



**STRATEGIC PLAN**  
**2015/16 – 2019/20**





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## ACRONYMS

AET	Adult Education and Training
APP	Annual Performance Plan
ATR	Annual Training Report
DBSA	Development Bank of Southern Africa
DHET	Department of Higher Education and Training
DoE	Department of Energy
DWS	Department of Water and Sanitation
ETQA	Education and Training Quality Assurance
EWSETA	Energy and Water Sector Education and Training Authority
HRDSA	Human Resource Development Strategy for South Africa
HSRC	Human Sciences Research Council
IPAP	Industrial Policy Action Plan
NDP	National Development Plan
NGP	New Growth Path
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NVC	National Certificate Vocational
NGE	National Green Economy
NSA	National Skills Accord
OFO	Organising Framework for Occupations
PFMA	Public Finance Management Act
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
RATERP	Rural and Township Economies Revitalisation Programme
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Framework
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification
SIPs	Strategic Integrated Projects
SMME	Small, Medium and Micro Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
STATS SA	Statistics South Africa
TVET	Technical Vocational Education and Training
WDM	Water Demand Management
WIL	Work Integrated Learning
WM	Water Management
WRC	Water Research Commission
WSP	Work Skills Plan

## FOREWORD

It is with great pleasure that the Accounting Authority of the Energy and Water Sector Education and Training Authority (EWSETA) submits to the Department of Higher Education and Training (DHET), the Strategic Plan for the period 2015/16 - 2019/20.

The EWSETA is one of the 21 Sector Education and Training Authorities established in accordance with section 9 of the *Skills Development Act, 1998 (Act 97 of 1998)*, and has all the powers granted to it in terms of the Act. The main areas of focus of the EWSETA are the energy, renewable energy, gas and water services sector, as determined by the Honourable Minister of Higher Education and Training in terms of section 9(2) of the Act, read in conjunction with *Government Gazette No 33756, RG 9417 (No R1055 of 11 November 2010)*.

The Strategic Plan has been prepared in accordance with the National Treasury Framework for Strategic Plans and Annual Performance Plans (August 2010). We submit the plan in accordance with the requirements of the DHET, the Public Finance Management Act (PFMA) of 1998 and National Treasury Regulations.

The Strategic Plan includes a situational analysis, a revision of legislative, other mandates, an overview of the 2015/16 - 2019/20 budgets and performance targets. Success indicators are aligned to the outcomes, which in turn have been aligned to the NSDS III.

The Accounting Authority of the EWSETA endorses the Strategic Plan. We look forward to working with the DHET in delivering on our mandate in the 2018/19 financial year



**Mr. F. Baleni**  
Chairperson: Accounting Authority



## OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

Was developed by the management of the Energy and Water Sector Education and Training Authority (EWSETA) under the guidance of the Accounting Authority.

Takes into account all the relevant policies, legislation and other mandates for which the EWSETA is responsible.

Accurately reflects the strategic outcome oriented goals and objectives which the EWSETA will endeavour to achieve over the period 2015/16 - 2019/20.

Chief Financial Officer

**Ms Mpho Mookapele**



Date: 31 January 2018

Chief Operations Officer

**Mr Ineeleng Molete**



Date: 31 January 2018

Accounting Officer

**Mr Errol Gradwell**



Date: 31 January 2018

Accounting Authority

**Mr Frans Baleni**



Date: 31 January 2018



**PART A**  
**STRATEGIC OVERVIEW**

PLANNING TO BRINGING THE FAILING TO PLAN IS  
FUTURE INTO THE PRESENT  
SO THAT YOU CAN DO SOMETHING ABOUT IT PLANNING TO FAIL



# 1. VISION

We want to be the recognised and reputable authority in skills development facilitation for the energy and water services sector.

# 2. MISSION

We will achieve our vision by:

- Comprehensively researching and understanding the skills demand and supply forces in the sector.
- Coordinating, facilitating and quality assuring sector-relevant skills development programmes for our stakeholders in line with stated national skills development priorities.
- Generating, articulating and executing a sector skills pipeline that positively impacts the government's economic growth policies, creates employment and eradicates poverty.

# 3. VALUES

We will create a conducive organisational culture through the entrenchment of the following values:

## *Visionary Leadership*

Keeping the EWSETA's vision, mandate and values at the forefront of associated decision-making and action.

## *Stakeholder Orientation*

Cultivating strategic stakeholder relationships and ensuring that stakeholder perspectives are the driving force behind all value-added organisational activities.

## *Continuous Learning and Research*

Actively identifying new areas for organisational learning and positioning; regularly creating and taking advantage of learning opportunities; and using newly gained knowledge to drive organisational, personal performance and delivery.

## *Driving for Results*

Setting high goals for personal and group accomplishment; using measurement methods to monitor progress toward goal attainment; and tenaciously working to meet or exceed those goals while deriving satisfaction from the process of goal achievement and continuous improvement.

## *Building Collaborative Working Relationships*

Developing and using collaborative relationships to facilitate the accomplishment of work goals.

## *Quality Orientation*

Accomplishing objectives and tasks by considering all areas involved; showing concern for all activities and engagements; accurately establishing, controlling processes and systems; and being watchful over a period.

## *Demonstrating Personal Integrity*

Interacting with others in a way that gives them confidence in one's intentions and those of the organisation.



## 4. LEGISLATIVE AND OTHER MANDATES

### 4.1 CONSTITUTIONAL MANDATES

The Constitution of the Republic of South Africa forms the basis of an education system that is based on the values of human dignity, equality, human rights, freedom, non-racism and non-sexism, and guarantees a basic education to all. Section 29 (1) of the Constitution guarantees the right to basic education (including adult basic education), and to further education which the state must make progressively available and accessible.

### 4.2 LEGISLATIVE MANDATES

The table below shows the relevant Act from which the EWSETA derives its mandate and outlines the key responsibilities this legislation places on the SETA.

Legislation	Key Responsibilities
Skills Development Act, 1998 (Act 97 of 1998)	<ul style="list-style-type: none"> <li>a) Develop a sector skills plan within the framework of the national skills development strategy.</li> <li>b) Implement its sector skills plan by                             <ul style="list-style-type: none"> <li>- establishing learning programmes;</li> <li>- approving workplace skills plans and annual training reports;</li> <li>- allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers, and workers; and</li> <li>- monitoring education and skills development provision in the sector.</li> </ul> </li> <li>c) Promote learning programmes by                             <ul style="list-style-type: none"> <li>- identifying workplaces for practical work experience;</li> <li>- supporting the development of learning materials;</li> <li>- improving the facilitation of learning; and</li> <li>- assisting in the conclusion of agreements for learning programmes, to the extent that it is required.</li> </ul> </li> <li>d) Register agreements for learning programmes, to the extent that it is required.</li> <li>e) Perform any functions delegated to it by the QCTO in terms of section 26I.</li> </ul>

The following Acts and associated regulations and policies directly inform the strategic and operational functionality of the EWSETA:

Legislation	Purpose
Skills Development Levies Act, 1998 (Act 9 of 1999).	<ul style="list-style-type: none"> <li>• To provide for the imposition of a skills development levy.</li> </ul>
National Qualifications Framework Act, 2008 (Act 67 of 2008).	<ul style="list-style-type: none"> <li>• To provide for the further development, organisation and governance of the NQF.</li> </ul>
Further Education and Training Act, 1998 (Act 98 of 1998).	<ul style="list-style-type: none"> <li>• To establish a national coordinated further education and training system which promotes co-operative governance and provides for programme-based further education and training.</li> </ul>
Public Finance Management Act, 1999 (Act 1 of 1999).	<ul style="list-style-type: none"> <li>• To secure transparency, accountability and sound management of the revenue, expenditure, assets and liabilities of the institutions to which this act applies.</li> </ul>
Promotion of Access to Information Act, 2000 (Act 2 of 2000).	<ul style="list-style-type: none"> <li>• To give effect to the constitutional right of access to any information held by the State.</li> </ul>
Promotion of Administrative Justice Act, 2000 (Act 3 of 2000).	<ul style="list-style-type: none"> <li>• To give effect to administrative action that is lawful, reasonable and procedurally fair.</li> </ul>
Preferential Procurement Policy Framework Act, 2000 (Act 5 of 2000).	<ul style="list-style-type: none"> <li>• Guides procurement in government where a preference point system must be followed.</li> </ul>

Legislation	Purpose
White Paper for Post School Education and Training, 2013.	<ul style="list-style-type: none"> <li>To improve the capacity of the post school education and training system to meet the needs of the country.</li> <li>To set out policies to guide the DHET and the institutions for which it is responsible in order to contribute to building a developmental state with a vibrant democracy and a flourishing economy.</li> </ul>

### 4.3 POLICY MANDATES

There are a number of national policies and plans that impact directly or indirectly on skills development in the sector. These policies are outlined below:

- **The National Skills Development Strategy III (NSDS):** defines the national skills development framework and targets against which all SETAs must deliver.
- **The National Development Plan (NDP):** the overarching long-term plan for South Africa that aims to eliminate poverty and reduce inequality by 2030 through faster and more inclusive economic growth.
- **The Human Resource Development Strategy for South Africa (HRDSSA):** intended to be a coherent, national human resource development framework within which all HRD-oriented policies operate.
- **The Industrial Policy Action Plan (IPAP):** identifies a series of domestic constraints that continue to inhibit industrialisation and the economic growth of South Africa. Such challenges include an overall skills deficit and mismatch in the economy and labour volatility.
- **National Infrastructure Plan (of which the 18 Strategic Integrated Projects (SIPs) are an integral part):** Government has adopted an Infrastructure Plan that is intended to transform the economic landscape of South Africa, create a significant number of new jobs, strengthen the delivery of basic services to the people of South Africa and support the integration of African economies.
- **New Growth Path (NGP):** aimed at enhancing growth, employment creation and equity. It sets a target of 5 million jobs created by 2020, through a series of partnerships between the state and the private sector.
- **White Paper on Post School Education & Training:** provides a framework within which the different stakeholders of the post-school system operate. It brings together three major components – education and training; skills development; and the world of work.

