932	24	58	2,6	6,6

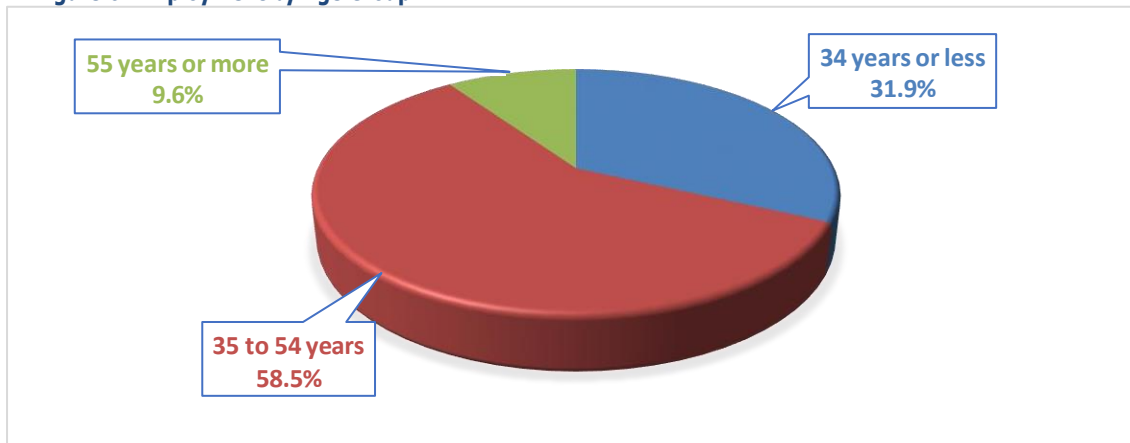
Source: Quarterly Labour Force Survey 2025: Quarter 1 (Statistics South Africa, 2025)

Due to the persistently low employment rate of women in the Transport Sector, TETA commissioned a study to explore the systemic barriers hindering women’s entry and advancement in leadership and technical roles within the industry. The study aims to recommend targeted skills development programmes that equip women with the technical and leadership competencies needed to succeed, ultimately promoting greater inclusion, retention, and gender equity across the Sector.

**Employment by Age**

In Q2 2025, the largest share of workers in the Transport Sector fell within the 35 to 54 years age group, accounting for 58.5% of the workforce. Workers aged 34 years or younger comprised 31.9% of the sector, reflecting significant participation by younger individuals early in their careers. Those aged 55 years or older represented 9.6% of the workforce. These figures highlight the importance of providing targeted skills development programmes for both younger workers entering the sector and experienced employees, ensuring knowledge transfer, career progression, and a sustainable, skilled workforce across all age groups.

**Figure 6: Employment by Age Group**



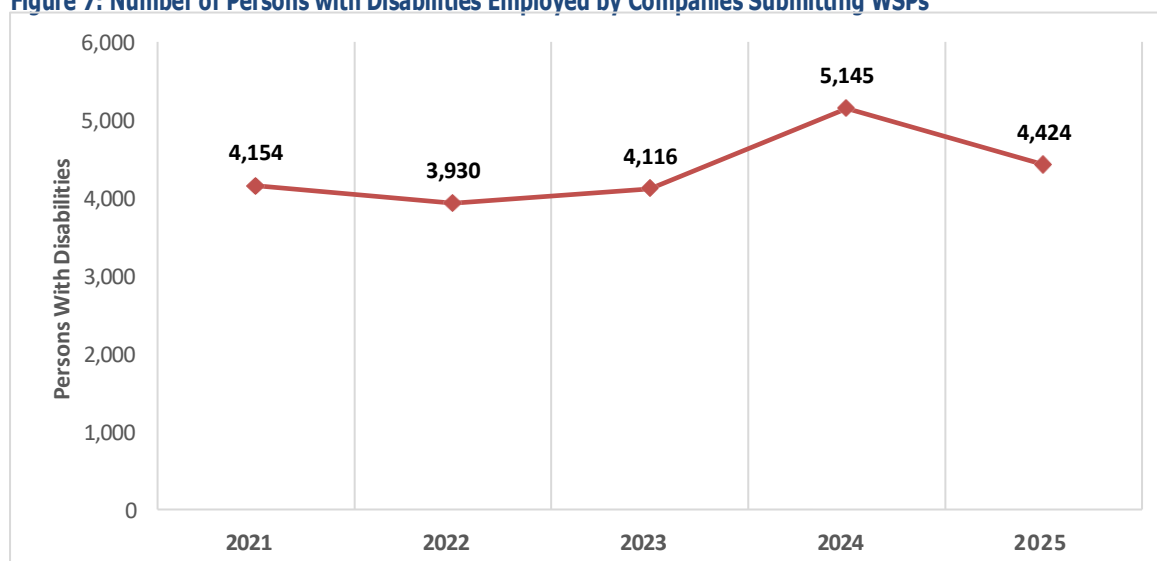
Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

**Employment of Persons with Disabilities**

The April WSP/ATR (2025) indicates a decline in employment of persons with disabilities (PWDs) in the Transport Sector, from 5 145 in 2024 to 4 424 in 2025. This represents a persistently low share of the workforce, falling short of both the historic 2% target under the Employment Equity Act and the new 3% target mandated in April 2025. Overall representation stands at only 1.4%.

Within subsectors, rail and road freight employ the largest numbers of PWDs, yet their proportional representation remains low at 1.8% and 1.4% respectively. Other subsectors, including aerospace, maritime, road passenger, and taxi, show minimal inclusion, with the taxi subsector reporting no employees with disabilities. These figures underscore the urgent need for more inclusive skills development and employment initiatives. For TETA, this highlights the importance of targeted programmes to improve accessibility, support equitable workforce participation, and build an inclusive transport sector that better reflects the full diversity of South Africa’s population.

**Figure 7: Number of Persons with Disabilities Employed by Companies Submitting WSPs**



Source: WSP/ATR 2025 (TETA, 2025)

### Employment by subsectors

The table below provides a breakdown of employment across the eight subsectors of the Transport Sector.

**Table 4: Employment Distribution by Transport subsector in 2025**

Subsector	Number of Employees	% of Employees
Aerospace	19 935	6,3
Forwarding and Clearing	22 006	7,0
Freight Handling	25 006	7,9
Maritime	11 195	3,5
Rail	127 832	40,4
Road Freight	83 611	26,5
Road Passenger	25 850	8,2
Taxi	631	0,2
<b>Total</b>	<b>316 066</b>	<b>100.0</b>

Source: WSP/ATR 2025 (TETA, 2025)

In 2025, the Transport Sector employed a total of 316 066 workers across its subsectors. The rail subsector accounted for the largest share at 40.4% (127 832 employees), followed by road freight at 26.5%, and road passenger at 8.2%. Other notable subsectors include freight handling (7.9%) and forwarding and clearing (7.0%). Aerospace and maritime each contributed smaller shares at 6.3% and 3.5% respectively. The taxi subsector reported the fewest workers among WSP/ATR-submitting companies, at 0.2% of total employment; however, this figure does not capture the full extent of employment in the largely informal taxi industry, which operates outside formal reporting structures.

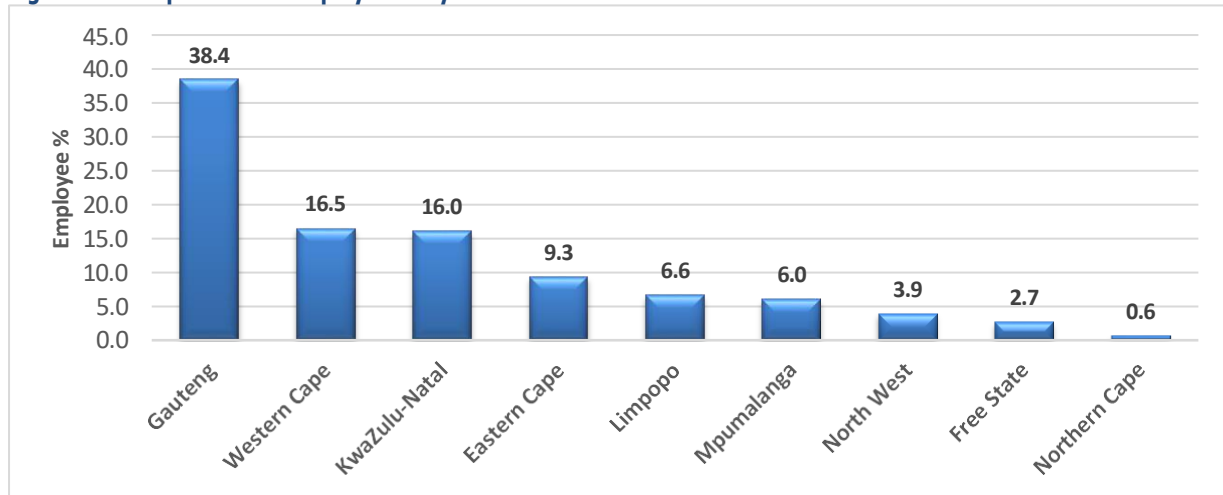
These trends point to the importance of tailoring skills development programmes to the specific needs of each subsector, ensuring training initiatives address both formal and informal employment contexts and strengthen workforce capacity across the Transport Sector.



### Provincial Distribution of Employees

The figure below represents the provincial distribution of Transport Sector employees for the second quarter of 2025.

**Figure 8: Transport Sector Employment by Province**



Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

In Q2 2025, the provincial distribution of the Transport Sector workforce showed notable variation. Gauteng employed the largest share at 38.4%, followed by the Western Cape (16.5%) and KwaZulu-Natal (16.0%). The Eastern Cape accounted for 9.3%, Limpopo 6.6%, Mpumalanga 6.0%, North West 3.9%, Free State 2.7%, and the Northern Cape the smallest share at 0.6%. These patterns highlight the need for targeted skills development and training initiatives in provinces with smaller workforce representation, ensuring equitable access to opportunities and supporting balanced sector growth across the country.

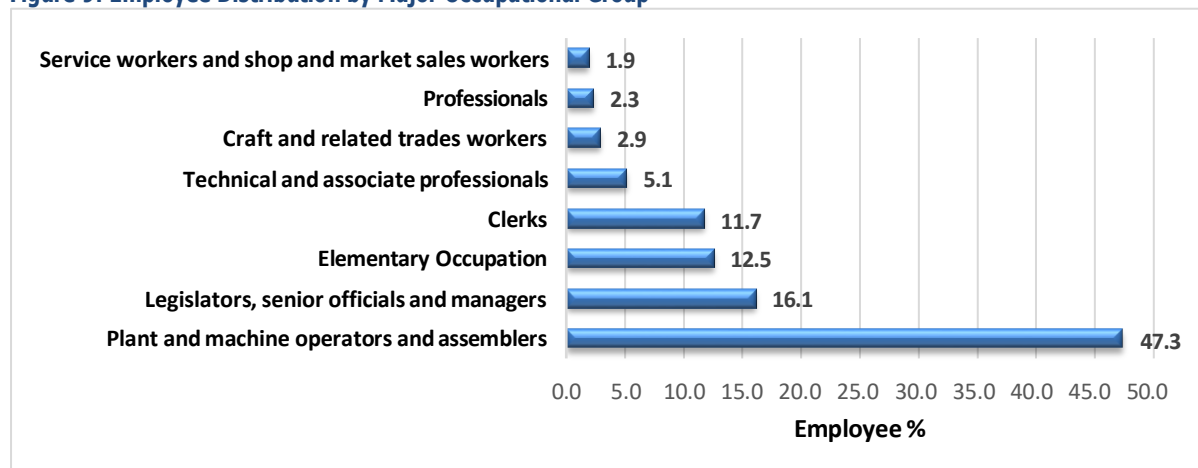
### Employment by Occupational Group

The Transport Sector is dominated by four main occupational groups. Plant and Machine Operators and Assemblers constitute the largest group at 47.3% of the workforce. This is followed by Legislators, Senior Officials, and Managers at 16.1%, Elementary Occupations at 12.5%, and Clerks at 11.7%.

Other occupational groups have smaller representation: Technical and Associate Professionals (5.1%), Craft and Related Trades Workers (2.9%), Professionals (2.3%), and Service Workers, Shop, and Market Sales Workers (1.9%).

These figures indicate that the Transport Sector relies heavily on operational roles, while technical and professional positions form a smaller proportion of the workforce. This highlights the importance of targeted skills development programmes to enhance technical, managerial, and professional capacity alongside operational training.

**Figure 9: Employee Distribution by Major Occupational Group**



Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

# PART B – OUR STRATEGIC FOCUS

Figure 10: Digital technologies in the transport sector A study commissioned by TETA on the Fourth Industrial



A study commissioned by TETA on the Fourth Industrial Revolution and technological innovations found that 71% of the 2,163 participating organisations had adopted digital technologies to maintain business continuity during the Covid-19 pandemic. These technologies included electronic ticketing systems, mobile applications, digital learning platforms, and tools for tracking vehicle movement and positioning. The study reveals a broad consensus among transport sector stakeholders on the significant benefits of these digital technologies, including enhanced productivity and efficiency. Key interventions for integrating these technologies include increasing funding, reskilling and upskilling the workforce, and redesigning business processes.

Further stakeholder consultations and desk research have provided a detailed subsector analysis of the impact of these technological advancements, which is discussed below.

**Table 5: Subsector analysis on impact of technological advancements**

Subsector	Stakeholder and desk research inputs
<p><b>Aerospace</b></p>	<p>Technological advancements in the Aerospace sector are reshaping both the demand and supply of skills. While increased technology adoption may reduce some traditional roles, emerging opportunities are creating new trades, such as aircraft composite specialists. The commercialisation of drone technology is expected to generate approximately 60 000 new jobs over the next 4–5 years (Stakeholder Interview, 2024).</p> <p>Other 4IR trends are also influencing the sector. Predictive maintenance using IoT sensors, digital twin technology, advanced manufacturing with robotics and 3D printing, and growing cybersecurity needs are creating demand for highly specialised skills.</p> <p>These developments highlight the importance of TETA ensuring that education and training institutions provide programmes aligned with the evolving needs of the sector. Targeted skills development will be essential to equip professionals with the technical, digital, and analytical competencies required to leverage new technologies and support growth in aerospace.</p>
<p><b>Forwarding and Clearing</b></p>	<p>Automation in warehousing and cargo handling is driving efficiency, reducing errors, and improving demand management in the Forwarding and Clearing subsector (Johannesburg Chamber of Commerce Stakeholder Interview, 2024). These technological changes require employees to become proficient with new systems and tools (TETA Focus Group, 2024).</p> <p>Additional trends include the use of warehouse robotics and autonomous vehicles, supply chain analytics for data-driven decision-making, blockchain for secure cargo tracking, and integration with e-commerce, which is increasing the need for fast, accurate, and automated operations.</p> <p>To remain competitive, upskilling is essential. Employees must be equipped to collaborate effectively with advanced technologies, understand digital processes, and adapt to changing operational requirements. TETA’s role is critical in ensuring that training programmes develop these digital, technical, and operational competencies across the workforce.</p>
<p><b>Freight and Handling</b></p>	<p>Technological advancements in the Freight Handling subsector are transforming operations and workforce requirements. Stakeholders highlight a growing demand for skills in digitalisation, cybersecurity, and advanced technologies, as well as expertise in managing automated systems and smart logistics.</p> <p>However, there is concern that technology is evolving faster than current training programmes, creating a skills gap in the sector. Emerging trends such as automated warehouse systems, robotics, IoT-enabled cargo monitoring, and data-driven supply chain management are increasing the need for specialised technical competencies.</p> <p>Addressing these gaps requires targeted skills development initiatives. TETA’s role is critical in ensuring training programmes equip employees with the necessary digital, technical, and operational skills to operate and manage advanced technologies, thereby enhancing productivity and competitiveness in the Freight Handling subsector.</p>

