EW SETA

ENERGY AND WATER SECTOR EDUCATION AND TRAINING AUTHORITY

ANNUAL PERFORMANCE PLAN 2024/25

Partnerships for a **Sustainable Tomorrow**

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FOREWORD BY THE MINISTER

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

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated, and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment, or Training (NEET), which is standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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

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

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

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

in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

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

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

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

190 000 workplace-based learning (WBL) opportunities;
150 000 learners registered in skills development programs;
36 375 learners entering artisanal programs;
26 500 learners passing artisanal trades;
53 000 learners completing learnerships;
11 000 learners completing internships; and
128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2024/25 financial year.

Dr. BE Nzimande, MP Executive Authority of Higher Education, Science, and Innovation

ACCOUNTING AUTHORITY STATEMENT

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 Annual Performance Plan for the period 2024/25. The EWSETA is one of the 21 Sector Education and Training Authorities established in accordance with Section 9 of the Skills Development Act No. 97 of 1998 (the Act), Skills Development Levies Act No. 9 of 1999 (SDLA) and has all the powers granted to it in terms of the Act. The main areas of focus of the EWSETA is the energy and water sector, as determined by the Minister of Higher Education and Training in terms of Section 9(2) the Act, read in conjunction with Government Gazette No 33756, RG 9417 (No R1055 of 11 November 2010).

The Annual Performance Plan has been prepared in accordance with the Revised Framework for Strategic Plans and Annual Performance Plans issued by the Department of Planning, Monitoring and Evaluation. We submit the plan in accordance with the requirements of the DHET and the Public Finance Management Act No. 1 of 1999 (the PFMA) and National Treasury Regulations. The Annual Performance Plan includes an updated situational analysis, and revised targets and budgets for the medium term. Output indicators are aligned to the EWSETA strategic outcomes, which in turn have been aligned to the National Skills Development Plan (NSDP) outcomes.

The Annual Performance Plan also takes into consideration provisions in the DHET Service Level Agreement, including support for

- Imperatives contained within Job Summit Agreements.
- Temporary Employee and Employer Relief Scheme as and when needed by the sector.
- Centres of Specialisation and support for International Scholarships.
- World Skills South Africa.
- Revitalisation of Rural and Townships Local Economy.

The Accounting Authority of the EWSETA endorses the Annual Performance Plan. We look forward to working with the DHET in delivering on our mandate in the next year.

Dr. Limakatso Moorosi
Chairperson: EWSETA Accounting Authority

CHIEF EXECUTIVE OFFICER STATEMENT

The 2030 vision set out in the National Development Plan (NDP) requires the country to achieve high levels of economic growth and address unemployment, poverty and inequality, and therefore calls on social partners to work together and invest in skills development in order to achieve the outcomes of the National Skills Development Plan (NSDP), which is an educated, skilled and capable workforce for South Africa. The EWSETA will work towards contributing to the achievement of government priorities as set out in the Medium-Term Strategic Framework (MTSF 2019 - 2024), which are:

Priority 1: Building a capable, ethical and developmental state
Priority 2: Economic transformation and job creation
Priority 3: Education, skills and health
Priority 4: Consolidating the social wage through reliable and quality basic services
Priority 5: Spatial integration, human settlements and local government
Priority 6: Social cohesion and safe communities
Priority 7: A better Africa and world

From a strategic perspective the following strategic pillars have been determined to ensure that the desired impact in the skills development space is achieved.

Pillar 1: Establish a high-performance culture.
Pillar 2: Develop credible mechanism for identification of skills demand and supply.
Pillar 3: Close the scarce and critical skills gap.
Pillar 4: Intensify Continuous Professional Development and career guidance
Pillar 5: Positively contribute to an inclusive economic development.

As a result, the EWSETA aims to achieve the following impact: Improved economic participation.
The implementation of the strategic plan in the next five years will be monitored to ensure that the short-term outcomes and the intended impact is achieved. Management will ensure adequate resources such as finance, human capital and infrastructure are in place to drive the implementation of the strategy.