### Sector-Specific Framework

In addition to the national legislation above, the following sector-specific framework regulations directly influence and inform the focus of EWSETA operations:

- *The Strategic Framework for Water Services, 2003:* Sets out a comprehensive approach with respect to the provision of water services.
- *The National Water Resource Strategy (NWRS):* Provides a framework for the use, development, conservation, management and control of water resources.
- *Industrial Policy Action Plans (IPAP 2):* Sets out in detail key actions and time frames for the implementation of industrial policy.
- *Water Services Act, 1997 (Act 108 of 1997):* Provides for the rights of access to basic water supply, basic sanitation and for the setting of national standards and tariffs.
- *National Water Act, 1998 (Act 36 of 1998):* Acknowledges the National Government’s overall responsibility for and authority over the nation’s water resources and their use.
- *Municipal Structures Act, 1998 (Act 117 of 1998):* Provides for the establishment of municipalities.
- *The Municipal Systems Act, 2000 (Act 32 of 2000):* Provides for the core principles, mechanisms and processes that are necessary to enable municipalities to move progressively towards the social and economic upliftment of local communities.
- *Municipal Finance Management Act, 2003 (Act 56 of 2003):* Promotes the objective of good financial management in order to maximise service delivery.
- *Nuclear Energy Act, 1999 (Act 46 of 1999):* Provides for the establishment of the South African Nuclear Energy Corporation Limited.
- *National Nuclear Regulator Act, 1999 (Act 47 of 1999):* Provides for the protection of persons, property and the environment against nuclear damage through the establishment of safety standards and regulatory practices.
- *National Energy Act, 2008 (Act 34 of 2008):* Promotes the availability of diverse energy resources in sustainable quantities and at affordable prices.

#### 4.4 RELEVANT COURT RULINGS

1. On 7 August 2015, the Labour Court set aside Regulations 3(12) and 4(4) of the SETA Grant Regulations of 3 December 2012.
  - **Regulation 3(12):** on the remaining surplus of discretionary funds that must be paid by the SETA by the first of October each year, into the National Skills Fund (NSF); and
  - **Regulation 4(4):** on 20% of the total levies paid by the employer.
2. The Minister of Higher Education and Training re-promulgated Regulation 4(4) as per Government Gazette 39592 dated 13 January 2016.
3. The Labour Appeal Court has delivered a judgement on the matter, on 1 November 2017. The Labour Appeal Court has set aside Regulation 3(12) of the SETA Grant regulations.
4. In terms of the judgement, Regulation 3(12) of the SETA Grant regulations will no longer apply to SETAs and the National Skills Fund (NSF).
5. The funds which the SETAs had previously disclosed as uncommitted surpluses, were due to be transferred to the NSF as a contingent liability at the end of each financial year and will now be allocated to the discretionary grant.





## 5. SITUATIONAL ANALYSIS

The EWSETA is a public entity established in terms of the *Skills Development Act, 1998 (Act 97 of 1998)*, and has a mandate to facilitate skills development within the energy and water sectors of the economy. The energy and water sectors, in the context of the South African skills development landscape, are defined by the Standard Industrial Classification (SIC) codes as determined by the Minister of Higher Education and Training in the establishment of SETAs.

The scope of industrial coverage of the EWSETA is defined in terms of the following SIC codes.

SIC CODE	INDUSTRY	SUB-SECTOR	SDL REGISTERED EMPLOYERS	% OF TOTAL
<b>ENERGY (including gas)</b>				
41111	Generation of energy.	ENERGY	407	28%
41112	Distribution of purchased electric energy only.	ENERGY	87	6%
41114	Generation of renewable energy.	ENERGY	139	10%
41115	Transmission of energy.	ENERGY	26	2%
41116	Project management, maintenance and operation of electrical generation, transmission and distribution plants, networks and systems.	ENERGY	355	24%
41118	Marketing of electricity.	ENERGY	115	8%
41200	Manufacture of gas and distribution of gaseous fuels through mains.	ENERGY	181	12%
41300	Steam and hot water supply.	ENERGY	22	2%
50222	Construction of pylons for electric transmission lines.	ENERGY	39	3%
87141	Industrial research for electrical energy.	ENERGY	78	5%
<b>WATER (including sanitation and wastewater)</b>				
42000	Collection, purification and distribution of water.	WATER	148	4%
42001	Public water enterprises: collection, purification and distribution of water, including potable water supply, domestic waste and sewage services, refuse and sanitation services.	WATER	8	2%
42002	Private water companies: collection, purification and distribution of water, including potable water supply, domestic waste and sewage services, refuse and sanitation services.	WATER	18	5%
42003	Irrigation boards: collection, purification and distribution of water, including potable water supply, domestic waste and sewage services, refuse and sanitation services.	WATER	12	3%
94003	Water and sanitation services (potable water supply, domestic waste water and sewage systems).	SANITATION and WASTEWATER	167	47%

Source: SARS SDL data 2016

The energy sector consists of the Department of Energy (DoE) and its entities, national utility Eskom, and independent power producers. The energy sector can be further subdivided in terms of industries according to the different sources of energy namely coal, nuclear, liquid fuels, oil and gas, electricity, solar energy, wind energy and hydro energy.

As can be noted above, the biggest concentration of companies in the energy sector operate in the generation of energy, project management, maintenance and operation of electrical generation, and marketing of electrical energy. Generation of renewable energy is smaller and so are steam, hot water supply, manufacture and distribution of gas. It can therefore be expected that the biggest employment concentration will be in electricity generation and support functions.

In the water sector, the biggest number of companies is involved in the collection, purification and distribution of water; water and sanitation services (potable water supply, domestic waste water and sewage systems).

## 5.1 PERFORMANCE ENVIRONMENT

### Demand for Services

Skills demand in the energy and water sectors is driven by the factors below. Many of the change drivers relate to the global shift towards renewable energy resources, sustainable water resource development and infrastructural development.

#### a) *Renewable Energy Sources*

Thermal power generation will remain South Africa's dominant source of electricity generation for many years to come. The availability of cheap and abundant coal – coupled with new coal-fired capacity in the pipeline - will ensure that thermal power generation continues to dominate the power landscape (BMI Research, March 2016).

#### b) *The Green Agenda*

In adherence to the global green economy agenda, South Africa is on course to diversifying its energy supply by switching to renewable energy sources as outlined in the IRP. The NDP posits that the green economy will leverage to promote deeper industrialisation, energy efficiency and employment (NDP, 2012). This will imply the need for growth in the supply of environmental skills, such as environmental engineers, technicians and artisans.

#### c) *Nuclear Build Programme*

The plan is for the country to develop as much as 9,600MW of nuclear capacity by 2030. The addition of nuclear capacity will be long-term. Due to the construction of nuclear power plants usually taking very long, as well as the government having to find sufficient funds for the project, it is not likely that nuclear power generation will increase between 2016 and 2025. Despite the projected time-frame, the skills development implications for this are significant. It would require high level scientists and researchers to engage in research and product development. The quantum of skilled professionals and artisans to support the policy goals would have to be increased.

#### d) *Operation Phakisa*

The Operation Phakisa Ocean Economy initiative promises to unveil more oil and gas resources, which could open up significant opportunities. Offshore Oil and Gas Exploration has indicated that South Africa's coast and adjoining waters have possible resources of approximately nine billion barrels of oil and eleven billion barrels oil equivalent of natural gas, which is equal to three hundred and seventy five years of South African gas consumption. An ambitious target of drilling 30 exploration wells in 10 years has been set. The result would be one hundred and thirty thousand jobs and a contribution of two point two billion US dollars (US \$2.2 billion) to GDP (<https://www.environment.gov.za/projectsprogrammes/operationphakisa/oceanseconomy>).

On the other hand, the market for oil has been seriously weakened in recent years, with the price of oil falling steeply. This has resulted in many oil installations being mothballed pending a revival in prices. The other challenge is that this industry is mainly dominated by multi-national companies operating off the African coast, who can access skilled labour internationally. The EWSETA will overcome this challenge by ensuring that South Africa will be ready with skilled labour to respond to increased demand as it occurs. This implies an intensified focus on adequate local skills and technical capability to support exploration and production. It also signals a need to consider how skilled people can be retained when downturns occur or if delays occur in planned operations.