Subsector	Stakeholder and desk research inputs
<b>Maritime</b>	<p>The Maritime subsector is experiencing growing demand for specialised skills due to advancements in autonomous vessels, smart shipping technologies, and advanced surveillance systems, including AI and robotics. There is also an increasing need for expertise in managing electrical resources and equipment onboard ships to support these innovations (TETA Focus Group, 2024).</p> <p>Smart shipping, which integrates digital technologies for more efficient and sustainable operations, further highlights the need for highly skilled personnel capable of operating, maintaining, and optimising these systems.</p> <p>To address these emerging demands, targeted skills development programmes are essential. TETA's role is critical in ensuring that the workforce is equipped with the technical, digital, and operational competencies required to harness 4IR innovations and enhance productivity and safety in the Maritime subsector.</p>
<b>Rail</b>	<p>Advanced technologies and digitalisation are significantly transforming the Rail subsector (TETA-commissioned study, 2024c). Key 4IR technologies affecting rail include digitisation, robotics, AI, VR, IoT, 3D printing, and computational technologies. These innovations are reshaping operational processes, maintenance practices, and service delivery across the sector.</p> <p>Adapting to these changes requires not only technical expertise but also critical soft skills, including change management, teamwork, people management, and communication.</p> <p>Targeted skills development is essential to ensure that employees are equipped with both the technical and interpersonal competencies necessary to operate effectively in a rapidly evolving environment. TETA's role is to facilitate programmes that strengthen these skills, ensuring a workforce capable of leveraging 4IR technologies to enhance efficiency, safety, and competitiveness in the Rail subsector.</p>
<b>Road Freight</b>	<p>The Road Freight subsector has been significantly influenced by changes in client purchasing habits and the rapid growth of online shopping. These shifts have increased demand for delivery drivers, courier drivers, and motorcycle drivers, contributing to growth in these roles.</p> <p>At the same time, the sector is adopting new technologies, including route optimisation software, telematics, digital tracking systems, and data analytics tools. To remain competitive, organisations must prioritise workforce skills in digital literacy, data analysis, programming, and cybersecurity to address evolving operational and technological demands (TETA Focus Group, 2024).</p> <p>Targeted skills development initiatives are therefore essential. TETA plays a key role in ensuring training programmes equip employees with the digital, technical, and operational competencies required to leverage technology effectively and support growth and efficiency in the Road Freight subsector.</p>
<b>Road Passenger</b>	<p>Technological advancements in wireless and electronic systems are enhancing the efficiency of mobility asset sharing and real-time data exchange in the Road Passenger sector. Innovative mobile applications enable dynamic route adjustments, optimal seat occupancy, and seamless information sharing (Theron &amp; Ukpere, 2022).</p> <p>These developments are creating demand for new skills, particularly in managing cashless payment systems, application-based platforms, and digital customer service tools (TETA Focus Group, 2024).</p> <p>To remain competitive and responsive to these technological changes, targeted skills development initiatives are essential. TETA's role is to ensure that training programmes equip employees with the digital, operational, and customer-focused competencies required to leverage these technologies effectively and enhance service delivery in the Road Passenger subsector.</p>
<b>Taxi</b>	<p>In the taxi industry, real-time technology and AI-enabled cameras are enhancing accountability, optimising operations, and building trust among owners, while also improving revenue tracking and financial management (Mabogo, 2023). The transition to electric Minibus Taxis (e-MBTs) is creating demand for skilled operators with expertise in EV technology, maintenance, and repair (Kriel &amp; Burger, 2023).</p> <p>To support this transformation, targeted training programmes are needed for both administrators and drivers to effectively use new systems such as automated fare collection and scheduling tools. These initiatives will ensure operational efficiency, enhance service delivery, and equip the workforce with the technical competencies required in a rapidly modernising taxi sector (TETA Focus Group, 2024).</p>

# PART B – OUR STRATEGIC FOCUS

## 1.2 Green Economy for Sustainable Development

Transitioning to a green economy is central to addressing South Africa's interconnected challenges of unemployment, poverty, inequality, energy security, and climate change. As a high-impact sector for both exports and employment, transport has a pivotal role to play in advancing this transition.

Government is supporting this shift by implementing tax incentives for New Energy Vehicles (NEVs), ensuring market stability, and collaborating with other African nations to strengthen regional battery production capacity. These measures aim to foster industrial development in the transport sector while encouraging the adoption of renewable energy sources such as solar, wind, hydroelectric, and emerging technologies like green hydrogen.

The rise of green transport solutions is creating new opportunities across the value chain, from research and development to manufacturing, deployment, and maintenance. Electric Vehicles (EVs) are central to this transformation, driving demand for skills in EV maintenance, battery technology, charging infrastructure, and energy storage systems. Additional opportunities are emerging in green IT, emission control technologies, hybrid vehicle servicing, and biofuel-related heavy vehicle repairs. Key occupational roles include EV Technicians, Electrical/Electronic/Chemical Engineers, Electricians, and specialists in sustainable transport planning, charging network design, and renewable energy integration.

South Africa is also actively exploring the potential of green hydrogen to support its long-term decarbonisation and net-zero goals. The green hydrogen economy will require specialised skills across multiple occupational categories, including Engineers, Technicians, and applied science professionals. Emerging roles include Instrumentation Engineers, Fuel Cell Technicians, Hydrogen Storage Specialists, and Transportation Solutions Advisors. Developing these competencies will be critical for enabling hydrogen-powered mobility and related infrastructure in both freight and passenger transport.

TETA's role in this transition is to support skills development for green transport technologies through targeted programmes co-developed with industry partners, higher education institutions, and research bodies. These programmes should focus on building technological capabilities for the digital and green transformation, ensuring the workforce is equipped to adapt to new production methods, operational models, and maintenance requirements.

Stakeholder consultations emphasise the urgent need to close the knowledge gap in both the green and blue economies, embedding environmental awareness and sustainable practices into all levels of training programmes. However, challenges remain, including inadequate support structures, underdeveloped supply chains, and insufficient infrastructure—particularly in rural and underserved areas where charging and refuelling networks are limited. Addressing these constraints requires a strategic focus on expanding access to green skills training, building partnerships for infrastructure readiness, and ensuring equitable participation in South Africa's transition to a sustainable transport system.



## 1.2.1 Emerging Occupations

**Table 6: List of emerging occupations**

Occupation	Rationale
ICT Security Specialist (Cybersecurity Specialist)	The emergence of new occupations in the Transport Sector is driven by digitalisation, automation, and the transition to green transport. The increasing use of data, cloud technologies, and digital platforms is reshaping service delivery, creating demand for skills that support smarter operations and customer-focused solutions. Advancements in drone technology are expanding applications in logistics, mapping, and surveillance, while also creating technical support needs. At the same time, South Africa's Just Energy Transition and regulatory measures such as the Climate Change Bill are accelerating demand for green transport skills, particularly in electric and hybrid vehicle systems. Finally, economic pressures and sustainability requirements are placing greater emphasis on innovative transport planning and optimisation, reinforcing the need for specialised expertise in route management and strategic operations.
Robotics and Automation Technician	
Artificial Intelligence (AI) Specialist	
Sustainability Manager (Environmental, social, and governance (ESG))	
Fuel Cell Technicians and Engineers	
Hydrogen Storage and Safety Specialists	
Transportation Solutions Advisors	
Data Analyst	
Cloud Architect	
Digital Marketing Specialist	
Drone Pilot/ Operator	
Drone Technician	
Electric/Hybrid Vehicle Mechanic	
Electric Vehicle Technicians	
Battery Technology and Charging Infrastructure Specialists	
Electrical/Electronic Engineers and Electricians	
Schedule Planner	
Network/ Route Planner	

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

## 2. External environment Analysis

Over the strategic period, TETA will focus on aligning its strategic initiatives with South Africa's national priorities, driving skills development to support economic growth, sustainability, and technological advancement in the transport sector.

In the rapidly evolving landscape of South Africa's transport sector, strategic skills development is essential to ensure the industry aligns with national growth and sustainability objectives. South Africa's key policy frameworks, such as the National Development Plan (NDP), National Skills Development Plan (NSDP 2030), and Economic Reconstruction and Recovery Plan (ERRP), emphasise the need for a skilled workforce to drive economic recovery, innovation, and transformation. These frameworks place significant focus on sectors like transport, which serve as the backbone of the country's logistics, mobility, and infrastructure development.

In response, TETA (Transport Education Training Authority) has adopted a proactive approach, continuously aligning its skills planning strategies with national imperatives. Through partnerships, research, and sector-specific interventions, TETA aims to close the skills gaps in the transport sector, addressing both the demand and supply sides of the labour market. This alignment supports the development of a capable workforce ready to meet the demands of technological advancements, sustainability, and inclusive growth.

The planning period for the SETA takes cognisance of the major national strategies and plans impacting on the Transport sector and the table below provides key insights that gives context to the transport TETA's overall strategy for 2025-2030.

**Table 7: National plans and strategies affecting skills demand and supply**

National strategies and plans	Implications for skills planning
<b>National Development Plan (NDP)</b>	Skills planning in the transport sector, as influenced by the National Development Plan (NDP), requires anticipating future needs, aligning training programs with NDP objectives, addressing skills shortages, and fostering collaboration. This ensures the workforce is equipped to support the NDP's goals and South Africa's economic and social development. As such, the skills implications are both demand and supply related.
<b>National Skills Development Plan 2030</b>	Skills planning for NSDP 2030 have both demand -and supply-related skills implications. It entails aligning with plan goals, identifying priority skills, integrating technology and green skills, promoting lifelong learning, fostering collaboration, ensuring inclusivity, and monitoring progress. These efforts support the development of a skilled workforce aligned with South Africa's economic and social objectives, specifically within the transport sector.
<b>Green Transport Strategy for South Africa: (2018-2050)</b>	The Green Transport Strategy for South Africa requires strategic skills planning in the transport sector to facilitate the shift towards sustainable transportation. In terms of the supply related skills implications, it entails training in environmental management, green technology utilisation, public transport optimisation, sustainable infrastructure construction, regulatory adherence, community engagement, and research innovation. Prioritizing expertise development in these domains is crucial for effectively implementing the strategy and attaining lasting environmental and socio-economic benefits.
<b>National Transport Master Plan 2050</b>	Anticipating long-term technological advancements, promoting sustainability, integrating multimodal transport, ensuring regulatory compliance and safety, and fostering workforce development are key considerations for the National Transport Master Plan 2050 (NATMAP 2050). The supply-related skills implications involve forecasting skills needs in emerging technologies, green transport initiatives, intermodal connectivity, regulatory compliance, safety management, and workforce diversity. By addressing these implications, the transport sector can support the implementation of NATMAP 2050 and contribute to building a sustainable, efficient, and inclusive transport system for South Africa's future.
<b>National Road Safety Strategy (2016-2030)</b>	Guided by the National Road Safety Strategy (2016-2030), skills planning in the transport sector involves comprehensive driver training, effective law enforcement, infrastructure management expertise, emergency response training, awareness campaigns, and data analysis. These supply related efforts aim to reduce road accidents and fatalities through safer behaviours, improved enforcement, infrastructure upgrades, timely medical care, and evidence-based decision-making.
<b>The Reconceptualised Human Resource Development Strategy &amp; Master Skills Plan for SA</b>	The transport sector, in alignment with the Reconceptualised Human Resource Development Strategy & Master Skills Plan for SA, prioritises skills development by identifying sector-specific needs, promoting lifelong learning, enhancing TVET systems, integrating technology, ensuring equity and inclusion, and fostering collaboration. The skills implications are both demand-and supply-related.. The approach aims to address skills gaps, support national development goals, and drive sustainable growth in the sector.

National strategies and plans	Implications for skills planning
<b>Economic Reconstruction and Recovery Plan (ERRP) and ERRP Skills Strategy (SS)</b>	The ERRP and its Skills Strategy have key demand and supply related skills implications for transport sector skills planning, focusing on aligning training with economic priorities, promoting sustainable practices, creating employment opportunities, embracing digital transformation, fostering collaboration, and implementing effective monitoring. This ensures the sector contributes to South Africa's economic recovery by nurturing a skilled workforce tailored to its needs.
<b>Presidential Youth Employment Initiative (PYEI)</b>	The Presidential Youth Employment Initiative (PYEI) has key supply-related skills implications for skills planning in South Africa's transport sector. It emphasises tailored skills development programs for youth, including apprenticeships, internships, and entrepreneurship support. Digital skills training is essential, and inclusivity is prioritised to ensure equal access to opportunities for all youth. Collaborative partnerships between government, industry, and educational institutions are crucial for effective implementation, ultimately enhancing youth employment prospects in the transport sector.
<b>Administrative Adjudication of Road Traffic Offences (AARTO) Act</b>	Implementing the AARTO Act in the transport sector has supply related skills implications for skills planning. This involves training traffic officers in compliance and enforcement, improving legal knowledge, enhancing administrative and data management skills, and fostering better customer service and communication abilities. Additionally, IT and digital literacy training is necessary, along with specialised training for adjudicators and appeals panels. Effective skills planning is vital to ensure fair, transparent, and efficient enforcement and adjudication of traffic laws under the AARTO Act.
<b>Broad-Based Black Economic Empowerment (BBBEE) Transport Sector Code</b>	The BBBEE Transport Sector Code emphasizes equitable representation and advancement of historically disadvantaged groups in South Africa's transport industry. In terms of the supply related skills implications, skills planning must prioritize tailored training programs, career advancement opportunities, and skills transfer initiatives. Compliance requires close monitoring and collaboration, driving inclusive growth and transformation.
<b>Government of National Unity (GNU) Priorities (as outlined in the MTDSP)</b>	The GNU priorities of driving inclusive growth, job creation, reducing poverty, and building a capable, ethical, and developmental state inform skills planning in the transport sector by focusing on employment creation, economic inclusion, and developing a skilled workforce for emerging sectors like green transport.

Understanding the external and internal environments is crucial in navigating the complex dynamics of the sector. As a result, an in-depth PESTEL analysis is critical for examining the Political, Economic, Social, Technological, Environmental, and Legal factors shaping the transport sector. By integrating these tools, TETA can better respond to industry trends and align its strategic objectives with the broader goals of South Africa's national development frameworks.

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 in the next five (5) years, and therefore, must be addressed by the TETA strategy.