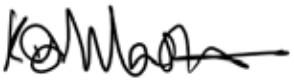
Ms. Mpho Mookapele
EWSETA Chief Executive Officer

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

Was developed by the management of the Energy and Water Sector Education and Training Authority (EWSETA) under the guidance of the EWSETA Accounting Authority; takes into account all the relevant policies, legislation and other mandates for which the EWSETA is responsible.

Accurately reflects the outcomes and outputs, which the EWSETA will endeavour to achieve over the period 2024/25.

Official Responsible for Planning			
Mr. Kabelo Masilo			
Signature		Date	31 March 2024

Chief Financial Officer			
Ms Hunadi Manyatsa			
Signature		Date	31 March 2024

Chief Executive Officer			
Ms. Mpho Mookapele			
Signature		Date	31 March 2024

Approved by Accounting Authority			
Dr. Limakatso Moorosi Accounting Authority Chairperson			
Signature		Date	31 March 2024

ACRONYMS

4IR	Fourth Industrial Revolution
AET	Adult Education and Training
APP	Annual Performance Plan
ARPL	Artisan Recognition of Prior Learning
CBO	Community Based Organisation
CETC	Community Education and Training Colleges
CoS	Centre of Specialisation
DoE	Department of Energy
DoL	Department of Labour
ECSA	Engineering Council of South Africa
ERP	Enterprise Resource Planning
e-QPR	electronic Quarterly Performance Report
EWSETA	Energy and Water Sector Education and Training Authority
HEI	Higher Education Institution
HRDS-SA	Human Resource Development Strategy for South Africa
IST	Inter-SETA Transfer
MIS	Management Information System
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NGP	New Growth Path
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
NSA	National Skills Accord
NSA	National Skills Authority
NSDP	National Skills Development Plan
NEET	Not in Employment, Education or Training
POPI	Protection of Personal Information
PSET	Post School Education and Training System
QPR	Quarterly Performance Report
REIPPPP	Renewable Energy Independent Power Producer Procurement Programme
SETMIS	SETA Management Information Management System
SEZ	Special Economic Zone
SIC	Standard Industrial Classification
STEAM	Science, Technology, Engineering, the Arts and Mathematics
SIPs	Strategic Infrastructure Projects
SLA	Service Level Agreement
SONA	State of the Nation Address
SP	Strategic Plan
SPOL	Sectoral Priority Occupations List
STATSSA	Statistics South Africa
RPL	Recognition of Prior Learning
TVET	Technical and Vocational Education and Training Colleges
UoT	University of Technology
WPPSET	White Paper for Post-School Education and Training
WIL	Work Integrated Learning

PART A:
OUR MANDATE

1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

The EWSETA is not responsible for managing or overseeing any pieces of legislation but responds to the following legislative and policy mandates.

1.1 SKILLS DEVELOPMENT ACT, ACT NO 97 OF 1988

The EWSETA derives its mandate from the Skills Development Levies Act, Act No 97 of 1988 (the Act).
The EWSETA has the following key mandates in terms of this legislation:

a. Develop a sector skills plan within the framework of the national skills development strategy.
b. Implement its sector skills plan by:
   - establishing learning programmes.
   - approving workplace skills plans and annual training reports.
   - 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
   - monitoring education and skills development provision in the sector.
c. Promote learning programmes by:
   - identifying workplaces for practical work experience.
   - supporting the development of learning materials.
   - improving the facilitation of learning; and
   - assisting in the conclusion of agreements for learning programmes, to the extent that it is required.
d. Register agreements for learning programmes, to the extent that it is required.
e. Perform any functions delegated to it by the QCTO in terms of section 26I.
f. When required to do so as contemplated in section 7(1) of the Skills Development Levies Act, collect the skills development levies, and must disburse the levies, allocated to it in terms of sections 8(3)(b) and 9(b), in its sector.
g. Liaise with the National Skills Authority on:
   - the national skills development policy.
   - the national skills development strategy; and
   - its sector skills plan.
h. Submit to the Director-General:
   - any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and
   - strategic plans and reports on the implementation of its service level agreement.
i. Liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information:
   - about placement opportunities; and
   - between education and skills development providers and the labour market.
   (iA) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed.
j. Subject to section 14, appoint staff necessary for the performance of its functions.
   (jA) promote the national standard established in terms of section 30B.
   (jB) liaise with the QCTO regarding occupational qualifications; and
k. Perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act.