#### e) *Strategic Infrastructure Projects*

In 2012, the South African government adopted the National Infrastructure Plan (NIP) which sought to respond to the New Growth Path (NGP) goals of creating 5 million

jobs by 2020. Under the custodianship of the Presidential Infrastructure Coordinating Commission (PICCC), 18 Strategic Infrastructure Projects (SIPs) with more than 645 related projects were developed as key catalysts for industrialisation, skilling and employment creation (DHET, 2014). The DHET has identified 13 priority occupations in demand for all SIPs, with huge implications for the energy sector. SIPs 8-10 have specific reference:

- Support for sustainable green energy;
- Accelerate the construction of new electricity generation capacity in accordance with the IRP 2010; and
- Expand the transmission and distribution of electricity to support economic development.

f) *Sustainable resource development*

SA has been noted as the “30th driest country in the world.” This alone is driving the need for sustainable water resources. Achieving sustainable water resources requires a multi-pronged approach to how we understand water and sanitation across the value chain from regulation through to the provision, usage, treatment and re-usage of water, in both formal and informal settlements and across the gender divide. The term sustainable water resources encompass multiple aspects including but not restricted to the following:

- i. *Improving the quantity and quality of water:* is essential for healthy living and is inextricably linked to equitable social and economic development, protecting and managing strategic water resources (including wetlands) is an important part of maintaining the quantity and quality of our natural water supply. The developmental state plays a central role in ensuring this, through what has been termed “developmental water management;”<sup>1</sup>
- ii. *Treating water supplies:* such as wastewater and acid mine drainage so that it may be reused;
- iii. *Diversifying the water mix:* provided through groundwater, desalination and rainwater harvesting.<sup>2</sup> Essentially, both surface and groundwater solutions are required to create sustainable water resources. There is an opportunity to expand surface water allocations through the storing of such water in aquifers, although this depends on addressing scarcities in a number of

hydrology and hydrogeology skills at an individual and institutional level;<sup>3</sup>

- iv. *Protecting water ecosystems:* part of this is about controlling the spread of thirsty alien vegetation that threaten South Africa’s water security, the potential stream flow of rivers and our rich biodiversity; and
- v. *Integrating environmental ethics into water resource management:* the actions of humans have direct implications for the environment. Creating an ethical populace that values the sustainability of our water resources is critical to achieving such sustainability.

Ensuring a sustainable water balance requires a multitude of strategies, including: water conservation and water demand management (WCWDM)<sup>4</sup>; further utilisation of groundwater, desalination, water re-use, rainwater harvesting and treated wastewater and acid mine drainage. Additionally, improved water databases are necessary for better planning in the provision and maintenance of water and sanitation infrastructure, and the development of a water and sanitation monitoring system. Developing the necessary skills and capacity within society to do all of the above is fundamental to the sustainability of this precious resource.

g) *Gas to Power*

Gas is an integral part our energy mix, notwithstanding that in the short to medium term, South Africa do not have access to the indigenous gas promised by the shale gas exploitation program. Consequently, the country’s gas program will be premised on:

- In the medium term, that is between 3-5 years, the importation of liquefied natural gas (LNG) from the international market, through Richards Bay in KwaZulu-Natal.
- In the medium term, the development of pipeline infrastructure from Mozambique, given alignment of this approach with our regional development objectives and the possibility of it being a more attractive option than LNG.
- In the long term, that is between 10-15 years, shale gas sourced from the Karoo.

<sup>1</sup> Department of Water Affairs, June 2013. *National Water Resource Strategy*, pg.8.

<sup>2</sup> Water Research Commission, 2014, *20 Years of Groundwater Research: Development and Implementation in South Africa: 1994-2014*.

<sup>3</sup> Department of Water Affairs, June 2013. *National Water Resource Strategy*.

<sup>4</sup> Department of Water Affairs, June 2013. *National Water Resource Strategy*.



In order to kick-start the gas program, power generation has been identified as the single biggest demand sector that would also meet the energy diversification objectives of the Integrated Resource Plan. Other demand sectors targeted under the gas programme include industrial, residential, transportation and chemicals.

EWSETA has a mandate to ensure that through partnerships with relevant stakeholders; there is roadmap in place to respond to, through the entire skills pipeline.

The EWSETA will support the energy and water sectors in addressing skills shortages through focused and targeted programmes, by creating a pool of equity quality candidates.

## 5.2 ORGANISATIONAL ENVIRONMENT

### Strategy and Structure

The organisational structure is the primary mechanism for any organisation, particularly one that is as labour intensive as EWSETA, to achieve its mandate and realise its objectives. Through an effectively designed and integrated structure, human resources can be galvanised towards a specific purpose and functions that will facilitate organisational performance and the delivery of the right service objectives.

### Previous Structure Challenges

The EWSETA Board, supported by the Human Resources and Remuneration Committee mandated EWSETA Management to revise the 2012/13 approved EWSETA structure to ensure its alignment to the functions and the overall organisational strategy. When analysing the 2012/13 structure, it was apparent that effective delivery of the SETA's stated mandate had been somewhat hindered. The key challenges with the structure were as follows:

- Certain positions within the structure inadequately supported EWSETA's immediate needs.
- There was a misalignment with the broader SETA skills market. It is noted that this was impacting on the SETA's ability to recruit candidates who match the cross-functional capabilities required by the EWSETA.
- Management delivery was constrained due to staff role ambiguity as a result of a lack of definitive role profiles and performance agreements. This led to low levels of accountability.

- In the Operations Branch, there was a lack of clear segregation of Authority as the practice was that the Strategic Plan is developed by the COO and implemented by the COO. There needed to be a clear line between Strategic Planning and Strategic Implementation.
- Core departments require specialist skills-sets in order to achieve its operational plans.

### Objectives of the revised organisational structure

With greater strategic emphasis on "Improved Planning for Improved Performance", the revised structure was approved by the EWSETA Accounting Authority in 2017/18 and was a direct response to identified gaps in the previous structure. The revised structure aims to:

- Re-align the structure to meet core mandate requirements around skills planning, skills delivery, and quality assurance and directly assigns associated accountability;
- Eliminate redundant positions and combines certain positions for greater efficiencies;
- Establish the separation of authority and as a result, instil accountability required for Strategic Planning and Strategic Implementation between the offices of the CEO and COO;
- Clearly define individual roles to eliminate ambiguity and duplication; and
- Create much needed new roles that seeks to strengthen the EWSETA's focus on Corporate Governance and Performance Management.



### 5.3 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

The strategic consultation process involved extensive consultations with branches and departments, to ensure ownership and accountability for the plans. Submissions by branches as owners of performance information were preceded by an interactive session where requirements for the development of Strategic and Annual Performance Plans were discussed. Ministerial priorities were also provided for implementation. The Department of Planning, Monitoring and Evaluation; Auditor-General of South Africa

(AGSA) and the Department of Higher Education and Training very kindly workshopped the SETA management on the requirements.

The current strategic plans were also reviewed against feedback provided by the DHET in previous submissions and AGSA audit findings. The plans were also reviewed in the light of the DHET Circular No 1 of 2016, in relation to the SETA Budget Programme Structure. The Board and management held a strategic planning session to make inputs into the planning documents.

Month	Date	Activity	Notes
June	29	Meeting at the DHET	<ul style="list-style-type: none"> <li>• Feedback on 2017/18 SP/APP submission</li> <li>• Discuss on 2018/19 Targets</li> </ul>
July	19-20	Board Strategic Planning Session	<ul style="list-style-type: none"> <li>• Sector Skills Plan</li> <li>• PIVOTAL Skills List</li> <li>• Strategic Imperatives</li> <li>• SLA Targets 2018/19</li> <li>• Budget</li> </ul>
July	21	Board Meeting	<ul style="list-style-type: none"> <li>• Approval of SSP</li> </ul>
August	24	Board Meeting	<ul style="list-style-type: none"> <li>• Approval: 1<sup>st</sup> of the draft <b>Strategic Plan</b> and <b>Annual Performance Plan</b></li> </ul>
August	31	1 <sup>st</sup> draft of the <b>Strategic Plan</b> and <b>Annual Performance Plan</b> submission to DHET	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Annual Performance Plan</li> <li>• Technical Indicator Descriptors</li> <li>• Service Level Agreement</li> <li>• Sector Skills Plan</li> <li>• Materiality Significance Framework</li> </ul>
October	11	EXCO Meeting	<ul style="list-style-type: none"> <li>• Approval: 2<sup>nd</sup> draft <b>Strategic Plan</b> and <b>Annual Performance Plan</b></li> </ul>
October	19	SETAs 2018/19 SP-APP Workshop with DHET	<ul style="list-style-type: none"> <li>• Capacity building workshop organised by the DHET</li> </ul>
November	17	2 <sup>nd</sup> draft of the <b>Strategic Plan</b> and <b>Annual Performance Plan</b> submission to DHET	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Annual Performance Plan</li> <li>• Technical Indicator Descriptors</li> <li>• Service Level Agreement</li> <li>• Sector Skills Plan</li> <li>• Materiality Significance Framework</li> </ul>
November	29	Board Meeting	<ul style="list-style-type: none"> <li>• Approval: <b>Strategic Plan</b> and <b>Annual Performance Plan</b> update</li> </ul>



## 6. EWSETA STRATEGIC OUTCOME ORIENTED GOALS

The EWSETA has set for itself the strategic outcome oriented goals indicated in the table below:

Key Result Area (Programme)	Strategic Outcome Oriented Goal	Goal Statement
Administration	An effective and efficient Sector Education and Training Authority that complies with legislation, policy and good corporate governance principles.	<ol style="list-style-type: none"> <li>1. Exercise oversight responsibility regarding financial, performance reporting, compliance, and related internal controls.</li> <li>2. Promote good corporate governance and practices.</li> <li>3. Implement effective HR management practices to ensure that adequate and appropriately skilled human resources are in place.</li> <li>4. Provide ICT to enable the authority to deliver on its mandates.</li> <li>5. Promote the EWSETA's reputation and visibility amongst stakeholders.</li> </ol>
Skills Planning	Improve sector skills planning.	<ol style="list-style-type: none"> <li>1. Establish two research chairs producing regular research that informs skills planning, qualification development and learning intervention development for the energy and water sector.</li> <li>2. Review and update Sector Skills Plan annually.</li> </ol>
Learning Programmes and Projects	Enhance skills for the workers, the unemployed and the informal sector.	<ol style="list-style-type: none"> <li>1. Promote and support artisan and other middle- and high-level programmes.</li> <li>2. Put in place partnerships to lead and manage agreed projects and programmes.</li> <li>3. Promote scarce skills occupational learning pathways through career guidance initiatives.</li> </ol>
Quality Assurance	Build skills development provision capacity.	<ol style="list-style-type: none"> <li>1. Identify appropriate qualifications for each occupation and where there are gaps develop and register occupational qualifications.</li> </ol>

### Linking SSP Priorities to Strategic Outcome Oriented Goals

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
Research into the sector and labour supply and demand is conducted and used to improve planning.	Improve sector skills planning.	Skills Planning.	Conduct research for planning of skills development in the energy and water sectors.	Annual Updated SSP. Annual critical and scarce skills list.
High level skills developed and innovation supported.	Improve sector skills planning.	Skills Planning.	Catalyse the production of masters and doctoral graduates in the energy and water sectors.	Number of research chairs appointed. Number of commissioned research projects. Number of impact assessments conducted.
Middle level skills supplied to meet the needs of the sector.	Enhance skills of the workers and the unemployed.	Learning Programmes and Projects.	Increase workplace learning through discretionary grants.	Number of learners who enter learnerships. Number of learners who complete learnerships.
Skills of employed workers enhanced to enable career pathing, improved mobility and ability to adjust to change.	Enhance skills of the workers and the unemployed.	Learning Programmes and Projects.	Increase workplace learning through discretionary grants.	Number of learners who enter bursaries. Number of learners who complete bursaries. Number of learners who enter skills programmes.