**Table 8: PESTEL Analysis**

Political	Economic	Socio-cultural and Ethical
<ul style="list-style-type: none"> <li>Government of National Unity priorities: inclusive growth, job creation, and infrastructure development</li> <li>DHET expectations regarding transformation, green skills, and continental integration (AfcFTA, SAATM)</li> <li>Grant regulation changes (70/30 split under review)</li> <li>Risk of administration if qualification issues persist</li> <li>Political pressure for measurable national impact aligned with NDP, MTSF, and NSTP</li> <li>Government mandate</li> <li>Potential SETA reconfiguration beyond 2030</li> <li>Public accountability and clean administration obligations</li> <li>Alignment to national triple challenge</li> </ul>	<ul style="list-style-type: none"> <li>Transport sector growth potential across logistics, maritime, and aviation</li> <li>Budget constraints below R1 billion limiting programme scale</li> <li>Dollar-denominated cadetship costs in aviation and maritime sectors</li> <li>Revenue-diversification strategy requiring defined timeframes</li> <li>Surplus and deficit management challenges</li> <li>Low GDP growth and constrained fiscal environment affecting employer contributions</li> <li>Logistics bottlenecks and critical skills gaps</li> <li>Rail-to-road modal shift</li> </ul>	<ul style="list-style-type: none"> <li>Youth unemployment crisis</li> <li>Rural-urban education disparities (rural schools often outperforming township schools)</li> <li>Gender imbalance across programmes</li> <li>Disability inclusion gaps</li> <li>Demand for work-readiness programmes, pipeline development, and women-in-leadership initiatives</li> <li>Need for comprehensive pandemic awareness programmes</li> <li>Declining matric uptake and performance in Maths and Science</li> <li>Low digital literacy and digital skills readiness</li> <li>High dropout rates from Grade 1 to Grade 12</li> <li>Transport sector unattractiveness to youth</li> <li>High job mobility among young workers</li> <li>Language barriers in training delivery</li> <li>TVET lecturer capacity gaps</li> <li>Gender imbalance and inclusion challenges</li> </ul>
Technology and Information	Environmental	Legal and Regulatory
<ul style="list-style-type: none"> <li>Shift to electric vehicles, hydrogen fuel, and green transport technologies</li> <li>Digitalisation of supply chains</li> <li>ICT governance weaknesses (audit finding)</li> <li>Outdated internal systems affecting data integrity</li> <li>Opportunities for digital micro-credentials and e-learning platforms</li> <li>Smart mobility and digitalised freight corridors</li> <li>Drone technology applications</li> <li>Digital micro-credentials and blended learning platforms</li> <li>ICT governance weaknesses and legacy systems</li> </ul>	<ul style="list-style-type: none"> <li>Just Energy Transition Investment Plan (JET-IP) implications for transport skills</li> <li>Decarbonisation of transport systems</li> <li>Climate-change imperatives including decarbonisation of transport</li> <li>Hazardous cargo handling and disaster response skills</li> <li>Ocean-economy strategy alignment</li> <li>Maritime emission regulations</li> <li>Opportunity for 12 green-skills pilots across sub-sectors</li> <li>Urgent need for decarbonisation-related technical skills</li> <li>Reverse logistics and waste management</li> <li>Responsible recycling and circular economy practices</li> <li>Compliance with emissions and environmental regulations</li> </ul>	<ul style="list-style-type: none"> <li>Compliance obligations under the Skills Development Act, PFMA, NQF Act, and grant regulations</li> <li>Alignment with NDP 2030, NSTP 2030, Agenda 2063, AfcFTA, and JET-IP</li> <li>Labour relations framework</li> <li>Overly burdensome regulatory and compliance requirements for SMEs</li> <li>AGSA focus on discretionary grants and contract management</li> <li>QCTO 0.5% levy increase</li> <li>Contract management obligations under SLAs and discretionary grant frameworks</li> <li>Audit findings and governance compliance requirements, including ICT governance</li> </ul>

**Implications**

- Global environmental degradation and climate change motivate for pivot towards renewable energy
- South Africa must pivot towards renewable energy and foster green economy
- The entity contracted many IT providers and needs to integrate IT solutions
- The skills system must produce new skills such as green skills, digital skills and soft skills such as problem-solving geared for innovation.
- Soft skills must be integrated in all training programmes

2.1 Organisational Environment

TETA's workforce consists of 143 employees, with a diverse demographic profile to effectively support the organisation's mandate. Of the total staff, 61.5% (88) are female, 38.6% (55) are male, and 35.6% (51) represent the youth demographic. Additionally, 0.6% (1) of the workforce comprises individuals living with disabilities. This diverse staff complement is positioned to contribute meaningfully to the organisation's objectives over the next five (5) years, ensuring inclusive representation and fostering a dynamic work environment.

The table below depicts further details regarding the above:

Table 9: Summary of TETA workforce

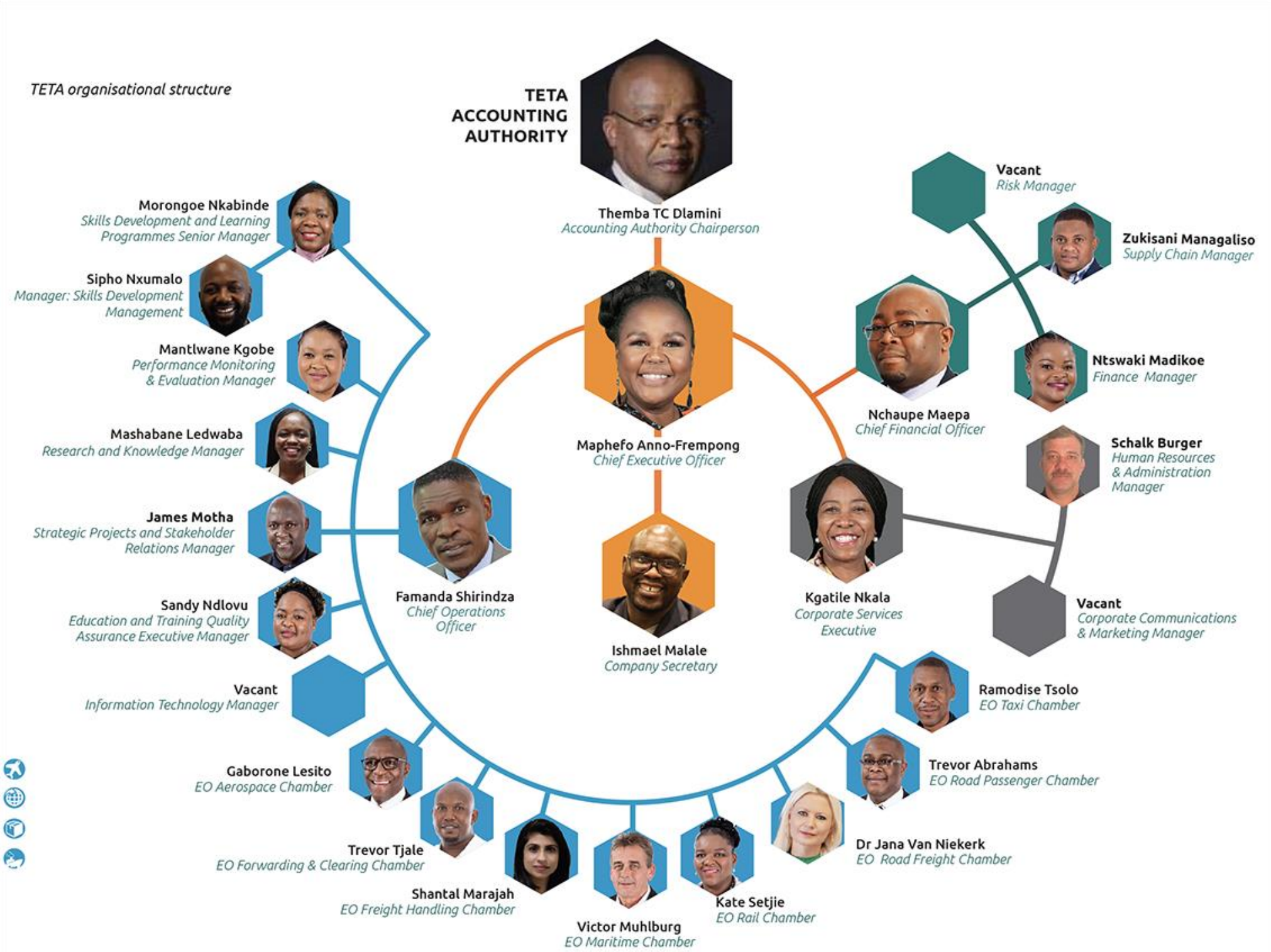
Racial Group	Gender	Count	Group Total
African (A)	Female	80	129
African (A)	Male	49	
Coloured (C)	Female	3	6
Coloured (C)	Male	3	
Indian (I)	Female	1	1
White (W)	Female	4	7
White (W)	Male	3	
<b>Grand Total</b>			<b>143</b>

2.2 Human Resources Management Mandate

The human resource mandate at TETA is centered on transforming traditional administrative functions into a strategic driver of organisational performance. The human resources department plays a pivotal role in supporting the organisation through key areas such as recruitment, training and development, reward and recognition, performance management, employee relations, and employee wellness. By focusing on these areas, the HR team enhances employee retention and overall productivity, ensuring that TETA has a motivated, skilled, and well-supported workforce capable of meeting the organisation's strategic goals.



Figure 13: TETA organisational Structure



### 6.3 SWOT Analysis

The McKinsey 7s framework was considered as a valuable resource for strategic planning. The framework provides a holistic view of TETA's internal environment and analyses both the "hard" and "soft" elements of TETA. It ensures that strategy, structure, and systems are aligned with culture, leadership style, and staff capabilities. This alignment fosters cohesive action toward organisational goals. The framework is adaptable to suit internal environmental demands of the SETA with clear focus on how changes in one area impact the others, guiding effective implementation of the strategy.

**Table 10: McKinsey 7S Framework: SWOT Analysis**

ELEMENT	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>Strategy</b>	<ul style="list-style-type: none"> <li>Support for SMMEs to drive growth and innovation in the transport sector.</li> <li>Contribution towards socio-economic development through targeted activations and partnerships.</li> <li>Responsive in implementing strategic priorities and national initiatives like Just Transition, DDM, and ERRP to ensure sector-wide impact.</li> <li>Effective and responsive governance through the Accounting Authority</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate measurement of ROI</li> <li>Dependency on external service providers to implement projects/mandate</li> <li>Lack of alignment with emerging trends - technological advancements or shifts in market demand.</li> <li>Lacking a clear, actionable plan for execution of strategy, including defined milestones and performance metrics.</li> <li>Stakeholder engagements at Strategy formulation</li> </ul>	<ul style="list-style-type: none"> <li>Embracing technological innovations - automating business processes, using AI to enhance operational efficiency and service offerings.</li> <li>Expanding market reach – strategic partnerships and revenue diversification to drive growth.</li> <li>Enhancing workforce skills and investing in training and development programmes to build expertise in emerging technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Climate change affecting infrastructure (road and ports infrastructure)</li> <li>Rapid technological change could outstrip TETA's ability to adapt or integrate new solutions effectively.</li> <li>Regulatory changes could impose operational challenges.</li> <li>Economic downturns or instability could impact funding, and overall industry demand for skills</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>TETA's driven, structured stakeholder engagement process ensures alignment with sector needs and strengthens industry collaboration.</li> <li>A well-defined structure with clear lines of authority and responsibility enhancing decision-making and operational efficiency.</li> <li>Strong internal communication systems facilitating coordination and collaboration across different departments or teams.</li> <li>Flexible working arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Excessive layers of management approvals slowing down decision-making and reducing responsiveness.</li> <li>Inadequate due diligence – procurement process raised as weakness (changes to contract management weakness)</li> <li>Lack of integration between departments leading to silos, miscommunication, and inefficiencies.</li> <li>In-flexible organizational structure reviews ,causing role misalignment overwork and lack of agility,</li> <li>Reliance on external parties on key mandate delivery</li> <li>Lack of enforcement of contract monitoring</li> <li>Lack of control on quality assurance processes outside TETA</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening project Management and compliance systems</li> <li>Revising the organisational structure to enhance flexibility and responsiveness</li> <li>implementing cross-functional teams to drive innovation and improve problem-solving by leveraging diverse expertise.</li> <li>Adopting new technologies for organisational management and communication to streamline operations and improve efficiency.</li> <li>Implement integrated planning systems by making use of centralized platforms</li> </ul>	<ul style="list-style-type: none"> <li>Changes in the grant regulations impacting operations</li> <li>Organisational changes or restructuring may face resistance from employees, affecting morale and productivity.</li> <li>Unexpected disruptions due to integration of new systems/ processes into an existing structure</li> <li>Structural changes or updates might lead to increased operational costs exceeding the 10.5 administration, impacting overall financial stability.</li> </ul>



ELEMENT	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>Staffing</b>	<ul style="list-style-type: none"> <li>Highly Committed Workforce to the organisation's core values, driving accountability, trust, and responsibility across projects.</li> <li>Expertise in Transport Sector Development related training, innovation, and SMME development, supporting the strategic goals of the organisation.</li> <li>Focus on Capacity Building</li> </ul>	<ul style="list-style-type: none"> <li>High number of performance indicators resulting in stretched targets for employees</li> <li>Over-reliance on interns for core business functions, leading to gaps in expertise and continuity.</li> <li>Insufficient focus on capacity building and tracking diversity metrics across the organisation.</li> <li>Under-utilisation of the HR policy provisions.</li> <li>Inadequate resource allocation resulting in either over or under utilization of talent</li> <li>Staff professionalism</li> <li>Lack of an implemented communication strategy</li> </ul>	<ul style="list-style-type: none"> <li>Attracting Top Talent: Leveraging new recruitment strategies or employer branding can attract skilled professionals, enhancing organisational capabilities.</li> <li>Diversity and Inclusion: Focusing on diversity and inclusion initiatives can create a more innovative and adaptable workforce, fostering different perspectives and problem-solving approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Inability to find or retain qualified professionals, especially in specialised areas, could hinder organisational growth.</li> <li>Frequent employee turnover disrupting operations, reduce morale, and increase recruitment and training costs.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Moderate expertise, giving TETA a slight competitive edge and the ability to deliver high-quality services.</li> <li>Continuous learning culture ensuring that employees stay updated with the latest industry trends and technological advancements.</li> <li>Strong leadership and management skills contributing to effective decision-making, strategic direction, and employee engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient capacitation of staff members on TETA processes</li> <li>Skills gaps in emerging technologies due to rapidly evolving technologies, limiting TETA's ability to innovate or compete in a changing skills development environment.</li> <li>Reliance on temporary staff and interns exposes insufficient soft skills crucial to service excellence</li> <li>Reliance on outdated knowledge or practices reducing TETA's ability to keep up with industry standards or technological advancements.</li> <li>Limited career progression</li> <li>Lack of fit for purpose training for staff</li> </ul>	<ul style="list-style-type: none"> <li>Upskilling and Reskilling : Investing in digital literacy and advanced technology skills (e.g., AI, data analytics) improving efficiency to leverage technological advancements.</li> <li>Building leadership skills through targeted training and mentorship programme to enhance decision-making, innovation, and adaptability to changing business environments.</li> <li>Encouraging employees to acquire a broader range of skills (e.g., cross- functional capabilities) to increase flexibility, improve problem-solving, and boost overall organisational resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in the grant regulations will reduce the discretionary grant allocation</li> <li>Lack of accredited SDPs as a result of QCTO accreditation backlog.</li> <li>Increased competition for talent resulting in delays filling critical positions or exodus of experienced staff living a knowledge vacuum for TETA.</li> <li>Loss of skilled personnel</li> </ul>