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
Small and emergent businesses are supported with skills development to play an increasing role in the sector.	Enhance skills of the workers and the unemployed.	Learning Programmes and Projects.	Increase workplace learning through discretionary grants.	Number of learners who complete skills programmes. Number of learners who enter internships/Work Integrated Learning. Number of learners who complete internships/ Work Integrated Learning.
The equity profile of the sector is improved, particularly in professional and technical occupations and the role of women in the sector is strengthened through skills development.	Enhance skills of the workers and the unemployed.	Learning Programmes and Projects.	Increase workplace learning through discretionary grants.	Number of learners who enter artisan development programmes. Number of learners who complete artisan development programmes. Number of learners who enter AET programmes. Number of learners who complete AET programmes. Number of SETA/TVET college partnerships. Number of SETA/Universities partnerships. Number of SETA/Employer partnerships.
Strategic, multiyear partnerships are put in place to implement the SSP and to achieve transformation and manage change in the sector.	Enhance skills of the workers and the unemployed.	Learning Programmes and Projects.	Run special projects with strategic partners to drive strategic sector goals.	Number of motivations for special projects. Number of strategic partnerships in the sector. Number of co-operatives supported. Number of small and medium sized businesses supported. Number of not-for-profit companies supported. Number of community-based-organisations supported. Number of Trade Unions supported. Number of rural development projects implemented.
Progress in achieving SSP goals is monitored, the effectiveness of programmes is measured and impact evaluated to inform planning and decision-making in the sector.	Enhance skills of the workers and the unemployed.	Learning Programmes and Projects.	Ensure quality implementation of all projects and their timeous completion.	Number of M&E reports Number of project steering committee meetings. Number of project inductions.

PLANNING IS BRINGING THE FUTURE INTO THE PRESENT





**PART B**  
**STRATEGIC OBJECTIVES**



## 7. EWSETA PROGRAMMES

### PROGRAMME 1: ADMINISTRATION

#### PURPOSE

To provide strategic leadership, management and administrative support.

#### PROGRAMME STRUCTURE

The Administration programme comprises the following sub-programmes:

- Finance, Supply Chain Management and Assets
- Governance, Organisation, Audit and Risk
- Human Resources
- Information Technology
- Marketing and Communications

#### STRATEGIC OBJECTIVES

**Goal 1: An effective and efficient Sector Education and Training Authority that complies with legislation, policy and good corporate governance principles.**

**Strategic Objective 1.1 To co-ordinate the development, monitoring and implementation of EWSETA Strategic and Annual Performance Plans and report progress.**

Objective Statement:	To co-ordinate the development of EWSETA Strategic and Annual Performance Plans; and to monitor the implementation of plans and report progress on their implementation in line with all applicable laws.
Baseline:	Strategic and Annual Performance Plan of previous year Annual Performance Report of previous year
Links:	Framework for Strategic and Annual Performance Plans (2010) Skills Development Act, 1998 (Act 97 of 1998) Skills Development Levies Act, 1998 (Act 9 of 1998) SETA Grant Regulations (3 December 2012) Public Finance Management Act, 1999 (Act 1 of 1999) Treasury Regulations (March 2005)
Performance Indicators:	1.1.1 Development and Approval of Strategic and Annual Performance Plans 1.1.2 Timely submission of Quarterly Monitoring Reports

**Strategic Objective 1.2: Promote good corporate governance practices and management.**

Objective Statement:	To conduct periodic risk assessment and audits on compliance with laws and regulations to identify and mitigate potential risks and governance weakness.
Baseline:	AGSA Management report of previous year Governance Charter reports = 4 (100%)
Links:	Public Finance Management Act, 1999 (Act 1 of 1999) Treasury Regulations (March 2005) King III/IV Code of Good Corporate Governance

<b>Strategic Objective 1.2: Promote good corporate governance practices and management.</b>	
Performance Indicators:	1.2.1. Outcome of the AGSA Audit 1.2.2. Approved annual risk plan 1.2.3. Submission of Quarterly Internal Audit reports to Audit and Risk Committee (ARC) 1.2.4. Annual performance evaluation of Board and Board Sub-committees conducted 1.2.5. Number of Governance Charter reports submitted
<b>Strategic Objective 1.3: Attract, develop and retain the right people, in the right positions for the EWSETA throughout the planning period.</b>	
Objective Statement:	To recruit and retain appropriately skilled staff and maintenance of appropriate skills levels through training and development.
Baseline:	HR Strategy from previous year
Links:	Public Service Act, 1994 (Act 103 of 1994) Labour Relations Act, 1995 (Act 66 of 1995) Basic Conditions of Employment Act, 1997 (Act 75 of 1997) Employment Equity Act, 1998 (Act 55 of 1998) HRDS-SA 2010-2030
Performance Indicators:	1.3.1. The Approval and Implementation of the HR Strategy 1.3.2. Approved Employment Equity Plan 1.3.3. Implementation of Performance Management 1.3.4. Submission and approval of annual WSP and ATR
<b>Strategic Objective 1.4: Optimal utilisation of ICT to enable the EWSETA to deliver on its mandate.</b>	
Objective Statement:	To provide ICT Infrastructure, systems, and business applications to support the Authority to deliver on its mandate.
Baseline:	ICT Environment Analysis report from previous year ICT Strategy from previous year
Links:	DPSA ICT Governance Framework Protection of Personal Information Act, 2013, (Act 4 of 2013)
Performance Indicators:	1.4.1. The Approval and Implementation of the ICT Strategy 1.4.2. % of systems availability
<b>Strategic Objective 1.5: Market and promote the work of the EWSETA to stakeholders through internal and external communication.</b>	
Objective Statement:	To increase knowledge and access to EWSETA's services by developing a three-year communication strategy and annual plan for engagement of external and internal stakeholder liaison.
Baseline:	Stakeholder survey of previous year 2016-2019 Stakeholder Engagement Strategy
Links:	EWSETA Commitment Schedule Electronic Communications Act, (Act 36 of 2005) Protection of Personal Information Act, 2013, (Act 4 of 2013)
Performance Indicators:	1.5.1. The Approval and Implementation of the Marketing and Communications Strategy 1.5.2. The Approval and Implementation of the Stakeholder Engagement Strategy 1.5.3. Customer Satisfaction Index 1.5.4. Number of publications (online and print)

## Resource Considerations

### Trends in Expenditure

Administration							
Sub-programmes	Audited Outcome			Current year budget	Medium Term Expenditure Estimates		
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Corporate Services	10 711	11 671	12 067	4 780	23 838	21 634	22 846
Finance, Supply Chain Management and Assets	7 724	6 549	6 771	12 176	4 202	4 439	4 688
Governance, Audit & Risk	9 607	9 604	9 635	15 880	12 432	13 128	13 863
Human Resources	27 939	30 462	33 994	51 257	42 380	45 013	48 138
Information Technology	2 678	2 454	2 898	9 982	1 200	1 267	1 338

Recent years have been marked by an increased focus on strengthening organisational capacity to deliver on its mandate. As such, executive vacancies have been filled in recent years and the organisational structure has been realigned. Realignment of the structure will lead to additional vacancies being filled over the coming years. Additionally, to increase capacity at a governance level, additional Board members have been appointed and focus has been placed on training of the Board.

### Human Resources

The organisational structure has been renewed to ensure that human resource capacity is adequate and enables the entity to reach its objectives. There is adequate physical infrastructure to ensure that staff is accommodated both at head office and the provincial offices.