ELEMENT	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>Systems</b>	<ul style="list-style-type: none"> <li>Tools like SharePoint and Papertrail, though underutilised, provide a foundation for improving document management and collaboration if properly leveraged.</li> <li>The lack of rigid, fully integrated systems offers flexibility to adopt best-fit solutions tailored to specific organisational needs.</li> <li>Current staff have familiarity with existing processes, which can ease transitions to new systems if introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Disconnected systems for learner management, project management, and performance monitoring lead to inefficiencies and difficulty in tracking TETA's progress in implementation of projects.</li> <li>The reliance on manual paper based and under-utilisation of tools like SharePoint and papertrail creates inconsistencies, delays, and potential data loss.</li> <li>The absence of synchronised business processes results in time-consuming manual tasks, reducing overall operational efficiency.</li> <li>Dependency on outsourced systems poses a risk to TETA's information integrity or availability</li> </ul>	<ul style="list-style-type: none"> <li>Introducing integrated systems for project management, learner management, bursary, and performance monitoring can improve coordination, streamline operations, and provide better visibility into organisational performance.</li> <li>Moving from paper dependency to fully digital document management using tools like Papertrail, and SharePoint can enhance efficiency, reduce errors, and improve information accessibility.</li> <li>Automating routine tasks and workflows through integrated systems can save time, reduce human error, and improve productivity.</li> <li>Partnerships with other SETAs on a shared services model</li> </ul>	<ul style="list-style-type: none"> <li>Climate change - Collapse of ICT infrastructure</li> <li>Transition to integrated systems could face resistance from staff, require significant training, and lead to short-term disruptions in operations.</li> <li>As TETA moves towards digital systems, inadequate security measures could expose the organisation to data breaches or loss.</li> <li>Initial setup, customisation, and maintenance of integrated systems may lead to increased operational costs, straining TETA's already constrained budget.</li> <li>Cybersecurity vulnerabilities</li> <li>Poor integration between internal systems and external stakeholders</li> </ul>
<b>Style (Leadership / Culture)</b>	<ul style="list-style-type: none"> <li>High-performance culture</li> <li>Encouraged teamwork and open communication fosters a positive work environment and collaborative problem-solving.</li> <li>Commitment to core values like responsibility, trust, and respect creates a strong foundation for TETA's organisational cohesion and direction.</li> <li>Involving various levels governance and leadership in decision-making promotes engagement and ensures diverse perspectives are considered.</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge and traditional leadership styles may stifle adaptation to necessary changes, such as technological upgrades or process improvements.</li> <li>The current leadership style induced by high levels of compliance and audit alignment stifle creativity and innovation, limiting organisational growth and adaptability.</li> </ul>	<ul style="list-style-type: none"> <li>Embracing a more agile, forward-thinking leadership style can drive innovation and help the organisation adapt to future challenges.</li> <li>Investing in leadership development programmes can foster more adaptive and effective management practices across all levels.</li> <li>Encouraging continuous learning and experimentation within leadership can inspire the workforce and improve overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Variations in governance structures and management styles across different levels may cause confusion and lead to inconsistent application of policies and processes.</li> <li>A traditional leadership style may struggle to adapt to necessary changes, such as technological upgrades or process improvements.</li> <li>A leadership style that emphasises risk aversion may stifle creativity and innovation, limiting organisational growth and adaptability.</li> </ul>





ELEMENT	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Shared Values	<ul style="list-style-type: none"><li>• Transform the transport industry through training initiatives</li><li>• Strong shared values like commitment, accountability trust, positive attitude, responsibility, and respect guide decision-making and promote ethical behaviour across the organisation.</li><li>• Having well-defined values ensures that employees are aligned with TETA's mission, improving teamwork and collaboration.</li><li>• A commitment to shared values fosters a culture of mutual respect, creating a more positive and supportive workplace.</li><li>• Recognition awards and incentives geared towards strengthening shared values</li></ul>	<ul style="list-style-type: none"><li>• Reports on employee engagement and satisfaction survey not shared with the accounting authority</li><li>• If shared values are not consistently upheld or reinforced by leadership, it can lead to confusion or disengagement among staff.</li><li>• Shared values may not be effectively integrated into daily operations or performance metrics, limiting their practical influence on outcomes.</li><li>• A strong emphasis on traditional values may create resistance to new ideas, technologies, or operational changes that challenge the status quo.</li><li>• Performance management policy not implemented consistently</li><li>• Lack of efficient and effective provision of services</li></ul>	<ul style="list-style-type: none"><li>• Aligning strategic initiatives with core values can enhance employee buy-in and make organisational goals more attainable.</li><li>• Shared values can serve as a unifying force across different teams or business units/chambers, especially in times of organisational change or growth.</li><li>• To develop a service delivery charter</li><li>• Enhance communication and feedback processes for Grant applications</li></ul>	<ul style="list-style-type: none"><li>• If there is a disconnect between stated values and actual behaviours or decisions, it could lead to employee cynicism and a loss of trust in leadership leading to reputational damage.</li><li>• As the organisation grows or partners with external entities, differences in values may create conflicts, leading to challenges in collaboration or integration.</li><li>• Strong adherence to traditional values could limit adaptability and openness to innovative ideas, hindering the organisation's ability to evolve with changing industry demands.</li><li>• Misalignment between organizational priorities and stakeholder expectations</li><li>• Erosion of public trust due to perceived inefficiencies or corruption</li></ul>

# PART C

Driven by



3.1 Programme 1: Administration

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

			Audited Performance			Estimated Performance	MTEF Period		
OUTCOME	OUTPUTS	OUTPUT INDICATORS	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Organisational Excellence	WSP/ATR for TETA submitted	(1.1) Submission of TETA Workplace Skills Plan (WSP) and Annual Training Report (ATR) to ETDP SETA	WSP/ATR submitted by 30 April	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
	Satisfaction Surveys	(1.2) Number of stakeholder satisfaction surveys conducted	2	3	2	4	4	4	4
	Wellness activities conducted	(1.3) Number of wellness activities conducted	7	6	4	4	4	4	4
Digital transformation of operations	ERP and MIS reports	(1.4) Number of digitised business processes per annum	N/A	N/A	N/A	4	1	1	1
Governance	Good Governance Report	(1.5) Quarterly SETA Good Governance Report	N/A	N/A	N/A	N/A	4	4	4

INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(1.1) Submission of TETA Workplace Skills Plan (WSP) and Annual Training Report (ATR) 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	0	0	0
(1.2) Number of stakeholder satisfaction surveys conducted	4	1	1	1	1
(1.3) Number of wellness activities conducted	4	1	1	1	1
(1.4) Number of digitized business processes per annum	1	0	0	0	1
(1.5) Quarterly SETA Good Governance Report	4	1	1	1	1

Explanation of planned performance over the medium-term period

Programme 1: Administration aims to achieve organisational excellence, digital transformation, and sustainable revenue streams. Outputs such as wellness activities, satisfaction surveys, and ERP/MIS reports enhance internal efficiency and service delivery. The budget allocation reflects their importance in meeting strategic goals and ensuring compliance with government requirements. Additionally, the programme emphasises transformation by fostering a supportive work environment and ensuring that administrative practices are inclusive and equitable. Furthermore, the programme includes both SLA and non-SLA targets, i.e Number of new revenue growth initiatives per annum

### 3.2 Programme 2: Skills Planning & Research

Purpose: To establish mechanisms for skills planning and research capacity

OUTCOME	OUTPUTS	OUTPUT INDICATORS	Audited Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25		2025/26	2026/27	2027/28
Identify and increase production of occupations in high demand	Research Agreement	(2.1) Number of sector research agreements signed for TVET growth occupationally directed programmes	N/A	N/A	N/A	N/A	1	1	1
	Sector Skills Plan	(2.2) 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
	Approved mandatory grants for small firms	(2.3a) Number of WSPs and ATRs approved for Small firms	709	744	600	600	600	750	750
	Approved mandatory grants for medium firms	(2.3b) Number of WSPs and ATRs approved for Medium firms	252	272	170	170	170	170	170
	Approved mandatory grants for large firms	(2.3c) Number of WSPs and ATRs approved for Large firms	218	215	150	150	150	150	150
	Discretionary grants for bursaries	(2.4a) Percentage of discretionary grant budget allocated at developing high level skills	17%	13%	13%	13%	13%	14%	14%
	DGs for skills programmes learnership, apprenticeships and internships	(2.4b) Percentage of discretionary grant budget allocated at developing intermediate skills	63%	51%	47%	47%	60%	60%	60%
	Discretionary for AET	(2.4c) Percentage of discretionary grant budget allocated at developing elementary skills	1%	1%	1%	1%	1%	1%	1%
	Learners in employment	(2.5a) Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	289	60	100	100	110	120	120
	Learners on entrepreneurship training	(2.5b) Number of people trained on entrepreneurship supported to start their business	20	20	50	50	60	60	60

## INDICATORS, ANNUAL AND QUARTERLY TARGETS



Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(2.1) Number of sector research agreements signed for TVET growth occupationally directed programmes	1	0	0	0	1
(2.2) Produce an Approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	0	0	Approved TETA SSP	0
(2.3a) Number of WSPs and ATRs approved for Small firms	600	0	600	0	0
(2.3b) Number of WSPs and ATRs approved for Medium firms	170	0	170	0	0
(2.3c) Number of WSPs and ATRs approved for Large firms	150	0	150	0	0
(2.4a) Percentage of discretionary grant budget allocated at developing high level skills	13%	0	0	0	13%
(2.4b) Percentage of discretionary grant budget allocated at developing intermediate skills	60%	0	0	0	60%
(2.4c) Percentage of discretionary grant budget allocated at developing elementary skills	1%	0	0	0	1%
(2.5a) Number of learners who completed workplace based learning programmes absorbed into employment or self-employment	110	0	0	20	90
(2.5b) Number of people trained on entrepreneurship supported to start their business	60	0	0	20	40

### Explanation of planned performance over the medium-term period

- Programme 2: Skills Planning & Research focuses on identifying and increasing the production of high-demand occupations. Outputs like research reports, the Sector Skills Plan, and mandatory grant approvals are crucial for aligning skills development with industry needs. The performance of these outputs is monitored through budget allocations, ensuring support for research and strategic planning. This programme also prioritises the upskilling of women and learners from previously disadvantaged backgrounds in particular, reflecting TETA's commitment to sector transformation and equitable access to opportunities. Furthermore, the programme includes both SLA and non-SLA i.e. verifications conducted for mandatory grants/discretionary grants/due diligence, Number of research studies conducted, and Number of tracer studies conducted.



### 3.3 Programme 3: Learning Programmes and Projects

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

OUTCOME	OUTPUTS	OUTPUT INDICATORS	Audited Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improving the level of skills in the South African workforce	Learners on bursaries	(3.1a) Number of workers granted Bursaries (new entries)	70	71	111	70	105	110	115
		(3.1a) Number of workers granted Bursaries completed their studies	35	24	41	25	50	50	50
		(3.1b) Number of workers granted Bursaries (continuing)	N/A	N/A	N/A	40	40	40	40
	Learners on skills programmes	(3.1c) Number of workers enrolled Skills programmes	430	615	752	430	450	500	600
		(3.1c) Number of workers completed Skills programmes	215	483	422	215	215	215	215
	Learners on learnerships programmes	(3.1d) Number of workers enrolled in Learnerships programmes	700	9	823	670	800	800	800
		(3.1d) Number of workers completed Learnerships programmes	350	575	916	320	360	360	360
	Learners on AET	(3.1e) Number of workers enrolled AET programmes	100	461	50	50	50	50	50
		(3.1e) Number of workers completed AET programmes	50	26	45	25	25	25	25
	Candidates on Leadership development programmes	(3.1f) Number of candidates on Leadership development programmes	N/A	N/A	N/A	N/A	80	80	80
						20	30	40	
Development of	Learners on 4IR and Green Skills	(3.1g) Number of learners trained on 4IR and green skills	N/A	N/A	N/A	N/A	150	150	150
							0	20	30



OUTCOME	OUTPUTS	OUTPUT INDICATORS	Audited Performance			Estimated Performance	MTEF Period		OUTCOME
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Increase access to occupationally directed programmes	Learners on Artisan Programmes	(3.1h) Number of artisan learners enrolled	20	116	20	350	350	370	375
		(3.1h) Number of artisan learners completed	10	51	50	50	60	70	80
	Learners on ARPL	(3.1i) Number of learners enrolled RPL/ARPL	90	181	80	90	100	120	130
		(3.1i) Number of learners completed RPL/ARPL	45	110	87	40	50	40	40
	Learners on Bursaries	(3.2a) Number of unemployed learners granted Bursaries (new enrolments)	2049	274	215	200	250	270	300
		(3.2a) Number of unemployed learners granted Bursaries completed their studies	80	95	96	80	80	80	80
		(3.2b) Number of unemployed learners granted Bursaries (continuing)	N/A	N/A	N/A	150	40	60	80
	Learners on regulatory programme	(3.2c) Number of unemployed learners on Regulatory programmes	N/A	286	249	100	200	300	300
		(3.2c) Number of unemployed learners on Regulatory programmes completed			253	50	100	150	150
	Partnerships	(3.2d) Number of TVET partnerships established	N/A	N/A	N/A	4	6	6	6
		(3.2d) Number of TVET partnerships implemented	N/A	N/A	N/A	N/A	3	3	3
		(3.2e) Number of HEI partnerships established	N/A	N/A	N/A	2	4	4	4
		(3.2e) Number of HEI partnerships implemented	N/A	N/A	N/A	N/A	2	2	2
		(3.2f) Number of CET partnerships established	N/A	N/A	N/A	3	4	4	4
		(3.2f) Number of CET partnerships implemented	N/A	N/A	N/A	N/A	2	2	2
		(3.2g) Number of SETA-Employer partnerships established	N/A	N/A	N/A	2	8	8	8
		(3.2g) Number of SETA-Employer partnerships implemented	N/A	N/A	N/A	N/A	4	4	4
		(3.2h) Number of Research partnerships established	2	2	2	2	2	2	2
		(3.2h) Number of Research partnerships implemented	N/A	N/A	N/A	N/A	1	1	1
	(3.2i) Number of stakeholder engagements conducted	N/A	N/A	N/A	40	40	40	40	



OUTCOME	OUTPUTS	OUTPUT INDICATORS	Audited Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Linking education and the workplace	Learners on skills programmes	(3.3a) Number of unemployed learners enrolled Skills programmes	800	1 672	1 137	800	450	600	800
		(3.3a) Number of unemployed learners completed Skills programmes	400	1 215	1 245	400	300	400	400
	Learners on learnerships programmes	(3.3b) Number of unemployed learners enrolled Learnerships programmes	850	1 001	1 233	820	900	820	820
		(3.3b) Number of unemployed learners completed Learnerships programmes	425	1 532	911	400	400	425	425
	Learners on candidacy	(3.3c) Number of unemployed learners enrolled for Candidacy programmes	15	15	25	15	15	35	35
		(3.3c) Number of unemployed learners completed Candidacy programmes	7	2	3	7	7	10	10
	Graduates on Internship	(3.4a) Number of unemployed learners enrolled internship	300	477	365	350	400	500	600
		(3.4a) Number of unemployed learners completed internship	150	205	439	150	100	150	150
	HEI learners on workplace experience programmes	(3.4b) Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	85	103	107	100	108	110	110
		(3.4b) Number of university students completed their Work Integrated Learning placements	40	93	80	40	40	40	40
	Learners on workplace experience (TVET)	(3.4c) Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	250	279	764	700	750	800	850
		(3.4c) Number of TVET students completed their work integrated learning placements	125	160	131	350	350	350	350





OUTCOME	OUTPUTS	OUTPUT INDICATORS	Audited Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Support career development services	Career exhibitions	(3.5a) Number of Career Development Events in urban areas on occupations in high demand	30	36	37	30	20	30	33
		(3.5b) Number of Career Development Events in rural areas on occupations in high demand	6	20	43	15	35	35	35
	Capacity building workshop	(3.5c) Number of capacity building workshops on Career Development Services initiated	9	16	11	9	9	10	15
	Internal career guidance advises	(3.5d) Number of Career Development Practitioners trained	31	76		50	50	55	60
Skills development support for entrepreneurship and cooperative development	Skills development programmes implemented for SMMEs	(3.6a) Number of small businesses funded for skills that enhance growth and development	100	490	216	100	100	150	200
	Cooperatives funded	(3.6b) Number of cooperatives funded for skills that enhance enterprise growth and development	13	13	13	10	13	15	20
	CBOs/NGOs/NPOs funded	(3.6c) Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities	3	3	2	6	6	6	6
Rural Development	Rural development projects	(3.6d) Number of Rural Development Projects initiated	4	7	8	4	4	4	4
Encourage and support worker-initiated training	Trade unions	(3.7) Number of Federations /Trade Unions supported through the relevant skills training interventions	2	3	3	2	2	3	3



## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.1a) Number of workers granted Bursaries	105	50	0	0	30	75
			0	0	0	50
(3.1b) Number of workers granted Bursaries (continuing)	40	N/A	0	0	0	40
(3.1c) Number of workers granted skills programmes	450	215	30	100	100	220
			0	15	100	100
(3.1d) Number of workers granted learnership programmes	800	360	50	200	200	350
			0	20	170	170
(3.1e) Number of workers granted AET programmes	50	25	0	0	25	25
			0	0	0	25
(3.1f) Number of candidates on Leadership development programmes	80	20	0	0	0	80
			0	0	0	20
(3.1g) Number of learners trained on 4IR and green skills	150	0	0	0	30	120
			0	0	0	0
(3.1h) Number of artisan learners enrolled	350	60	0	10	40	300
			0	10	10	40
(3.1i) Number of learners on ARPL/ RPL programmes	100	50	0	10	30	60
			0	10	20	20
(3.2a) Number of unemployed learners granted bursaries (new enrolments)	250	80	0	0	20	230
			0	0	10	70
(3.2b) Number of unemployed learners granted bursaries (continuing)	40	N/A	0	0	0	40
(3.2c) Number of unemployed learners on Regulatory programmes	200	100	0	0	20	180
			0	0	20	80
(3.2d) Number of TVET partnerships established	6	3	0	0	0	6
			0	0	0	3
(3.2e) Number of HEI partnerships established	4	2	0	0	0	4
			0	0	0	2
(3.2f) Number of CET partnerships established	4	2	0	0	0	4
			0	0	0	2
(3.2g) Number of SETA-Employer partnerships established	8	4	0	0	0	8
			0	0	0	4
(3.2h) Number of Research partnerships established	2	1	0	0	0	2
			0	0	0	1
(3.2i) Number of stakeholder engagement conducted	40		0	0	10	30
(3.3a) Number of unemployed learners on skills programmes	450	300	50	100	100	200
			0	0	100	200
(3.3b) Number of unemployed learners on learnership programmes	900	400	0	100	300	500
			0	100	100	200
(3.3c) Number of unemployed learners on candidacy programme	15	7	0	0	5	10
			0	0	0	7
(3.4a) Number of unemployed learners on internship			0	50	200	150





	400	100	0	20	20	60
(3.4b) Number of learners who have completed workplace-based learning programmes absorbed in employment or self-employment	100		0	0	10	90
(3.4b) Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	108	40	0	15	20	73
			0	0	20	20
(3.4c) Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	750	350	0	250	250	250
			0	50	100	200
(3.5a) Number of Career Development Events in urban areas on occupations in high demand	20		0	0	10	10

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.5b) Number of career development exhibitions in rural areas on occupations in high demand	35		0	5	15	15
(3.5c) Number of capacity building workshops conducted on career development services initiated	9		0	3	3	3
(3.5d) Number of career development practitioners trained	50		0	0	0	50
(3.6a) Number of small businesses funded for skills that enhance growth and development	100		25	25	25	25
(3.6b) Number of cooperatives funded for skills that enhance enterprise growth and development	13		0	0	8	5
(3.6c) Number of CBOs/NGOs/NPOs funded for skills that enhance the development and sustainability of the organisation activities	6		0	0	3	3
(3.6d) Number of rural development projects initiated	4		0	0	2	2
(3.7) Number of Federations /Trade Unions supported through the relevant skills training interventions	2		0	0	1	1

### Explanation of planned performance over the medium-term period

Programme 3: Learning Programmes and Projects is dedicated to improving skills and increasing access to educational initiatives. Outputs include learners on bursaries, apprenticeships, and leadership development programmes, contributing to a skilled and diverse workforce. Budgeting for these outputs confirms the ability of the SETA to achieve the set outputs which ultimately address the achievement of our desired impact. This programme specifically addresses transformation by focusing on upskilling women and learners from previously disadvantaged backgrounds, though it acknowledges ongoing challenges in training people with disabilities due to barriers in recruitment and training processes. Furthermore, the programme includes both SLA and non-SLA targets i.e. Number of SME's supported in business development initiatives, Safety initiatives funded in the Transport Sector, Number of safety awareness initiatives financially supported, Number of TETA stakeholder capacitation workshops on contract management, Number of schools supported, Number of NLPes funded Number of learners put on accident prevention training programmes, Number of pandemic awareness programmes supported, Number of graduates on work readiness programmes, and Number of TETA stakeholder capacitation workshops on contract management.



## Programme 4: Quality Assurance System

Purpose: To strengthen the quality assurance system

OUTCOME	OUTPUTS	OUTPUT INDICATORS	Audited Performance			Estimated Performance	MTEF Period		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Support the growth of the public college system	Occupational qualifications developed	(4.1a) Number of curricula developed/reviewed	3	3	7	7	4	4	4
	Support the TVET Colleges	(4.1b) Number of Centres of Specialisation supported	N/A	N/A	N/A	N/A	2	2	3
		(4.1c) Number of TVET Lecturers exposed to the industry through skills programmes	50	50	75	40	50	40	50
		(4.1d) Number of TVET Managers receiving training on curriculum-related studies	100	100	299	15	100	100	100
		(4.1e) TVET colleges infrastructure development (equipment/workshops)	2	2	3	1	1	1	1
	Support the CET Colleges	(4.2a) Number of CET college lecturers awarded skills development programmes	N/A	N/A	N/A	10	10	10	10
		(4.2b) Number of CET Managers receiving training on curriculum-related studies	N/A	N/A	N/A	5	5	1	1
		(4.2c) CET colleges infrastructure development (equipment/workshops/Connectivity/ICT)	1	1	1	1	1	1	1

## INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
(4.1a) Number of curricula developed/reviewed	4	0	0	0	4
(4.1b) Number of Centers of Specialization supported	2	0	0	0	2
(4.1c) Number of TVET Lecturers exposed to the industry through skills programmes	50	0	0	0	50
(4.1d) Number of TVET Managers receiving training on curriculum-related studies	100	0	0	0	100
(4.1e) TVET colleges infrastructure development (equipment /workshops)	1	0	0	0	1
(4.2a) Number of CET college lecturers awarded skills development programmes	10	0	0	0	10
(4.2b) Number of CET Managers exposed to the industry through Skills Programmes	5	0	0	0	5
(4.2c) CET colleges infrastructure Development (equipment/workshops/connectivity/ICT)	1	0	0	0	1

### Explanation of planned performance over the medium-term period

Programme 4: Quality Assurance System ensures that TVET and CET colleges provide high-quality occupational training. Outputs such as the development of occupational qualifications, learning materials, and the training of educators support educational standards. Budget allocations are aimed at enhancing quality assurance and increasing access to effective training. The choice of outcome indicators, including the number of qualifications developed and lecturers trained, ensures that the training and development sector including the public college system institutions are equipped to deliver relevant and high-quality education, which supports sector transformation. Furthermore, the programme includes both SLA and non-SLA targets i.e. Workplaces approved, Skills Development Providers (SDPs) monitored, External moderations conducted, and Number of TVET/CET lectures trained on TETA quality assurance system.

# PART C – MEASURING OUR PERFORMANCE

## 4. Programme resource considerations

### 4.1 Medium Term Expenditure Estimates

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

Any amount which results from criminal conduct

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

With regard to fruitless and wasteful expenditure caused by gross negligence or any other circumstance, TETA has taken an extraordinarily strong view in that fruitless and wasteful expenditure of any kind would not be tolerated in the TETA environment. For this reason, TETA has not included any amount arising from fruitless and wasteful expenditure in the materiality and significance framework.

#### 4.1.1 Significance

Based on the materiality and significance framework, TETA has set its materiality and significance amount at R 4, 810,410 which is 0.5% of gross revenue on levies received based on audited financial statements 2024/25

#### 4.1.2 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.



## 5. Budget and budgeting Process

### 5.1 Budgeting processes

To arrive at the estimates of the Levy income for the MTEF/MTDP period (2026/2027 to 2029/2030), the following factors were considered:

- An increase in levy-paying companies in the transport sector leading to an increase in levy income.
- Historical levies received based on audited annual financial statements is baseline for future projections of the MTEF/MTDP; and
- Implementation of Revenue Diversification Plan as measures baseline to increase other income for the administration reserve.
- A favourable interest rate in the financial markets remaining unchanged, yields more income in invested funds through the Resbank.

#### 5.1.1 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 (2025 to 2030)

- The MTEF/MTDP budget is prepared on a going concern basis, as per approved re-certification license until 31 March 2030;
- Planned revenue diversification measures have been incorporated as part of other income for the period of the MTEF to ensure maturity and acceleration to increase revenue;
- In 2026/2027 budgeted financial year, we anticipate the pay-out ratio for mandatory grants projected to an amount of R209 409 437million, which translates to pay-out ratio at an estimated payout ratio 80% of the levies projected to be collected.



- 10.1.1.1.1 Throughout the MTEF/MTDP period 10.5% administration reserve remains static on projected levies to be collected. The potential revision of the Grants Regulations not considered as the process is still underway;
- 10.1.1.1.2 TETA did not budget at a deficit given the measures in place to grow the revenue base including the administration portion for operational purposes on revenue diversification as a key priority of the strategy; and
- 10.1.1.1.3 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 done to ensure that the administration budget is fully and appropriately utilised.

#### 10.1.2 Income

SETAs do not receive a budget allocation from the national government to fund their operations. The main source of income for SETAs is the Skills Development Levy which SETAs receive from the levy-paying companies. In terms of the Skills Development Levies Act No. 9 of 1999 as amended, levy-paying companies pay levies to SARS as the collecting agent on behalf of the Department of Higher Education and Training.

The levy is calculated at 1% of the company's payroll which exceed R 500 000 per annum 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.

#### 10.1.3 Expenditure

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

- 10.1.3.1 10% of the levies are utilised for administration expenses, such as employee costs, IT infrastructure and maintenance costs, audit fees, and other operational expenses.
- 10.1.3.2 0,5% is transferred to QCTO as per the annual directive from DHET.
- 10.1.3.3 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 compliance criteria, such as the submission of Workplace Skills Plan (WSP) and Annual Training Report (ATR);
- 10.1.3.4 49.5% are utilised for discretionary grants including 7.5% of the project administration – these grants are used to fund special projects and skills priorities, based on the criteria/and 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 an additional budget allocation that the SETA cannot afford. Lastly, project administration encompasses monitoring and operational expenses, totaling 7.5%.

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

Additional income/funding that TETA receives over and above the 80% levy income will be used for the discretionary grants. This is an exception to the revenue aimed at increasing the 10% administration reserve fund.

Therefore, all the interest, penalties and investment income from surplus funds will be applied towards funding discretionary grants.

All unspent funds within the different reserves (administration and employer grant) will also be utilised towards funding discretionary grants. Except where a portion of the interest in investment income can be utilised towards the administration reserve as per DHET directive.

**Table 11: Total SDL Forecast**

APRIL 2024 TO 31 MARCH 2026	Proposed Forecast
	2026/2027
<b>SKILLS DEVELOPMENT LEVIES COLLECTION</b>	
<b>LEVIES COLLECTION FROM EMPLOYERS</b>	<b>1 248 690 000</b>
Less: NSF allocation (20%)	(249 738 000)
<b>Levy allocation to the SETA</b>	<b>998 952 000</b>
<b>Allocation of levies received by the SETA:</b>	
- Admin Expenses (10.5% of collection)	131 121 000
- Mandatory Grants (20% of collection )	249 296 000
- Discretionary Grants (49.5% of collection)	618 534 000

The Annual Performance Plan 2026/27 was prepared on a multi-year funding model based on the principle that skills development interventions are funded from start to completion to achieve the maximum impact. Programme 3 is the highest funded at R715 million and constitutes 89% of the Annual Performance Plan cost. The total costed plan of R800 million is, therefore, justifiable.

**Table 8: MTEF – Estimates of income and expenditure**

**Annual Performance Plan Budget**

<b>STRATEGIC/ANNUAL PERFORMANCE PLAN BUDGET</b>	<b>2026/27</b>
	<b>R000</b>
Administration Expenditure (10.5% of collection)	-175 681
Mandatory Grants Expenditure (20% of collection )	-209 409
Discretionary Grants Expenditure (49.5% of collection)	-900 845
<b>TOTAL</b>	<b>-1 285 934</b>

Budget Item Description	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
	R'000		R'000		R'000		
	Audited		Current Year Estimates		MTDP Forecast		
Mandatory Levies (20%)	209 978	226 633	240 584	249 296	261 761	274 849	288 591
Discretionary Levies (49.5%)	518 578	562 304	595 226	618 534	649 461	681 934	716 030
Administration Levies (10.5%)	110 006	119 201	126 272	131 121	137 677	144 561	151 789
Interest and Penalties	15 249	19 568	6 961	21 525	22 601	23 731	24 918
Other Income and Government Levies	6 193	6 305	15 907	36 208	38 018	39 919	41 915
Investment Income	60 465	84 118	85 499	92 530	97 156	102 014	107 115
Retention of Surpluses	-	-	-	76 500	79 259	83 222	87 383
<b>TOTAL REVENUE</b>	<b>920 469</b>	<b>1 018 129</b>	<b>1 070 449</b>	<b>1 225 714</b>	<b>1 285 933</b>	<b>1 350 230</b>	<b>1 417 742</b>
Mandatory Grant	-149 389	-179 552	-199 597	-199 437	-209 409	-219 879	-230 873
Discretionary Grants	-735 361	-592 304	-741 733	-858 947	-900 845	-945 887	-993 181
Administration Costs including Capex	-132 437	-136 948	-137 439	-160 331	-168 348	-176 765	-185 603
Administration Cost – QCTO	-5 013	-5 696	-6 362	-6 998	-7 333	-7 700	-8 085
<b>TOTAL EXPENDITURE</b>	<b>-1 022 200</b>	<b>-914 500</b>	<b>-1 085 131</b>	<b>-1 225 714</b>	<b>-1 285 934</b>	<b>-1 350 231</b>	<b>-1 417 742</b>
<b>Deficit for the Year</b>	<b>-101 731</b>	<b>103 629</b>	<b>-14 682</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

<b>Programme</b>	<b>Admin</b>	<b>Project core cost</b>	<b>Total</b>
<b>Programme 1*</b>	-		
<b>Programme 2</b>	1 022 027	14 104 960	15 126 987
<b>Programme 3</b>	54 285 012	726 519 733	780 804 745
<b>Programme 4</b>	3 838 404	55 232 773	59 071 176
<b>Total</b>	<b>59 145 443</b>	<b>795 857 465</b>	<b>855 002 908</b>

\*Costing relates to 10.5% administration budget of R175 681 000

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

Outcome	Key Risk	Risk Mitigation
Increased production of occupations in high demand	<ul style="list-style-type: none"> <li>Misalignment with the industry on occupations in high demand</li> </ul>	<ul style="list-style-type: none"> <li>Academics to be brought on board and comprehensive research</li> <li>Monitoring and reporting on WSP implementation plan</li> <li>Working with other SETAs (align and consolidate occupations that are submitted through PSETA)</li> </ul>
Partnerships enhanced to deliver TETA mandate	<ul style="list-style-type: none"> <li>Inadequate partnerships / stakeholder identification (inclusive of trade unions)</li> <li>Loss of priority stakeholders/partners</li> </ul>	<ul style="list-style-type: none"> <li>Develop stakeholder/partnership strategy (local and international stakeholders)</li> <li>Robust due- diligence to include constant monitoring and financial viability</li> <li>Identify high impact programmes for co-funding with key industry stakeholders</li> <li>Flexibility in contracting to allow for multi-party agreements</li> <li>Collaborate with DHET and DIRCO to manage impact of changes in external environment</li> </ul>
Increased access to Business Development Programmes	<ul style="list-style-type: none"> <li>Inability to meet industry demands/ needs</li> </ul>	<ul style="list-style-type: none"> <li>Increased funding or leverage on co-funding to support industry</li> <li>SMME Development Programme</li> </ul>
Skilled SMMEs, Cooperatives, NPOs and NPC workforce in transport sector	<ul style="list-style-type: none"> <li>Low participation of SMMEs</li> </ul>	<ul style="list-style-type: none"> <li>Increased funding or leverage on co-funding to support SMMEs</li> <li>SMME Development Programme</li> </ul>
Digital transformation of operations and services	<ul style="list-style-type: none"> <li>Cyber security threats to digital infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Investment in cyber security measures and training</li> </ul>
Increased career awareness in transport	<ul style="list-style-type: none"> <li>Misalignment of awareness programme with industry requirements</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with industry partners through partnerships to align career awareness efforts with actual job availability and skills demand</li> </ul>
Increased access to occupationally directed programmes	<ul style="list-style-type: none"> <li>Stakeholder non-performance on contracted responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Develop stakeholder/partnership strategy and implementation</li> <li>Increase SETA presence through satellite offices to provide more stakeholder support</li> </ul>
Increased and sustainable revenue streams	<ul style="list-style-type: none"> <li>Co-funding agreements not honoured</li> <li>TETA revenue streams not sustainable</li> <li>Exit/transfer of levy paying companies to other SETAs</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a comprehensive revenue diversification strategy</li> <li>Enhance stakeholder engagements on TETA value proposition</li> </ul>
Development of future ready workforce	<ul style="list-style-type: none"> <li>Skills interventions not future- orientated</li> </ul>	<ul style="list-style-type: none"> <li>Conduct regular industry surveys to inform curriculum design</li> </ul>
Improved organisational performance	<ul style="list-style-type: none"> <li>Inadequate system to ensure operational excellence</li> <li>Lagging digital transformation</li> </ul>	<ul style="list-style-type: none"> <li>Business process re-engineering (business process analysis)</li> <li>Comprehensive Business IT Architecture and Roadmap</li> <li>Integrated IT system (as a key business enabler)</li> </ul>
Increased capacitation of trade unions	<ul style="list-style-type: none"> <li>Inadequate partnerships / stakeholder identification (inclusive of trade unions)</li> </ul>	<ul style="list-style-type: none"> <li>Develop stakeholder/partnership strategy (local and international stakeholders)</li> <li>Focused stakeholder engagement sessions on unions</li> </ul>



Table 14 Alignment to Government Developmental Plans

National Imperatives	Applicable Priorities	SP Outcomes	Performance Indicators (APP 2026/27)
<b>Medium Term Development Plan (MTDP 2024–2029)</b>	Driving Inclusive Growth and Job Creation  Reducing Poverty and Tackling the High Cost of Living  Building a Capable, Ethical, and Developmental State	Outcomes 1 – 12, as per paragraph 12 of the TETA Strategic Plan, page 47 - 48	<ul style="list-style-type: none"> <li>- SSP Implementation</li> <li>- SMME Development</li> <li>- Learning Programmes for Employed and Unemployed</li> <li>- Strategic partnerships</li> <li>- Leadership Development Programmes</li> <li>- Qualification development</li> <li>- Learning material development</li> </ul>
<b>Reconceptualized HRD Strategy (2024–2033)</b>	Improving Early Learning and Schooling Outcomes	Outcome 6 Outcome 8	- Adopted Schools Programme (Career guidance, school partnerships).
	Improve employability for NEET youth	Outcome 4 Outcome 10 Outcome 8	<ul style="list-style-type: none"> <li>- Out of School Youth Programme</li> <li>- Graduate internships</li> <li>- Youth work-readiness programmes.</li> </ul>
	Improve responsiveness of PSET to skills demand	Outcome 1 Outcome 10 Outcome 6	<ul style="list-style-type: none"> <li>- Research and evidence base.</li> <li>- Sector Skills Plan (SSP)</li> <li>- Tracer studies</li> <li>- WSP/ATR submissions</li> <li>- Labour market research studies.</li> </ul>
<b>Just Energy Transition Investment Plan (2023–2027)</b>	Green economy, sustainable skills, and just transition	Outcome 10	- 4IR and Green economy skills development
<b>White Paper for Post-School Education &amp; Training (2013)</b>	Coordinated and responsive post-school system	Outcome 2 Outcome 8	<ul style="list-style-type: none"> <li>- Strategic partnerships</li> <li>- Learning Programmes for Employed and Unemployed</li> </ul>
<b>Fourth Industrial Revolution (4IR) Skills</b>	Digitisation, AI, Automation, Smart logistics	Outcome 10	- 4IR and Green economy skills development
<b>Support for SMMEs &amp; Cooperatives</b>	Entrepreneurship development; Inclusive economic growth	Outcome 4	- Skills support for small businesses and cooperatives.
<b>District Development Model (DDM)</b>	Economic Positioning & Localisation	Outcome 6 Outcome 8 Outcome 2	<ul style="list-style-type: none"> <li>- District-based youth empowerment initiatives</li> <li>- Rural development projects</li> <li>- Municipal and provincial partnerships.</li> </ul>



# PART D

## Driven by Vision

# 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 2025 to 2030 period in line with the Medium-Term Expenditure Framework (MTEF) for the same period.

The Annual Performance Plan has been prepared in alignment with the Strategic Plan to provide technical indicator descriptions for all indicators as reflected in the Annual Performance Plan for 2025/26.

In line with the Annual Performance Plan 2025/26 these indicators are divided into the following programmes:

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

# TECHNICAL INDICATOR DESCRIPTIONS

## Programme 1: Administration

Indicator Title	(1.1) Submission of TETA Workplace Skills Plan (W) and Annual Training Report (ATR) to ETDP SETA
Definition	The submission of the TETA Workplace Skills Plan (WSP) and Annual Training Report (ATR) to the ETDP SETA by 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: On or before 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 and The WSP and ATR will be approved by the Training Committee
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Annually
Desired Performance	WSP and ATR is approved by ETDP SETA for implementation
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.2) Number of stakeholder satisfaction surveys conducted
Definition	The survey measures internal and external stakeholder experiences and perceptions on the quality and relevance of the services and products offered by TETA
Source of Data	Data collection tools – questionnaires, interviews, stakeholder engagement sessions
Method of Calculation or assessment	Qualitative - 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) Number of wellness activities conducted
Definition	Wellness activities conducted not limited to health screenings, wellness days, wellness seminars or workshops
Source of Data	Employee wellness session plan
Method of Calculation or assessment	Qualitative <ul style="list-style-type: none"> <li>Count the number of wellness activities conducted</li> </ul>
Means of verification	Invitation and attendance register
Assumption	Availability of wellness programmes budget
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 10%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Staff retention and healthy workplace
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.4) Number of digitised business processes per annum
Definition	Digitised business processes refer to the automation, enhancement, or development of key internal and external processes. <ul style="list-style-type: none"> <li>Internally focused process including but not limited to: Project Management, Performance Management, Risk Management</li> <li>Externally focused process: Mandatory Grant, Discretionary Grant, Bursary Module, and Stakeholder CRM management</li> <li>Digitised: A process is regarded as digitised once system development or enhancement is completed and formally approved through management sign-off.</li> </ul>
Source of Data	Actual demonstration of the digitised business process Approved specifications of business processes digitised
Method of Calculation or assessment	Quantitative: Count the total number of business processes successfully digitised and operationalized within the reporting year.
Means of verification	"Approved specifications of business processes , signed User Acceptance Testing and Signed Final Acceptance Testing Report
Assumption	It is assumed that the SCM processes are initiated timely to attract appropriate system specialists, the TETA has sufficient resources, including budget, skilled personnel, and appropriate technology, to support the digitization of identified business processes annually
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Improvement in efficiency and customer satisfaction
Indicator Responsibility	Senior Manager: IT

Indicator Title	(1.4) Quarterly SETA Good Governance Report
Definition	Ensures compliance with the requirement to submit quarterly SETA Good Governance Reports to the Department of Higher Education and Training (DHET) as required by the SDA, PFMA and Treasury Regulations.
Source of Data	Minutes of meetings for governance committees
Method of Calculation or assessment	Total number of signed quarterly SETA good Governance reports
Means of verification	Signed quarterly SETA good governance submissions to DHET
Assumption	Accuracy in data collection and timeous submission of data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	QMR information is accurately captured and submissions made to the DHET are a true reflection of the SETA quarterly performance
Indicator Responsibility	Company Secretary

## Programme 2: Skills Planning & Research

Indicator Title	(2.1) Number of sector research agreements signed for TVET growth occupationally directed programmes
Definition	Formal sector research agreements refer to signed commitments between the TETA and relevant stakeholders (industry or academic institutions) to conduct research that informs the development of occupationally directed TVET programmes. This indicator measures the establishment of these agreements, not the research outputs.
Source of Data	Service Level Agreements listing
Method of Calculation or assessment	Quantitative - Count of signed research service level agreements
Means of verification	Signed research Service Level Agreements
Assumption	Stakeholders are willing and able to enter into formal research agreements; agreements are signed within the reporting period; administrative processes to finalize agreements are completed on time.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	sector research agreements signed within the reporting year.
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.2) Produce an approved TETA Sector Skills Plan (SSP)
Definition	Comprehensive and analytical Sector Skills Plan (SSP) that details current labour market trends, supply and demand dynamics, growth prospects and performance of transport sector
Source of Data	Literature review, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions, Statistics SA, WSP/ATR data, SARS Levy file
Method of Calculation or assessment	Qualitative - 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	(2.3a) Number of WSPs and ATRs approved for Small firms
Definition	Mandatory Grants approved for small firms that submitted WSPs/ATRs for companies employing 0 and 49 employees
Source of Data	Stakeholder training needs analysis report, transport sector scores 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 approved MG schedule
Assumption	Compliance with MG criteria, Stakeholder participation in the MG Process
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 small firms MG applications
Indicator Responsibility	SD & LP Senior Manager





Indicator Title	(2.3b) Number of WSPs and ATRs approved for Medium firms
Definition	Mandatory Grants approved for medium firms that submitted WSPs/ATRs 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 approved MG schedule
Assumption	Compliance with MG criteria, Stakeholder participation in the MG application process
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	(2.3c) Number of WSPs and ATRs approved for Large firms
Definition	Mandatory Grants approved for large firms that submitted WSPs/ATRs for companies employing more than 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 large firms
Means of verification	TETA Board approved MG schedule
Assumption	Compliance with MG criteria, Stakeholder participation in the MG application process
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

## TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.4a) Percentage of discretionary grant budget allocated at developing high level skills
Definition	<ul style="list-style-type: none"> <li>DGs allocated to funding bursaries and leadership development learning programmes from the total DG budget</li> <li>High-level skills are interventions at or equivalent to NQF level 7 to 10 (Bursaries, LDP, ELDP and ILDP).</li> </ul>
Source of Data	Approved DG, Bursary & IMC Schedules
Method of Calculation or assessment	Quantitative: Total approved bursaries and leadership development programmes / Total DG budget * 100%
Means of verification	Approved DG schedule, IMC schedule, approved bursary report and Leadership development programmes contracts
Assumption	Submission of compliant 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	Targeted allocation for high level skills

Indicator Title	(2.4b) Percentage of discretionary grant budget allocated at developing intermediate skills
Definition	<ul style="list-style-type: none"> <li>DGs allocated to funding learnerships, artisan, skills programmes, work experience, internships, and Work Integrated Learning (WIL) from the total DG budget</li> <li>Intermediate skills are learning interventions at a developmental stage at or equivalent to NQF Level 3 to 6, (learnerships, skills programmes, internships, WIL, OC's, Apprenticeships, Bursaries, Cadetships, Candidacy, regulatory programmes and ARPL)</li> <li>Includes non-NQF aligned interventions such as Cadetships, Regulatory Programmes and Candidacy</li> </ul>
Source of Data	,Approved DG, Bursary & IMC Schedule
Method of Calculation or assessment	Quantitative: Total approved allocation for intermediate skills/ Total DG budget * 100
Means of verification	Approved DGs schedule, approved special projects schedule
Assumption	Submission of compliant 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	Targeted allocation for intermediate skills
Indicator Responsibility	SD & LP Senior Manager

# TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.4c) Percentage of discretionary grant budget allocated at developing elementary skills
Definition	<ul style="list-style-type: none"> <li>DGs allocated to funding skills interventions at or equivalent to NQF Level 1 to 2</li> <li>Elementary skills refer to interventions at or equivalent to NQF Level 1 to 2, the basic skills required for simple, routine, manual or clerical work that requires little formal education and training</li> </ul>
Source of Data	Approved DG & IMC schedule
Method of Calculation or assessment	Quantitative - Total approved allocation for elementary skills/ Total DG budget * 100
Means of verification	Approved DG & IMC schedule
Assumption	Submission of compliant 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	Targeted allocation for elementary skills
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.5a) Number of learners who completed workplace-based learning programmes - absorbed into employment or self employed
Definition	Learners previously trained by TETA are absorbed through employment in the industry
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of learners absorbed</li> </ul>
Means of verification	Employment contract/proof of employment; certified ID copies; proof of training through TETA funding
Assumption	Learners absorbed in employment after completion of funded learning programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners trained and absorbed
Indicator Responsibility	Research and Knowledge Manager and Chamber Executive Officers

Indicator Title	(2.5b) Number of people trained on entrepreneurship supported to start their business
Definition	Learners trained on New venture creation qualification and supported to register a new business in the last mile delivery logistics/ transport sector related business (Minimum NQF Level 2, 37 Credits)
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative: Count of learners registered to be trained on entrepreneurship programmes, Proof of completion and close-out report
Means of verification	Entered: DG contract; certified ID copies; learner information forms, proof of enrolment Completed: Statement of Results and Proof of Companies registered at CIPC
Assumption	Learners are willing to be trained to start new businesses
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for women owned enterprises: 40%</li> <li>Target for youth-owned enterprises: 80%</li> <li>Target for people with disabilities: N/A</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Trained learners establish businesses
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