## Risk Management

No	Date	Activity	Notes
1.	To co-ordinate the development, monitoring and implementation of EWSETA Strategic and Annual Performance Plans and report progress.	Inadequate monitoring of projects, and inaccurate reporting of actual EWSETA performance against predetermined objectives. This may impact the credibility and completeness of quarterly and annual EWSETA performance reporting, and lead to poor service delivery, project delays and cost over-runs.	<ul style="list-style-type: none"> <li>Quarterly review of Performance information reports for completeness, accuracy, and validity will be performed through the COO and Internal Audit.</li> <li>Monitoring and enforcing compliance with the new approved performance information standard operating procedures.</li> <li>Strengthen projects monitoring and evaluation by increasing frequency of project visits and developing a formal quarterly projects visits schedule in consultation with the training providers.</li> </ul>
2.	Promote good corporate governance practices and management.	Inadequate EWSETA governance and legislative compliance, viz. SDA, PFMA, DHET regulations and directives and revised grant regulations.	<ul style="list-style-type: none"> <li>Annual performance evaluations of the EWSETA Board and all board sub-committees will be conducted.</li> <li>Implementation of the Fraud Prevention Plan through establishment of whistle blowing service.</li> <li>Annual review of all EWSETA SOPs and policies to ensure that they are fit for purpose and are in line with the relevant Acts and regulations.</li> </ul>

No	Date	Activity	Notes
	Promote good corporate governance practices and management. <i>(contd)</i>	<p>Insufficient funding of administration budget.</p> <hr/> <p>Inaccurate reporting of financial and operational information and project commitments.</p>	<ul style="list-style-type: none"> <li>Review of financial and SCM policy approach and regime for possible cost savings as per new NT guidelines.</li> <li>Implement the budget automation module to enhance monthly departmental expenditure monitoring and reporting.</li> <li>Develop and implement an attraction and retention strategy which targets existing and potential employers to consider the EWSETA as a SETA of choice (target Gas &amp; Renewable Sectors and dormant sectors).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Project commitment schedule will be reviewed and updated on monthly basis to ensure accuracy and completeness.</li> <li>GL account balances will be reviewed on monthly basis and any variances/discrepancies will be investigated and resolved.</li> <li>Financial Statements will be prepared on quarterly basis to ensure that by year end the AFS is accurate, valid and complete.</li> <li>Quarterly Performance Reports will be reviewed by independent person to ensure performance information is supported and be evidenced by record of actual performance achievement.</li> <li>Monitor and enforce compliance with the financial and performance information standard operating procedures.</li> </ul>
3.	Attract, develop and retain the right people, in the right positions for the Authority throughout the planning period.	Inadequate monitoring of employees' performance.	<ul style="list-style-type: none"> <li>Monitoring the implementation of the roll out of the performance management system to the entire staff.</li> <li>Review the current performance management framework to ensure its alignment with the new performance management system.</li> <li>Training needs of employees will be identified and individual development plan will be developed and implemented to enhance staff competencies.</li> </ul>
4.	Optimal utilisation of ICT to enable the Authority to deliver on its mandate.	Unreliable, aging and inefficient IT infrastructure.	<ul style="list-style-type: none"> <li>Develop and implement ICT strategy to support the entity strategic plan and business enablement.</li> <li>Review, monitor and enforce compliance with ICT security policies and procedures, and address any identified gaps.</li> <li>Investigate innovative opportunities for deployment of new technologies, to improve entity business processes and effective engagement with stakeholders (e.g. use of Twitter, Facebook, and WhatsApp etc.).</li> <li>Annual review of Business continuity plan/disaster recovery plan.</li> </ul>
5.	Market and promote the work of the Authority to stakeholders through internal and external communication.	Unreliable, aging and inefficient IT infrastructure.	<ul style="list-style-type: none"> <li>Internal Communication Plan.</li> <li>Regular meeting engagement with employees.</li> <li>Monthly stakeholder engagement events.</li> <li>Annual survey to assess EWSETA's reputation among stakeholders.</li> </ul>



## PROGRAMME 2: SKILLS PLANNING

### PURPOSE

To ensure that human resource development information is available and contribute to skills development planning.

### PROGRAMME STRUCTURE

The programme comprises the following sub-programmes:

- Research
- Sector Skills Plans
- Work Skills Plans and Annual Training Reports

### Strategic Objectives

#### Goal 2: Improve sector skills planning.

##### Strategic Objective 2.1: Catalyse the production of masters and doctoral graduates in the energy and water sectors.

Objective Statement:	To establish research chairs in energy and water sectors in order to provide an enhanced training environment for graduate students by exposing them to research challenges unique to energy and water industry.
Baseline:	Participation in the establishment of Oil and Gas Research Chair through co-funding EWSETA Research Strategy development
Links:	National Skills Development Strategy III (2011-2016) National Skills Accord The Human Resource Development Strategy for South Africa (HRDSSA) The National Development Plan DST/NRF Research Chair Appointment Framework
Performance Indicators:	1.1.1 Number of research chairs appointed 2.1.2 Number of commissioned research projects 2.1.3 Number of impact assessments conducted

##### Strategic Objective 2.2: Conduct research for planning of skills development in the energy and water sectors.

Objective Statement:	To conduct annual research that informs the Sector Skills Plan and reflect the current and future supply and demand for skills planning in the energy and water sectors.
Baseline:	5 year Sector Skills Plan Annual SSP update
Links:	National Skills Development Strategy III (2011-2016) National Skills Accord National Green Economy The Human Resource Development Strategy for South Africa (HRDSSA) The National Development Plan National Water Resource Strategy II Integrated Resource Plan for Electricity 2010 - 2030
Performance Indicators:	2.2.1 Annual Updated SSP

**Strategic Objective 2.3: Increase workplace learning through mandatory grants.**

Objective Statement:	To disburse mandatory grants to compliant levy paying companies in order to encourage participation in skills development.
Baseline:	No of firms supported = 109
Links:	National Skills Development Strategy III (2011-2016) National Skills Accord The Human Resource Development Strategy for South Africa (HRDSSA)
Performance Indicators:	2.3.1 Number of firms supported with mandatory grants

**Resource Considerations**

*Trends in Expenditure*

Skills Planning							
Sub-programmes	Audited Outcome			Current year budget	Medium Term Expenditure Estimates		
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Research	266	–	–	1 000	1 059	1 118	1 181
Sector Skills Plan	–	420	496	2 500	2 648	2 796	2 953
Work Skills Plans and Annual Training Reports	44 564	55 515	22 500	36 268	70 302	74 239	78 322

Expenditure on research and the sector skills plan will remain fairly stable over the MTEF period. Mandatory grants expenditure is expected to increase as more employers qualify.

*Human Resources*

The organisational structure has been renewed to ensure that human resource capacity is adequate and enables the entity to reach its objectives. There is adequate physical infrastructure to ensure that staff is accommodated both at head office and the provincial offices.

**Risk Management**

No	Strategic Objective	Risk	Mitigation
1.	Catalyse the production of masters and doctoral graduates in the energy and water sectors.	Inadequate administration budget to build internal research capacity.	<ul style="list-style-type: none"> <li>Integrate research initiatives into some discretionary grant projects.</li> <li>Partner with university faculties on research projects.</li> </ul>
2.	Conduct research for planning of skills development in the energy and water sectors.	Sector skills plan which is not reflective of the needs of energy and water sectors.	<ul style="list-style-type: none"> <li>Develop internal research capacity.</li> <li>Strengthen capacity of SDF's.</li> <li>Broaden stakeholder consultation processes.</li> </ul>
3.	Increase workplace learning through mandatory grants.	Inadequate validation criteria for mandatory grants.	<ul style="list-style-type: none"> <li>Develop and approve the mandatory grant policy.</li> <li>Perform WSP/ATR audits.</li> </ul>

## PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

### PURPOSE

To maximise productivity in the energy and water sectors through skills development.

### PROGRAMME STRUCTURE

The programme comprises the following sub-programmes:

- Implementation of Learning Programmes as per NSDS goals
- Special Projects (including partnerships)
- Monitoring, Evaluation and Reporting
- Career and vocational guidance

### Strategic Objectives

#### Goal 3: Enhance skills of the workers and the unemployed.

##### Strategic Objective 3.1: Increase workplace learning through discretionary grants.

Objective Statement:	To enable 15 000 employed and unemployed learners to acquire learning programmes that are demand driven, by March 2020, through skills development framework that will respond to stakeholder needs of the energy and water sectors.
Baseline:	Number of learners who enter learnerships = 2 038 Number of learners who complete learnerships = 723 Number of learners who enter bursaries = 518 Number of learners who complete bursaries = 0 Number of learners who enter skills programmes = 1 287 Number of learners who complete skills programmes = 399 Number of learners who enter candidacy programmes = 0 Number of learners who complete candidacy programmes = 0 Number of learners who enter Internships = 387 Number of learners who complete Internships = 110 Number of learners who enter artisan development programmes = 958 Number of learners who complete artisan development programmes = 433
Links:	National Skills Development Strategy III (2011-2016) National Skills Accord National Green Economy The Human Resource Development Strategy for South Africa (HRDSSA) The Industrial Policy Action Plan (IPAP) National Infrastructure Plan White Paper on Post School Education and Training National Water Resource Strategy II National 10 Year Innovation Plan The National Development Plan
Performance Indicators:	3.1.1 Number of learners who enter learnerships 3.1.2 Number of learners who complete learnerships 3.1.3 Number of learners who enter bursaries 3.1.4 Number of learners who complete bursaries 3.1.5 Number of learners who enter skills programmes 3.1.6 Number of learners who complete skills programmes

**Strategic Objective 3.1: Increase workplace learning through discretionary grants.**

	3.1.7	Number of learners who enter candidacy programmes
	3.1.8	Number of learners who complete candidacy programmes
	3.1.9	Number of learners who enter Internships
	3.1.10	Number of learners who complete Internships
	3.1.11	Number of learners who enter artisan development programmes
	3.1.12	Number of learners who complete artisan development programmes
	3.1.13	Number of learners who enter RPL programmes