## TECHNICAL INDICATOR DESCRIPTIONS

### Programme 3: Increase access to occupationally directed programmes

Indicator Title	(3.1a) Number of workers granted bursaries (New Entries)
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to stakeholders through a contract to enable their workers to study transport-related qualifications and any desired qualifications that address skills deficits in the transport sector.</li> <li>Workers means an employee of an employer party to the learning agreement concerned when the agreement was signed.</li> <li>Bursaries mean a grant awarded by TETA to stakeholders to enable their workers to study at a university, college, or any other training institution for post-school qualifications</li> <li>New enrolments – means that the learner has been accepted into the qualification and has been registered with the institution</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of enrolled learners funded through bursaries</li> <li>Completed - Count of learners that achieve the qualification</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; bursary contract; certified ID copies/valid passport and a valid work permit for non-RSA residents; proof of registration; letter confirming employment on the company letterhead at enrolment</li> <li>Completed: academic record/statement of results/certificate, and a letter confirming employment on the company letterhead for workers at completion</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Bursaries and the throughput will be maintained</li> <li>TETA receives adequate applications from stakeholders to roll out Bursary programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<p>Women – 30%</p> <p>Youth - 25%</p> <p>People with Disability – 1%</p>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1b) Number of workers granted Bursaries (continuing)
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to stakeholders through a contract to enable their workers to continue their studies in transport-related qualifications and any desired qualifications that address skills deficits in the transport sector</li> <li>Workers means an employee of an employer party to the learning agreement, concerned when the agreement was signed.</li> <li>Bursaries mean a grant awarded by TETA to stakeholders to enable their workers to study at a university, college, or any other training institution for post-school qualifications</li> <li>Continuing refers to learners who are progressing with their studies and remain registered under the bursary scheme</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Continuing: Count of learners who achieved the study level and continuing to another level</li> </ul>
Means of verification	DG Contract, Bursary contract, statement of results, proof of registration, certified ID / valid passport, and a valid work permit for non-RSA residents, letter confirming employment on the company letter on enrolment
Assumption	Learners are interested in taking up Bursaries
Disaggregation of Beneficiaries (where applicable)	Women – 30% Youth - 25% <ul style="list-style-type: none"> <li>People with Disability – 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	All learners funded learners complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1c) Number of workers enrolled Skills programmes
Definition	<ul style="list-style-type: none"> <li>Workers granted funding for unit and non-unit standard skills programmes or part- qualifications</li> <li>Workers mean an employee of an employer party to the learning agreement concerned when the agreement was signed.</li> <li>Skills programmes – Means a set or cluster of unit standards gathered or combined from one qualification to form a short programme bearing credits on the National Qualifications Framework (NQF). It is registered by the relevant quality assurance body</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a skills programme or part- qualifications</li> <li>Completed: Count of learners that completed a skills programme, part- qualification issued with statement of results</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; letter confirming employment on the company letterhead, learner information forms; certified ID copies/valid passport and valid work permit for non-RSA residents and proof of employment and proof of enrolment</li> <li>Completed: statement of results and a letter confirming employment on the company letterhead for workers at completion, proof of employment and proof of enrolment</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA skills programmes</li> <li>TET receives adequate applications from stakeholders to roll out skills programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 30%</li> <li>Youth - 25%</li> <li>People with Disability – 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1d) Number of workers enrolled in learnership programmes
Definition	<ul style="list-style-type: none"> <li>Workers granted funding for learnership programmes and occupational qualifications through TETA stakeholders</li> <li>Workers means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Learnership programme – Means a period of workplace-based learning culminating in an occupational qualification or part qualification</li> <li>Occupational qualification – is a qualification that consists of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external integrated summative assessment</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a learnership programmes or occupational qualification .</li> <li>Completed: Count of learners completed and issued with statement of results /or certificates</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; Workplace based learning programme agreement; certified ID copies/passport and valid work permit for non-RSA residents; Letter confirming employment on the company letterhead at enrolment, Proof of Registration by QA Body</li> <li>Completed: Statement of results/certificate, a letter confirming employment on the company letterhead for workers at completion</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA learnership TETA receives adequate applications from stakeholders to roll out learnership programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 30%</li> <li>Youth - 25%</li> <li>People with Disability – 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1e) Number of workers enrolled AET programmes
Definition	<ul style="list-style-type: none"> <li>Workers granted funding for Adult Education Training programmes</li> <li>Worker means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Adult Education Training programmes – Means Adult Education Training level and includes the General Education and Training Certificate at NQF level 1</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of employed learners funded through AET Programmes</li> <li>Completed: Count of learners completed and issued with statement of results and/or certificates</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information forms; certified ID copy; letter confirming employment on the company letterhead at the time of enrolment, proof of learner registration and Proof of provider accreditation</li> <li>Completed: Statement of results/certificate, a letter confirming employment on the company letterhead for workers at completion</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA AET programmes, TETA receives adequate applications from stakeholders to roll out AET Programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 30%</li> <li>Youth - 25%</li> <li>People with Disability – 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.1f) Number of candidates on leadership development programmes
Definition	Candidates registered on and completing a leadership development programme, including but not limited to an international leadership development programme (ILDLP) / Executive Leadership Development Programme (ELDP) / Women on an executive leadership development programmes / TETA Board Members on leadership programmes.
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of candidates registered to be trained through ILDPs / IEDP</li> <li>Completed: Count of learners completed and issued a statement of results or certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; certified ID copy; candidate's CV; Proof of registration, , a letter confirming employment on the company letterhead (where applicable)</li> <li>Completed: Statement of results or certificate, a letter confirming employment on the company letterhead for workers at completion (where applicable)</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up leadership development programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: 20%</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Impactful leadership in the industry
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.1g) Number of learners trained on 4IR and Green skills
Definition	<p>This indicator measures the total number of workers and unemployed learners who are registered and successfully complete training programmes focused on Fourth Industrial Revolution (4IR) technologies and/or Green skills. It includes accredited and non-accredited training interventions designed to equip learners with competencies in emerging digital technologies (e.g., artificial intelligence, robotics, automation, data analytics) as well as environmentally sustainable practices (e.g., renewable energy, energy efficiency, sustainable transport solutions).</p> <ul style="list-style-type: none"> <li>Worker means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Unemployed – means a learner that was not in employment at the time the learner agreement was signed</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a skills programme or Short Learning Programme</li> <li>Completed: Count of learners that completed a skills programme or short learning programme</li> </ul>
Means of verification	<p>Entered: DG Contract, Certified ID, Learner information Form, a letter confirming employment on the company letterhead (for workers) or a sworn affidavit for unemployed learners confirming that they are not currently employed</p> <p>Completed: Statement of results/ Certificates</p>
Assumption	Learners are interested in taking up TETA 4IR and Green Skills programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 30%</li> <li>Target for Youth: 50%</li> <li>Target for People with Disabilities: 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers, Strategic Projects Manager and Research and Knowledge Manager

Indicator Title	(3.1h) Number of artisan learners enrolled
Definition	<ul style="list-style-type: none"> <li>Workers and Unemployed learners granted funding for Artisan training programmes to address the artisan skills shortages in support of the Decade of the Artisan</li> <li>Artisan programmes – Means a period of workplace-based learning culminating in an occupational certificate for a listed trade</li> <li>Worker mean an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Unemployed – means a learner that was not in employment at the time the learner agreement was signed</li> </ul>
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on artisan programme</li> <li>Completed: Count of learners that completed the artisan programme and issued with a trade test report</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; a letter confirming employment on the company letterhead (for workers)/ fixed term contract (for unemployed), Workplace based learning programme agreement; certified ID copies/passport and valid work permit for non-RSA residents. Proof of Registration with the QA Body; a sworn affidavit for unemployed learners confirming that they are not currently employed</li> <li>Completed: trade test report/ certificate and a letter confirming employment on the company letterhead for workers at completion (for workers), .</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA artisan training</li> <li>TETA receives adequate applications from stakeholders to roll out artisan training programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1i) Number of learners enrolled RPL/ARPL
Definition	<ul style="list-style-type: none"> <li>Number of workers and unemployed learners placed on Artisan Recognition of Prior Learning or Recognition of Prior Learning programme for qualifications</li> <li>Artisan Recognition of Prior Learning - means an evaluation or assessment process which measures a candidate's meaningful level of related work experience, integrated conceptual knowledge and work-related technical and personal skills to facilitate access to a process that may lead to certification as an artisan</li> <li>Recognition of prior learning programmes - means principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development</li> <li>Worker means an employee of an employer party to the learning agreement concerned when the agreement was signed</li> <li>Unemployed – means a learner that was not in employment at the time the learner agreement was signed</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of workers or unemployed learners funded through ARPL/RPL Programmes</li> <li>Completed: Count of learners completed the ARPL/RPL programme and issued with trade test report for ARPL and statement of results for RPL</li> </ul>
Means of verification	ARPL <ul style="list-style-type: none"> <li>Entered: DG contract; Workplace-based learning programme agreement; agreement between learner and stakeholder, letter confirming employment (inclusive of work experience)6 on the company letterhead for (workers)/service letter and fixed term contract (for unemployed); certified ID copy,</li> <li>Completion: trade test report or certificate and a letter confirming employment on the company letterhead for workers at completion</li> </ul> RPL <ul style="list-style-type: none"> <li>Entered: DG contract; agreement between learner and stakeholder, learner information form; certified ID copy, Proof of Registration</li> <li>Completed: Statement of results/Certificate and a letter confirming employment on the company letterhead for workers at completion (for workers)</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA RPL/ARPL programmes TETA receives adequate applications from stakeholders to roll out RPL/ARPL Programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.2a) Number of unemployed learners granted Bursaries (new enrolments)
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to unemployed learners through a contract to study transport related qualifications and any desired qualifications that address skills deficit in the transport sector</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> <li>Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college, or any other training institution for post school qualifications</li> <li>New enrolments – means a newly enrolled learners into the TETA bursary scheme</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of enrolled learners funded through bursaries</li> <li>Completed: Count of learners that achieved the qualification</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Bursary Agreement; certified ID copy, proof of registration/ fee statement and a sworn affidavit confirming that the learner is not currently employed</li> <li>Completed: Statement of results/ Letter of completion / certificates / Licenses</li> </ul>
Assumption	Learners are interested in taking up Bursaries
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners funded learners complete the programme
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(3.2b) Number of unemployed learners granted bursaries (continuing)
Definition	<ul style="list-style-type: none"> <li>Bursaries awarded to unemployed learners through a contract to study transport-related qualifications and any desired qualifications that address skills deficits in the transport sector</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> <li>Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at a university, college, or any other training institution for post-school qualifications</li> <li>Continuing refers to learners who were contracted in previous years and are progressing with their studies</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Continuing: Count of learners continuing with the bursary</li> </ul>
Means of verification	Continuing: Bursary Agreement, statement of results, proof of registration/fee statement certified, and a sworn affidavit confirming that the learner is not currently employed
Assumption	Learners are interested in continuing with their studies through a Bursaries
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1%</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	All learners funded learners continue with the programme
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(3.2c) Number of unemployed learners on Regulatory programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for Regulatory Programmes</li> <li>Regulatory programmes - includes training programmes legislated or mandated by a regulatory authority (such as civil aviation, maritime safety, rail passenger safety, etc.) to gain a certificate of proficiency or competence for designations that currently fall outside the scope of the NQF</li> </ul>
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a regulatory programme</li> <li>Completed: Count of learners that completed a Regulatory programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information form; proof of registration, certified ID copy and a sworn affidavit confirming that the learner is not currently employed</li> <li>Completed: Statement of results/Certificate/license</li> </ul>
Assumption	Learners are interested in taking up cadetship training programme
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1%</li> </ul>
Spatial Transformation (where applicable)	20% of unemployed learners registered on regulatory programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.2d) Number of TVET partnerships established
Definition	Collaborative partnerships that seek to advance TETA's mandate, through establishing, implementing, and renewing existing partnerships with TVETs
Source of Data	Partnership Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed</li> <li>Implemented MoUs - Count of MoAs signed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MoU and signed MoAs</li> </ul>
Assumption	Stakeholders willing to enter a partnership with TETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Established and implementable partnerships with TVET
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager & Chamber Executive Officers

Indicator Title	(3.2e) Number of HEI partnerships established
Definition	Collaborative partnerships that seek to advance TETA's mandate., through establishing, implementing, and renewing existing partnerships with HEI
Source of Data	Partnership Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed</li> <li>Implemented MoUs - Count of MoAs signed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MoU and signed MoAs</li> </ul>
Assumption	Stakeholders willing to enter a partnership with TETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Established and implementable partnerships with HEI
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager & Chamber Executive Officers

Indicator Title	(3.2f) Number of CET partnerships established
Definition	Collaborative partnerships that seek to advance TETA's mandate., through establishing, implementing, and renewing existing partnerships with CET
Source of Data	Partnership Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed</li> <li>Implemented MoUs - Count of MoAs signed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MoU and signed MoAs</li> </ul>
Assumption	Stakeholders willing to enter a partnership with TETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Established and implementable partnerships with CET
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager & Chamber Executive Officers

Indicator Title	(3.2g) Number of SETA-Employer partnership established
Definition	Collaborative partnerships that seek to advance TETA's mandate., through establishing, implementing, and renewing existing partnerships with Employers
Source of Data	Partnership Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed</li> <li>Implemented MoUs - Count of MoAs signed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MoU and signed MoAs</li> </ul>
Assumption	Stakeholders willing to enter a partnership with TETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Established and implementable partnerships with Employers
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager & Chamber Executive Officers

Indicator Title	(3.2h) Number of research partnerships established and implemented
Definition	Collaborative partnerships that seek to advance TETA's mandate., through establishing, implementing, and renewing existing partnerships with existing research partners
Source of Data	Signed and valid Memorandum of Understanding outlining partnership objectives and collaboration areas
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Established - Count of MoUs signed</li> <li>Implemented MoUs - Count of MoAs signed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Established: Signed MoUs</li> <li>Implemented: Active MoU and signed MoAs</li> </ul>
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	(3.2i) Number of stakeholder engagements conducted
Definition	Stakeholder engagements conducted on the mandate of TETA
Source of Data	Invitations, Proposal or Motivation
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of stakeholder engagements conducted</li> </ul>
Means of verification	Attendance registers and agenda / programme
Assumption	TETA has sufficient funds to pay for stakeholder engagement related costs
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Knowledgeable and empowered stakeholders on the new developments
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.3a) Number of unemployed learners Enrolled skills programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for unit and non-unit standard skills programmes or part-qualifications</li> <li>Skills programmes – Means a set or cluster of unit standards gathered or combined from one qualification to form a short programme bearing credits on the National Qualifications Framework (NQF). It is registered by the relevant quality assurance body</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a skills programme or part-qualifications</li> <li>Completed: Count of learners that completed a skills programme, part-qualification or regulatory training issued with statement of results or certificate or license</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information forms; certified ID copies and a sworn affidavit confirming that the learner is not currently employed</li> <li>Completed: statement of results/ certificates</li> </ul>
Assumption	Learners are interested in taking up TETA skills programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1</li> </ul>
Spatial Transformation (where applicable)	10% of unemployed learners registered on skills programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.3b) Number of unemployed learners Enrolled learnership programmes
Definition	<ul style="list-style-type: none"> <li>Unemployed learners granted funding for learnership programmes and occupational qualifications through TETA stakeholders</li> <li>Learnership programme – Means a period of workplace-based learning culminating in an occupational qualification or part qualification</li> <li>Occupational qualification – is a qualification that consists of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external integrated summative assessment</li> </ul>
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on a learnership programme</li> <li>Completed: Count of learners completed and issued with statement of results/ certificate</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contracts; Workplace based learning programme agreement; certified ID copies, and a sworn affidavit confirming that the learner is unemployed at the time of enrolment</li> <li>Completed: Statement of results/certificates</li> </ul>
Assumption	Learners are interested in taking up TETA learnership programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1</li> </ul>
Spatial Transformation (where applicable)	10% of unemployed learners registered on learnership/occupational programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.3c) Number of unemployed learners for candidacy programmes
Definition	Funding of learners to obtain a professional designation with a professional body
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners registered to be trained on candidacy</li> <li>Completed: Count of learners issued designation from the professional body</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: DG contract; learner information forms; certified ID copy; proof of registration as a Candidate; Fixed Term Contract entered for the purpose of this intervention; sworn affidavit confirming unemployment at entry, copy of qualification</li> <li>Completed: Proof of designation with the relevant professional body.</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Candidacy programmes</li> <li>TETA receives adequate applications from stakeholders to roll out for Candidacy programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.4a) Number of unemployed learners enrolled internship
Definition	<ul style="list-style-type: none"> <li>Regulatory Training, HEI, TVET, CET, and any other post-school graduates placed on and completing internship programmes to receive exposure to a variety of practical work experiences.</li> <li>Unemployed - means a learner that was not in employment at the time the learner agreement was signed</li> </ul>
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered - Count of number of learners entered</li> <li>Completed: Count the number of learners who completed</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and stakeholder (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; fixed-term contract with host employer, and a sworn affidavit confirming that the learner is not currently employed</li> <li>Completed: Report on completion of the programme/ Letter of completion or resignation letter with Proof of employment</li> </ul>
Assumption	<ul style="list-style-type: none"> <li>Learners are interested in taking up TETA Graduate Internship programmes</li> <li>TETA receives adequate applications from stakeholders to roll out Graduate Internship programmes</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Successful completion of the workplace experience
Indicator Responsibility	Chamber Executive Officers and Executive Manager: Corporate Services

Indicator Title	(3.4b) Number of university students requiring work integrated learning to complete their qualifications placed in workplaces
Definition	Unemployed HEI learners are placed on and completing workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled through a HEI. This indicator is not limited to "Youth"
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of learners placed on workplace experience programmes (Internship Category A)</li> <li>Completed: Count of learners that completed the full duration of the programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and stakeholder (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; letter from institution indicating the requirement for workplace for completion of qualification; fixed-term contract with host employer and a sworn affidavit confirming that the learner is not currently employed</li> <li>Completed: Report on completion on learners</li> </ul>
Assumption	Learners are interested in taking up Internship Category A programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Successful completion of the workplace experience
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.4c) Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces
Definition	Unemployed TVET learners placed on and completing workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled at a TVET college."
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Entered: Count of TVET learners placed on workplace experience programmes</li> <li>Completed: Count of TVET learners that completed the full duration of the programme</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Contract between TETA and stakeholder (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; letter from the institution confirming the requirement for workplace experience; fixed-term contract with host employer and a sworn affidavit confirming that the learner is not currently employed</li> <li>Completed: Report on completion of learners</li> </ul>
Assumption	Learners are interested in taking up Internship for N Diploma
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Women – 50%</li> <li>Youth – 78%</li> <li>People with Disability - 1Target</li> </ul>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.5a) Number of Career Development Events in urban areas on occupations in high demand
Definition	Career development service activities conducted to enhance awareness for sectoral priority occupations and interventions
Source of Data	Invitation/proposals/motivation
Method of Calculation or assessment	Quantitative • Count of career exhibition conducted
Means of verification	External invite received/proposals/motivation for the event and attendance registers/written confirmation of attendance
Assumption	There is sufficient TETA funds to cover costs related to career exhibitions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	100% Number of TETA career exhibitions conducted for urban areas
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased awareness of transport-related careers
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.5b) Number of Career Development Events in rural areas on occupations in high demand
Definition	Career development service conducted to enhance awareness in rural areas, highlighting occupations in high demand
Source of Data	Performance Listing/Invitation / Proposals/motivation
Method of Calculation or assessment	Quantitative • Count of career exhibitions conducted
Means of verification	External invite received/proposals/motivation for the event, and attendance registers/written confirmation of attendance
Assumption	There is sufficient TETA funds to cover costs related to career exhibitions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	100% of career development exhibitions will be from rural areas.
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased awareness of transport-related careers
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.5c) Number of capacity building workshops on Career Development Services initiated
Definition	Capacitation of teachers/career advisers in career development services
Source of Data	Motivation/ proposal / invitation
Method of Calculation or assessment	Quantitative • Count of capacity building workshops conducted
Means of verification	Proof of attendance/ Written confirmation of attendance
Assumption	There are sufficient TETA funds to cover capacity building workshops on career
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Capacitated teachers/ career advisers can deliver career information to learners
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.5d) Number of career development Practitioners trained
Definition	Career guidance practitioners are trained on career development service processes and environment
Source of Data	Motivation/ proposal
Method of Calculation or assessment	Quantitative • Count of career guidance practitioners trained
Means of verification	Agenda, presentations, attendance registers or online attendance register (where Applicable)
Assumption	There is sufficient personnel to advocate for career guidance
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Information on careers is delivered to learners in a standardised manner
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.6a) Number of small businesses funded for skills that enhance growth and development
Definition	<ul style="list-style-type: none"> <li>Entities that are registered in the transport sector employing less than 50 employees supported in skills to grow their businesses to enhance economic development</li> <li>Small businesses funded for e-commerce skills programmes that promote participation in online business opportunities.</li> </ul>
Source of Data	Company Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of registered small companies supported</li> </ul>
Means of verification	Contract between TETA and stakeholder; proof of payment; training plan and List of beneficiaries, a CIPC Disclosure Certificate confirming that the company is active and in good standing at the time of funding, SORs/Certificates
Assumption	Small businesses apply and participate in skills development initiatives
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Participation of small companies in the economy
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.6b) Number of cooperatives funded for skills that enhance enterprise growth and development
Definition	<ul style="list-style-type: none"> <li>Cooperatives funded to participate in skills development training to enhance capacity building</li> <li>Cooperatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs, aspirations through a jointly owned, and democratically controlled enterprise organized, and operated on co-operative principles</li> <li>Cooperatives funded for business management skills programmes to promote professional development (Minimum NQF Level 4)</li> </ul>
Source of Data	Cooperative Listing
Method of Calculation or assessment	Quantitative: <ul style="list-style-type: none"> <li>Count of cooperatives funded</li> </ul>
Means of verification	Contract between TETA and stakeholder; training plan and List of beneficiaries, a CIPC Disclosure Certificate confirming that the cooperative is active and in good standing at the time of funding; contract between provider and enterprise indicating the support and conditions of funding, reports, proof of attendance, proof payment, discretionary grant application, Training report, Statement Of Results/Certificates.
Assumption	Cooperatives are willing to take up funding with TETA conditions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Growing and sustainable cooperatives
Indicator Responsibility	Strategic Projects and Stakeholder Relations

Indicator Title	<b>(3.6c) Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities</b>
Definition	<ul style="list-style-type: none"> <li>CBOs/NGOs/NPOs funded for end user computing skills to promote the professional development of their organisation (Minimum NQF Level 2)</li> </ul>
Source of Data	Organisation Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count number of CBOs/NGOs/NPOs funded</li> </ul>
Means of verification	Training Plan Contract between TETA and stakeholder; A recent confirmation letter from the Department of Social Development or a CIPC Disclosure Certificate verifying the organisation's active status at the time of funding (as it pertains to the type of organization); contract between provider and enterprise indicating the support and conditions of funding, and proof of payment; proof of attendance, monitoring report, Training report, Statement Of Results/Certificates.
Assumption	CBOs/NGOs/NPOs are willing to take up funding with TETA conditions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Growing and sustainable CBO/NPO/ NPO
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	<b>(3.6d) Number of rural development projects initiated</b>
Definition	<ul style="list-style-type: none"> <li>This indicator tracks the number of skills development projects implemented in rural areas, previously disadvantaged communities that are supported through capacity building training initiatives/programmes.</li> <li>Projects must be implemented in areas classified as rural, , verified using sources such as municipal spatial development frameworks or Stats SA classifications.</li> <li>Beneficiary Types:               <ul style="list-style-type: none"> <li>– Beneficiaries include, but are not limited to:</li> <li>– Unemployed individuals and start up entrepreneurs in rural communities</li> </ul> </li> </ul>
Source of Data	Project Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of rural development projects supported</li> </ul>
Means of verification	Contract between TETA and stakeholder, monitoring reports, attendance registers, proof of payment, discretionary grant application and municipal spatial development frameworks or Stats SA classifications.
Assumption	Stakeholders in rural areas apply for support with projects
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	80% Rural
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Sustainable rural projects that economically benefit communities
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.7) Number of Federations /Trade Unions supported through the relevant skills training interventions
Definition	Trade unions funded for various skills interventions
Source of Data	Trade Union List
Method of Calculation or assessment	Quantitative: • Count the number of trade unions funded
Means of verification	Contract between TETA and provider or trade union, proof of payment, attendance register
Assumption	Trade Unions apply for training opportunities
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Trade unions funded facilitate training of their members
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(4.1a) Number of curricula developed/reviewed
Definition	<ul style="list-style-type: none"> <li>Align pre-2009 qualifications to occupational qualifications with industry needs to full qualifications or part qualifications or skills programmes</li> <li>Develop new qualifications to align to industry needs</li> <li>Occupational qualification includes part qualifications and skills programmes</li> <li>Occupational qualifications - A qualification associated with a trade, occupation or profession developed and quality assured under the auspices of the QCTO and consisting of knowledge/theory and application (practical skills/work experience/simulated work experience)</li> </ul>
Source of Data	Occupational qualification Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Each curriculum is counted once</li> </ul>
Means of verification	Copy of curricula
Assumption	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	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Registered/approved occupational qualifications/part qualifications/skills programmes are developed and used by the industry
Indicator Responsibility	ETQA Manager

Indicator Title	4.1b) Number of Centres of Specialisation supported
Definition	<ul style="list-style-type: none"> <li>This indicator refers to the number of TVET Colleges recognised as Centres of Specialisation (CoS), that are supported in the delivery of artisan development.</li> </ul>
Source of Data	List of CoS contracts
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of signed agreement between TETA and a TVET CoS is counted once in the financial year</li> </ul>
Means of verification	A copy of a signed agreement between TETA and TVET college recognised as a CoS, or progress report, or site visit report against set deliverables
Assumption	The TVET colleges identified have the capability and capacity (resources and infrastructure) to implement agreements
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	TVET colleges implement the CoS model to contribute to the Decade of Artisan target
Indicator Responsibility	Rail and Maritime Chamber Executive Officers

Indicator Title	(4.1c) Number of TVET lecturers exposed to the industry through skills programmes
Definition	<ul style="list-style-type: none"> <li>• TVET lecturers exposed to the industry to receive exposure to a variety of practical workplace experiences that will improve training provided.</li> <li>• TVET lecturers are included</li> </ul>
Source of Data	Monitoring listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>• Count of TVET lecturers exposed to the industry</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>• Entered: Certified ID copy/ passport and permit, confirmation of employment, Attendance register; Learner Information Forms</li> </ul>
Assumption	TVET Lecturers are willing to be exposed to workplace experience and availability of host companies
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved industry knowledge
Indicator Responsibility	ETQA Manager

Indicator Title	(4.1d) Number of TVET Managers receiving training on curriculum related studies
Definition	<ul style="list-style-type: none"> <li>• TVET Managers trained on curriculum related studies including but not limited to Assessor, Moderator and Facilitator courses</li> </ul>
Source of Data	Learner listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>• Count of TVET managers trained to the industry</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>• Entered: Certified ID copy/ passport and permit, confirmation of employment, Attendance register; Learner Information forms</li> </ul>
Assumption	TVET managers are willing to be trained on curriculum related studies including but not limited to Assessor, Moderator and Facilitator courses
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved industry knowledge
Indicator Responsibility	ETQA Manager

Indicator Title	(4.1e) TVET colleges infrastructure development (equipment/workshops)
Definition	<ul style="list-style-type: none"> <li>Providing support to TVET colleges to improve the quality of training through funding of infrastructure (learning equipment/resources)</li> </ul>
Source of Data	TVET college listing and Application form
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of TVET colleges supported</li> </ul>
Means of verification	DG Contract and proof of payment
Assumption	Training equipment delivered on time and lecturers capacitated to use the equipment
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non- cumulative
Reporting Cycle	Annually
Desired Performance	Capacitated TVET colleges to provide quality training to learners
Indicator Responsibility	ETQA Manager

Indicator Title	(4.2a) Number of CET college lecturers awarded skills development programmes
Definition	<ul style="list-style-type: none"> <li>CET lecturers trained on skills development initiatives to upskill or reskill them to deliver quality training</li> </ul>
Source of Data	Learner listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of CET lecturers awarded skills development programmes</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Certified ID copy/ passport and permit, confirmation of employment, Attendance register; Learner information form</li> </ul>
Assumption	CET Lecturers are willing to be trained to workplace experience and availability of host companies
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved industry knowledge
Indicator Responsibility	ETQA Manager

Indicator Title	(4.2b) Number of CET Managers receiving training on curriculum related studies
Definition	<ul style="list-style-type: none"> <li>CET Managers trained on curriculum related studies including but not limited to assessor, moderator or facilitator course</li> </ul>
Source of Data	Learner listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count of CET managers trained</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Entered: Certified ID copy/ passport and permit, confirmation of employment, Attendance register; Learner information form</li> </ul>
Assumption	CET managers are willing to be trained
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved industry knowledge
Indicator Responsibility	ETQA Manager



Indicator Title	(4.2c) CET colleges' infrastructure development (equipment/workshops/Connectivity/ICT)
Definition	<ul style="list-style-type: none"> <li>Providing support to CET colleges to improve the quality of training through funding of infrastructure (learning equipment/resources)</li> <li>CET colleges infrastructure support is included</li> </ul>
Source of Data	CET college listing and Application form
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> <li>Count the number of CET colleges supported</li> </ul>
Means of verification	DG Contract and proof of payment
Assumption	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 CET colleges to provide quality training to learners
Indicator Responsibility	ETQA Manager

# NNEXURES – ANNEXURES TO THE ANNUAL PERFORMANCE PLAN

## ANNEXURE A: NSDF AND THE DISTRICT DELIVERY MODEL

MTDP PRIORITY 1: INCLUSIVE GROWTH AND JOB CREATION									
Area of Intervention in the NSDF and DDM (Below examples)	Project Name	Project Description	Budget Allocation	District Municipality	Specific Location	Project Leader	Social Partners	Latitude (North/South/ - Y)	Longitude (East/West/ +X)
Skills training, youth employment and entrepreneurship	Truck Driver Entrepreneurship	To acquire experience to start a trucking business and to secure employment in the trucking industry for both domestically and internationally (30 learners per Province)	R76 500 000	Mopani District Municipality	Giyani	Manager: Strategic Projects and Stakeholder Relations	UIF, Trucking Associations, Trucking Companies	Latitude: -23° 18' 8.86" S	Longitude: 30° 43' 7.25" E
				City of Johannesburg	Orange Farm			Latitude: -26.459383	Longitude: 27.8604472
				Zululand District Municipality	Vryheid			Latitude: -27° 53' 32.99" S	Longitude: 31° 38' 31.79" E
				Ngaka Modiri Molema	Mahikeng			Latitude: -25° 54' 59.99" S	Longitude: 25° 49' 59.99" E
				Mangaung Metro	Thaba Nchu			Latitude: -29.100000	Longitude: 26.216700
	Informal Motor Mechanic Entrepreneurship	To acquire formal motor mechanic trade training to secure opportunities confirmed by the motor industry in relation to car repairs (25 learners per province)	R67 500 000	Amathole District Municipality	Zwelitsha		SEDA, Competition Commission, MOTUS	Latitude: -32.55895000	Longitude: 27.45919000
				Nkangala District Municipality	Bushbuck Ridge			Latitude: -28.425095	Longitude: 24.334143
				Francis Baard District Municipality	Upington			Latitude: -28.425095	Longitude: 24.334143
				City of Cape Town Metro	Gugulethu			Latitude: -33.918861	Longitude: 18.423300



MTDP PRIORITY 1: INCLUSIVE GROWTH AND JOB CREATION									
Area of Intervention in the NSDF and DDM (Below examples)	Project Name	Project Description	Budget Allocation	District Municipality	Specific Location	Project Leader	Social Partners	Latitude (North/South/- Y)	Longitude (East/West/+X)
Skills training, youth employment and entrepreneurship	Motorbike Training for Last Mile Delivery	To train unemployed youth to become mobile motorbike repairers' entrepreneurs (30 learners per province)	R44 100 000	Mopani District Municipality City of Johannesburg Zululand District Municipality Ngaka Modiri Molema Mangaung Metro Amathole District Municipality	Giyani Orange Farm Vryheid Mahikeng Thaba Nchu Zwelitsha	Manager: Strategic Projects and Stakeholder Relations	SAMTA, Retail Partners (Take a lot, Checkers 60/60, Wooliesbash, KasiD)	Latitude: -23° 18' 8.86" S Latitude: -26.459383 Latitude: -27° 53' 32.99" S Latitude: -25° 54' 59.99" S Latitude: -29.100000 Latitude: -32.55895000	Longitude: 30° 43' 7.25" E Longitude: 27.8604472 Longitude: 31° 38' 31.79" E Longitude: 25° 49' 59.99" E Longitude: 26.216700
	Informal Motor Mechanic Entrepreneurship	To acquire formal motor mechanic trade training to secure opportunities confirmed by the motor industry in relation to car repairs (25 learners per province)	R67 500 000	Nkangala District Municipality Francis Baard District Municipality City of Cape Town Metro	Bushbuck Ridge Upington Gugulethu		BANKSETA, Provincial Department of Economic Development, UIF, SAMTA	Latitude: -28.425095 Latitude: -28.425095 Latitude: -33.918861	Longitude: 27.45919000 Longitude: 24.334143 Longitude: 24.334143 Longitude: 18.423300








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