**Strategic Objective 3.2: Implement special projects with strategic partners to drive strategic sector goals.**

Objective Statement:	To identify strategic partners in order to implement special sector projects to accomplish human and institutional capacity in the sector, especially to address socio-economic inequalities.	
Baseline:	Signed collaborative agreements 2016-2019 Stakeholder Engagement Strategy Sector Skills Plan (SSP)	
Links:	National Development Plan (NDP) National Skills Development Strategy III (2011-2016) National Water Resources Strategy (NWRS) II Medium Term Strategic Framework (MTSF) Strategic Integrated Projects (SIPs) Operation Phakisa Rural and Township Economies Revitalisation Programme	
Performance Indicators:	3.2.1	No of TVET student placement entered
	3.2.2	No of TVET student placement completed
	3.2.3	No of University student placement entered
	3.2.4	No of University student placement completed
	3.2.5	No of SETA/TVET College Partnerships
	3.2.6	No of SETA/Universities Partnerships
	3.2.7	No of SETA/Employer Partnerships
	3.2.8	No of TVET Lecturer Development Programmes entered
	3.2.9	No of Lecturer Development Programmes completed
	3.2.10	No of SETA Offices opened in TVET Colleges
	3.2.11	No of learners entered AET programmes
	3.2.12	No of learners completed AET programmes
	3.2.13	No of strategic partnerships in the sector
	3.2.14	No of co-operatives supported
	3.2.15	No of small and medium sized businesses supported
	3.2.16	No of not-for-profit companies supported
	3.2.17	No of community-based-organisations supported
	3.2.18	No of Trade Unions supported
	3.2.19	No of Provincial and Rural projects planned
	3.2.20	No of national sector strategies supported



**Strategic Objective 3.3: Ensure quality implementation of all projects and their timeous completion through continuous monitoring.**

Objective Statement:	To conduct monitoring, evaluation and reporting of discretionary grant and special projects.
Baseline:	M&E Framework M&E Policy
Links:	NSDS III DHET Performance Information Validation Framework
Performance Indicators:	3.3.1 % of projects monitored versus approved

**Strategic Objective 3.4: Increase awareness of energy and water occupations amongst youth.**

Objective Statement:	To direct young people to programmes which will provide training in areas needed to contribute to the energy and water sector's economic development.
Baseline:	Previous year career guides distributed Previous year career guides
Links:	Previous year number of career guides distributed Previous year number of career initiatives held
Performance Indicators:	3.4.1 Number of career guides distributed 3.4.2 Number of career initiatives held

**Resource Considerations**

*Trends in Expenditure*

Learning Programmes and Projects							
Sub-programmes	Audited Outcome			Current year budget	Medium Term Expenditure Estimates		
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Implementation of learning programmes per NSDS goals (Skills Programmes, Learnerships, Bursaries, Internships / WIL, Apprenticeships, Artisanship, Bursaries, occupationally directed Programmes, development of SMMEs, Co-Ops, NGOs/ NPO's, CBOs, etc.)	16 033	19 809	155 351	262 815	175 288	188 136	197 835
Special projects (including partnerships).	113 861	134 450	1 166 472	–	–	–	–
Monitoring, Evaluation and Reporting.	4 148	5 584	10 552	–	11 834	12 743	13 389
Career and vocational guidance.	–	500	161	1 300	1 377	1 454	1 536

Expenditure on learning programmes and projects is expected to remain stable over the MTEF period.

## Human Resources

The organisational structure has been renewed to ensure that human resource capacity is adequate and enables the entity to reach its objectives. There is adequate physical infrastructure to ensure that staff is accommodated both at head office and the provincial offices.

## Risk Management

No	Strategic Objective	Risk	Mitigation
1.	Increase workplace learning through discretionary grants.	Inadequate and ineffective project management reporting.	<ul style="list-style-type: none"> <li>• Full implementation of the project management methodology, processes and procedures.</li> <li>• Operationalise the project Steering Committee through quarterly meeting to assess projects progress status.</li> <li>• Increase the human resources competencies within the PMU through upskilling (eg. training employees on project management course).</li> <li>• Implementation of the project Monitoring and Evaluation processes to enable timely identification of project delays and budget overruns, and to resolve any project delivery backlog to minimise negative impact on SETA service delivery.</li> </ul>
2.	Implement special projects with strong partners to drive strategic sector goals.	Lack of implementation partners.	<ul style="list-style-type: none"> <li>• Stakeholder Engagement Strategy.</li> </ul>
3.	Ensure quality implementation of all projects and their timeous completion.	Lack of supporting documentation for the performance achievement recorded.	<ul style="list-style-type: none"> <li>• Electronic record management system will be maintained to ensure that complete, relevant and accurate information is accessible and available to support performance targets reported in the Annual performance report.</li> <li>• Standard Operating procedures for the gathering, collation and recording of performance information will be implemented and monitored for compliance.</li> </ul>

## PROGRAMME 4: QUALITY ASSURANCE

### PURPOSE

To enable the EWSETA to execute the delegated functions of the QCTO.

### PROGRAMME STRUCTURE

The programme comprises the following sub-programmes::

- Provider Accreditations
- Certifications
- Learning Programmes
- Qualification Development

### Strategic Objectives

#### Goal 4: Build skills development provision capacity.

##### Strategic Objective 4.1: Increase the number of accredited providers.

Objective Statement:	To increase the number of accredited Skills Development Providers (SDP)'s and maintain a 100% of all existing accredited providers.
Baseline:	No of accredited providers = 165
Links:	QCTO Assessment Quality Partners (AQP) criteria and guidelines
Performance Indicators:	4.1.1 Number of providers and assessment centres accredited/re-accredited

##### Strategic Objective 4.2: Increase the number of implementation systems for lacking occupational qualifications.

Objective Statement:	To increase the number of implementation systems for lacking occupational qualifications which will enable SDP's to utilise and benefit from QCTO qualifications.
Baseline:	New Indicator
Links:	QCTO: Assessment Quality Partners (AQP) criteria and guidelines QCTO: Development Quality Partners (DQP) criteria and guidelines
Performance Indicators:	4.2.1 Number of Qualification- Assessment Specification Implementation frameworks developed

##### Strategic Objective 4.3: Increase efficacy in the discharge of Quality Assurance functions.

Objective Statement:	To ensure an efficient response to competent applicants applying for certification, 100% of all applications must be processed within 30 days of application.
Baseline:	New Indicator
Links:	QCTO: Assessment Quality Partners (AQP) criteria and guidelines
Performance Indicators:	4.3.1 % of applications received and processed in 30 days

##### Strategic Objective 4.4: Develop qualifications informed by demand.

Objective Statement:	To introduce new qualifications to address identified skills gaps across the sector.
Baseline:	13 qualifications developed
Links:	QCTO: Assessment Quality Partners (AQP) criteria and guidelines QCTO: Development Quality Partners (DQP) criteria and guidelines
Performance Indicators:	4.4.1 Number of qualifications developed and reviewed

## Resource Considerations

### Trends in Expenditure

Quality Assurance							
Sub-programmes	Audited Outcome			Current year budget	Medium Term Expenditure Estimates		
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Provider Accreditation	297	479	920	1 000	1 059	1 118	1 181
Learning Programmes	–	–	–	4 000	4 236	4 473	4 724
Certifications	233	421	421	500	530	560	591
Qualification Development	2 306	1 586	2 769	2 000	2 118	2 237	2 362

Expenditure trends on quality assurance are expected to remain stable over the MTEF period.

### Human Resources

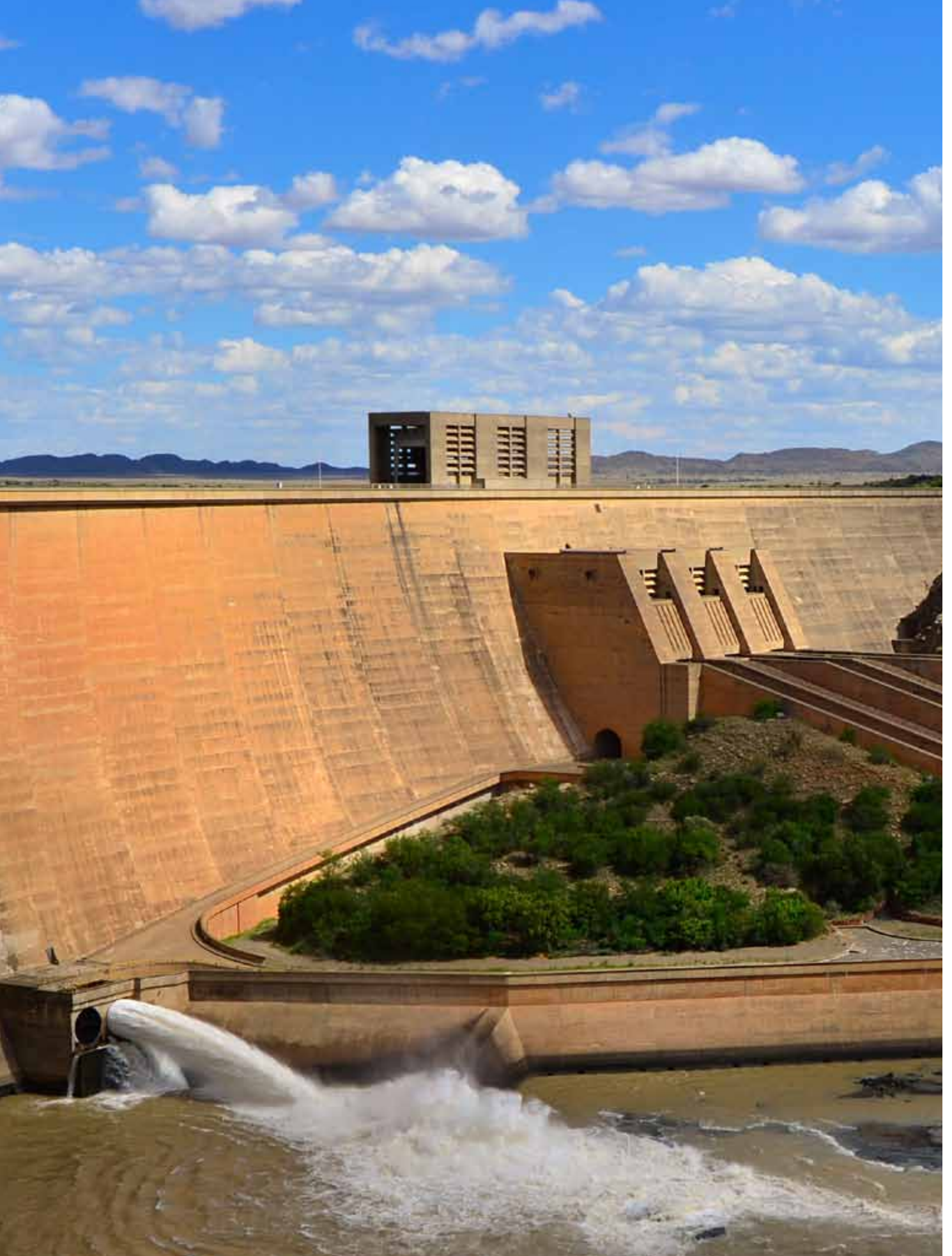
The organisational structure has been renewed to ensure that human resource capacity is adequate and enables the entity to reach its objectives. There is adequate physical infrastructure to ensure that staff is accommodated both at head office and the provincial offices.

## Risk Management

No	Strategic Objective	Risk	Mitigation
1.	Provider Accreditations	Accreditation may be awarded to service providers that do not meet the accreditation requirements.	<ul style="list-style-type: none"> <li>A checklist will be developed that will ensure that all requirements of the Accreditation policy and procedure are complied with.</li> <li>All Accreditation reports will be approved by QACC manager.</li> <li>Monitoring site visits will be conducted as per annual monitoring schedule in consultation with Water and Energy service providers.</li> </ul>
2.	Learning Programmes	Inadequate or lack of monitoring and evaluation of projects.	<ul style="list-style-type: none"> <li>Provincial offices are being set up to ensure that monitoring and evaluation of projects is enhanced.</li> <li>The QACC department will also perform M&amp;E as part of the moderation and accreditation process.</li> <li>PMU and Regional Operations staff will be trained on the M&amp;E process.</li> </ul>
3.	Certifications	Inadequate validation criteria for mandatory grants.	<ul style="list-style-type: none"> <li>Certificates and holograms will be kept in a secure place and access to certificates should be restricted to authorised officials.</li> <li>Database of records of issued learner certificates will be maintained in the new MIS system and backed up on weekly basis.</li> <li>A turnaround time for the issuing of certificates for the accredited service providers will be set and monitored for adherence.</li> </ul>
4.	To ensure skill development best practice and assure conformity to national compliance frameworks.	Inadequate implementation of quality assurance, compliance policies and procedures.	<ul style="list-style-type: none"> <li>Annual review of QA policies and procedures to ensure that they are fit for purpose and are aligned with QCTO/SAQA requirements.</li> </ul>







**PART C**  
**LINKS TO OTHER PLANS**

PLANNING IS BRINGING THE FUTURE INTO THE PRESENT SO THAT YOU CAN DO SOMETHING ABOUT IT. FAILING TO PLAN IS PLANNING TO FAIL.

There are a number of national policies and plans that impact directly or indirectly on skills development in the sector. These policies are outlined in the table below:

Policy/Plan	Impact on the Sector	Implications for Skills Development
The National Development Plan (NDP)	The National Development Plan (NDP) envisages that by 2030, South Africa will have an adequate supply of electricity and liquid fuels to ensure that economic activity and welfare are not disrupted, and that at least 95% of the population will have access to grid or off-grid electricity. It proposes that gas and other renewable resources like wind, solar and hydro-electricity will be viable alternatives to coal and will supply at least 20 000 MW of the additional 29 000 MW of electricity needed by 2030. Other recommendations include diversifying power sources and ownership in the electricity sector, supporting cleaner coal technologies, and investing in human and physical capital in the 12 largest electricity distributors. The NDP and New Growth Path (NGP) identify water as being a precursor to reducing poverty and inequality and achieving inclusive economic growth and development.	An increase in skilled and professional people will be needed for the construction of additional generation capacity and the management of new plants. Increased maintenance will require additional artisans. Existing artisans will need to develop new skills. The move to renewable energy will require the development of technical skills in wind and solar energy. The growing green economy will see an increased need for environmentally skilled technical people. Support programmes for the establishment of new businesses can support the diversification of ownership.
The Human Resource Development Strategy for South Africa (HRDSSA)	The strategy is intended to be a coherent, national human resource development framework within which all HRD-oriented policies operate. In order for skills programmes to meet employer and sector-based demand, stakeholder input must be increased.	Capacity within the EWSETA in areas of skills planning, labour market forecasting and analysis has to be increased. The SETA needs to identify the skills that are needed in the sector and to develop interventions to address obstacles in their supply.
National Skills Development Strategy (NSDS III)	NSDS III is the framework within which SETAs must develop their strategies and plans. It sets out the priority transformation and equity imperatives, and identifies key outcomes that all skills development stakeholders should work towards. These include improved supply and demand research capability; ensuring skills development is taking account of and supporting government policy; addressing scarce skills occupational needs at all levels; focussing on the needs of small businesses and cooperatives, and strengthening M&E within the skills development system.	The EWSETA must work closely with its main line departments (energy and water), as well as other departments with an interest in the sector such as the Department of Environment. SIPs are an important focus for the sector in supporting national priorities. The SETA will need to ensure that its strategy and key priority actions contribute to NSDS III outputs and outcomes. The SETA must set targets for SMEs and cooperatives, and put in place effective monitoring and evaluation of programmes.
The Industrial Policy Action Plan (IPAP)	One of the focus areas of IPAP is “green industries”. The development of a green growth strategy for the country is driven by the Department of Environmental Affairs (DEA), through the National Climate Change Response Policy White Paper (NCCRP) and the National Strategy for Sustainable Development and Action Plan 2011-2014 (NSSD1). The “Industrial Energy Efficiency Improvement in South Africa Project” (IEE Project) was launched in 2010, with the aim of responding to the electricity crisis that arose in 2008. The project envisages, among other things, the training of engineers and consultants in scarce skills needed to further implement Energy Management Systems. The Industrial Policy Action Plan (IPAP) 2013-2018 positions water as a constraint to industrial economic growth that needs to be addressed.	IPAP II specifies the need to identify a crucial green economy skills set relevant for economic development, the development of learning units/outcomes areas and modules that will be used for occupational qualification development, both for vocational training and professional development, and to explore a financing model for green skills development through existing skills development mechanisms.



Policy/Plan	Impact on the Sector	Implications for Skills Development
National Infrastructure Plan	Government has adopted an Infrastructure Plan that is intended to transform the economic landscape of South Africa, create a significant numbers of new jobs and strengthen the delivery of basic services. The 18 Strategic Integrated Projects (SIPs) are an integral part of this plan. SIP 18 identifies the infrastructure needs of the water sector and SIP 8 addresses future green energy. SIP 9 addresses electricity generation and SIP 10 speak to electricity transmission and distribution.	The need for energy and water across all 18 SIPs imply that the EWSETA should play a catalytic role in skills development across the SIPs. SIP 8, dealing with green energy, is focused directly on the EWSETA for which it should be active from a skills development perspective. It will be important for the EWSETA to work with other SETAs to ensure that the skills needs in these projects are addressed.
New Growth Path (NGP)	Aimed at enhancing growth, employment creation and equity. It sets a target of 5 million jobs created by 2020 through a series of partnerships between the state and the private sector. The policy objective on the green economy aims to expand construction and production of technologies for solar, wind and biofuels. Clean manufacturing and environmental services are projected to create 300 000 jobs over the next decade.	The provision of green economy-type skills that are more technical and environmentally conscious is necessary. A key enabling factor in economic growth is stable power supply. In the drive to expand sustainable energy provision skills development has a crucial role to play.
White Paper on Post School Education and Training	Provides a framework within which the different stakeholders of the post-school system operate. It brings together three major components – education and training; skills development; and the world of work.	The EWSETA needs to work with public universities and TVET Colleges, employers and industry experts in the development of occupationally directed programmes that address skills needs.
Integrated Resource Plan 2010	The government is looking to support sustainable green energy initiatives on a national scale through a diverse range of clean-energy options. In terms of this plan, which is a 20-year projection on electricity demand and production, about 42% of electricity generated must come from renewable resources. The Integrated Municipal Infrastructure Project will focus on 23 of the least-resourced districts, and address all the upgrades and backlogs – including in electricity – needed to serve the 17-million people living in those areas.	This is an ambitious target which is going to be difficult to achieve. It will be essential that skills development takes place to enable progress towards this target. Additional technical and professional skills need to be developed, and the development of technical skills in renewable energy needs to be a focus. The EWSETA will participate in the update of this plan.
National Energy Strategy	Energy-efficient regulations for new buildings form part of the deliverables of South Africa's National Energy Strategy to strengthen standards and regulations for energy efficiency. The regulations make it compulsory for all new buildings to be designed and constructed to a standard that minimises the energy required to meet the functional requirements. In addition to temperature regulations, all buildings will have to be fitted with renewable-energy water-heating systems such as solar systems, which also have to comply with South African national standards.	The development of environmental engineers, technicians, and artisans is required. Many of the skills will be required in small and micro enterprises and so the focus of skills development needs to shift to embrace the needs of SMEs.
National Water Resource Strategy 2	The National Water Resource Strategy (NWRS2) outlines the key challenges, constraints and opportunities in water resource management and proposes new approaches that ensure a collective and adequate response for the benefit of all people in South Africa. The NWRS2 also focuses on water conservation and management of demand.	The approaches to water management outlined in the strategy will require skills. Skills development will play an important role to ensure that people are equipped to implement the strategy.



Policy/Plan	Impact on the Sector	Implications for Skills Development
National 10 Year Innovation Plan	The purpose of this Plan is to help drive South Africa's transformation towards a knowledge-based economy. One focus area is that of energy security and the need for safe, clean, affordable and reliable energy supply, and South Africa must meet its medium-term energy supply requirements while innovating for the long term in clean coal technologies, nuclear energy, renewable energy and the promise of the "hydrogen economy". South Africa's geographic position enables us to play a leading role in climate change science.	The implications have been discussed above.
Green Economy Accord	To empower energy and water sector to implement the wide-ranging commitments that are contained in the accord and mobilise the private sector, organised labour, communities and government in a strong partnership to promote the Green Economy in the sector as a platform for contributing towards the country's creation of five million new jobs by 2020.	Skills Development Programmes on Entrepreneurial Skills to Start Enterprises and Technical Competencies to harness the unemployed youth labour with respect to the green economy jobs are some of the skills development implications. Awareness raising amongst youth through various skills development interventions.
National Skills Accord	Representatives of business, organised labour, the community constituency and government have agreed to partnerships to achieving the New Growth Path target of five million new jobs by 2020. The impact is that the workplace will become an active learning environment.	All the eight commitment are relevant to the energy and water sector.

## 8. PUBLIC-PRIVATE PARTNERSHIPS

### 8.1 RESEARCH AND DEVELOPMENT PARTNERSHIPS

As part of the SETA's contribution to operation Phakisa, two research chairs for Oil and Gas Research are being funded. The intention is to ensure that there are collaborative research projects put in place and with management of a sound research agenda to inform skills development and support the growing ocean economy. A solid research base is needed to enable informed planning that anticipates occupational need and ensures an adequate supply of skills, for the different sub-sets of economic activity envisaged in Phakisa.

Another important research partnership is with the Stellenbosch University Water Institute (SUWI). The outcome of the research conducted so far has been important to SETA planning. The research will inform the expansion of partnerships with TVET colleges to deliver programmes that address water sector skills needs, and so the detail of some of the research is set out in the next section on qualification and programme development partnerships. It is this practical and usable research that will inform research partnership development in the period ahead.

A Nuffic funded project launched in 2010 on training in IWRM firmly established the Centre of Water and Sanitation Research (CWSR) at CPUT is one of the key stakeholders in skills development and training.

The EWSETA also entered into partnerships with University of Zululand, University of Kwa Zulu Natal, University of Ferrara, University Di Bologna, University of Johannesburg, University of Venda, University of Stellenbosch, University of Limpopo, University of Western Cape, Walter Sisulu University, Nelson Mandela University, Cape Peninsula University of Technology and Durban University of Technology.

International liaison and overseas study tours also included visits to the National Research Nuclear University (MEPhi), Rosenergoatom, Atomtechnergo and ROSATOM-CICE & T in Moscow, Russia. Visits to Italy and Spain included liaison with the National Research Council in Rome, as well as the four U Alliance Universities and CIC energiGUNE Energy Cooperative Research Centre in Madrid, LEITAT Technological Centre in Barcelona, TKNIKA in the Basque and CTAER, and PSA-Ciemat in Almeria. Through Italian

visit, the outputs is the Green Action Platform Symposium that was hosted by the Italians in partnership with EWSETA in South Africa. The aim of this symposium was to create an opportunity for South African and Italian Authorities to share and discuss views within the three identified domains: Waste Management, Water, and Remediation. Furthermore, the symposium will connect the Italian platform of the best technologies with South African public authorities, associations, research centres, companies, experts, and institutions whom are interested in the implementation of selected Pilot/Demonstration Projects. Finally, the aim was to establish a South African - Italian Platform, called GAP – Green Action Platform. The Platform acts as a permanent entity to plan, design and realise operative projects in the green domain. The Green Action Platform will continue to act as a permanent entity to plan, design and realise operative projects in the green domain.

The EWSETA entered into a strategic partnership with the Southern African Netherlands Chamber of Commerce (SANEC) to facilitate work with Dutch companies in an oil and gas skills training programme and to maximise research, development and innovation opportunities in the energy and water services sector between the two partners. The EWSETA is currently working with SANEC, SAOGA and IRO, to organise a South Africa/Netherlands Oil and Gas Summit.

### 8.2 QUALIFICATION AND PROGRAMME DEVELOPMENT PARTNERSHIPS

EWSETA has successfully entered into partnership with 38 TVETs to accelerate access to occupationally directed qualifications in middle level skills. 25 TVETs partnerships have been in existence for some time and 13 are new partnerships. Aside from working directly with TVET Colleges to identify and support their skills development and training needs, the SETA funded a research project in which the Stellenbosch University Water Institute (SUWI) conducted an educational needs analysis of TVET College lecturers in the South African water sector. The research highlighted some of the challenges in working with public colleges, including: limited number of sector relevant courses at public and private TVET colleges in South Africa; mismatch between the skills needed in the sector and the emphasis placed on these same skills by TVET college lectures in the classroom; and lack of practical experience and / or appropriate qualifications with regard to TVET College lecturers teaching these courses. The research also found that there is unevenness of provision across provinces. Some examples of progress include **Boland College, which** is planning to teach additional water-related courses on its Strand Campus, (Western Cape) from 2015

onwards; **Northern Cape Urban College** is planning to roll out a WWT course in 2014, Motheo College (Free State) and Orbit College (North West) are awaiting accreditation for their WWT courses. Umfolozi College (KwaZulu Natal) and Motheo College (Free State) currently offer water-sector learnerships, while **South West TVET College** (Gauteng) has a vacancy for a “Water Treatment Practice” post, inferring that there is a possibility of future water-related courses or subjects.

In some instances, the partnerships contributed towards the achievement of EWSETA's regional operations strategy. Some of the TVETs Colleges accommodated EWSETA by availing office space. In addition, EWSETA further leveraged on these partnerships as most of the regional stakeholder engagements have been hosted by TVETs Colleges.

CPUT leads a number of qualification development projects with EWSETA and LGSETA and offers degrees and continuous professional development courses in water, sanitation, and wastewater.

### 8.3 EDUCATION AND TRAINING PARTNERSHIPS

The SETA is collaborating with a number of state-owned enterprises (SOEs) responsible for Strategic Integrated Projects. These included ESKOM, the IDC, DBSA, Transnet and the Trans-Caledonian Tunnel Authority (TCTA). Significant levels of training are being funded or co-funded in these projects and such training will be expanded. There is also a partnership with the independent energy producers and the huge skills gaps in this industry are being addressed.

Many of the public TVET colleges that are listed in the previous section are having learners funded in programmes to address occupational needs in the sector and these will expand as the quality of such programmes improves and there is evidence that they meet industry needs. The TVET partnerships have assisted EWSETA in terms of availing office space for EWSETA's regional support. In a number of colleges, capacity challenges are being addressed by partnerships with private education and training providers who are accredited to deliver EWSETA programmes.

Given the importance of workplace learning and addressing the training needs of employees, it is important to expand the partnerships with employers. The partnership with Eskom is an extremely important one. This extends beyond the training done by Eskom that is funded by the SETA. Eskom spends 4.5% of its payroll on education and training.

The sector value chain has identified six sectors as being critical for energy and water. These are Agriculture, Manufacturing, Chemical industry, Transport, Construction, and Local Government. Partnerships are needed with all the relevant SETAs to identify skills needs in the value chain and address them. The basis of these partnerships is already laid. For example, there is a partnership between EW SETA, MerSETA and False Bay TVET college to train 500 learners on domestic solar geyser installation in townships. A recent meeting with LG SETA has produced a partnership agreement that has already resulted in shared responsibility for QCTO qualifications development. A key focal area going forward, will be resource management and the occupations that are mainly located within municipalities.

### 8.4 TRANSFORMATION AND CHANGE PARTNERSHIPS

The EWSETA has engaged with a number of major players in the nuclear, oil and gas sub-sectors, such as the South African Oil and Gas Alliance (SAOGA), to pursue the EWSETA's involvement in Operation Phakisa.

Through a partnership with SAOGA, an opportunity has been created for EWSETA to partner with Government, Business and other SETAs [Manufacturing, Engineering and Related Services SETA (MERSETA), Chemical Industries SETA (CHIETA) and Transport SETA (TETA)]. The purpose of the Working Group is amongst others to develop the skills development roadmap for the Offshore Oil and Gas industry in South Africa.

During the past year, the SETA has engaged government departments (DTI, DoE and DWS, the provincial governments of the Free State, Northern Cape, Eastern Cape and others, District Municipalities (Vhembe, Ehlanzeni, Capricorn and Gert Sibande), TVET Colleges and universities, as well as Aurecon and The Water Academy.

The EWSETA signed a number of strategic Memoranda of Understanding (MoUs) with international partners during the previous financial year to give effect to its NSDS III goals.

Currently, the SETA is in the process of concluding a collaborative agreement with the National Nuclear Regulator (NNR). EWSETA is currently exploring ways to support the Nuclear Industry Associations of South Africa (NIASA) skills development strategy.

## 8.5 NEW PARTNERSHIPS

The main focus over the next few years will be to consolidate and deepen the partnerships that have been developed. Priority will be given to establishing a Research Chair, driving skills development through universities and TVET colleges, working with MerSETA and CHIETA in the energy sector and with LGSETA in the Water sector. Opportunities to partner with CETA to maximise support in the plumbing sector is inevitable. TETA is emerging as a possible partner for skills development support in the blue economy.

Provincial government is becoming increasingly involved in energy diversity strategy and resource management, the SETA will be seeking to work with provinces to ensure that skills development in the two sectors is aligned to provincial plans. A key focus going forward will be to work with employers, including small, emerging companies to support expansion and job creation with training.