1.2 SKILLS DEVELOPMENT LEVIES ACT, ACT NO 9 OF 1999

a. The Skills Development Levies Act, Act No 9 of 1999 (the SDLA) provides for the imposition of a skills development levy on employers to fund the SETA mandate. Chapter 8 of the SDLA provides that Director-General of the Department of Higher Education and Training must allocate:
b. 20% of the levies, interest and penalties collected in respect of a SETA to the National Skills Fund.
c. 80% of the levies, interest and penalties collected in respect of a SETA to that SETA after he or she is satisfied that the SETA has complied with the requirements of the Act.
d. SETAs retain 10% for their own administration, 0.5% the Quality Council for Trades and Occupation (QCTO)

for quality assurance, 20% is dispersed back to compliant and participating employers (Mandatory Grant) and allocate 49% for Discretionary Grants.

e. 80% of DG is for PIVOTAL Grant and 20% is reserved for non-PIVOTAL projects.

f. Non-compliant or non-participating employers' Mandatory Grant is swept into the discretionary pool. SETAs may also apply for additional funding from the National Skills Fund and Unemployment Insurance Funds (UIF) for special projects.

1.3 WHITE PAPER FOR POST SCHOOLS EDUCATION AND TRAINING

The White Paper for Post-School Education and Training (the WPPSET) outlines a policy to enhance the post-school education and training system's ability to satisfy the needs of South African society. It describes policy measures to guide the DHET and the institutions it is accountable for to help build a developmental state with a vibrant democracy and a prosperous economy. The WPPSET has as its main policy objectives the following:

- post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa.
- a single, coordinated post-school education and training system.
- expanded access, improved quality and increased diversity of provision.
- a stronger and more cooperative relationship between education and training institutions and the workplace.
- a post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.

The WPPSET has identified SETA's as key institutions in the effort to bridge education and work.

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

The EWSETA Strategic Plan 2020-25 takes into consideration the following national strategies, plans and policies over the five-year planning period:

2.1 NATIONAL DEVELOPMENT PLAN

The National Development Plan 2030 (the 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 hydroelectricity 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 diversification of 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 also identifies water as being a precursor to reducing poverty and inequality and achieving inclusive economic growth and development. It further states that conservation of natural resources (such as water) is critical and requires the appropriate measures and interventions to be implemented.

An increase in skilled and professional people will be required for construction of additional generation capacity and the management of new plants. Increased maintenance will require additional artisans. Existing artisans will need to acquire new skills. The shift towards renewable energy will require the development of technical skills in wind as well as solar energy. The growing green economy will see an increased need for environmentally skilled technical people. Support programmes for the establishment of new businesses in energy can support the diversification of ownership. The conservation and recycling measures of natural resources such as water will require the appropriate skills to implement and manage the much-needed services.

2.2 MEDIUM TERM STRATEGIC FRAMEWORK

The Medium-Term Strategic Framework (MTSF) is a high-level strategic document to guide the 5 year implementation and monitoring of the NDP 2030. MTSF 2019 - 2024 is a combination of the 5-year NDP Implementation Plan outlined in the State of the Nation Address (SONA) and an Integrated Monitoring Framework. The emphasis of the MTSF 2019 -2024 is on accelerated, spatially referenced, social partnerships-based implementation.

The EWSETA supports the DHET in implementing Priority 3 (Education, Skills and Health) of the MTSF. In particular, the EWSETA will support the skills identified in the Priority Skills Plan to be developed by the DHET. In implementing its Strategic Plan, the EWSETA will always consider the interests of Women, Youth, and People with Disabilities, which are the cross-cutting priorities of the MTSF.

- The role of EWSETA in support of the MTSF is:
- Sectoral Labour Market Demand Articulation
- Skills-related Partnership Development
- Training of employed workers
- Small, Medium and Micro-sized Enterprise Development
- Support of Equity Imperatives
- Support of National Imperatives
- Monitoring and Evaluation

2.3 NEW GROWTH PATH

Aimed at enhancing growth, employment creation and equity, the New Growth Path (NGP) 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. Furthermore, the NGP also states that in a water-constrained country, the investment in water infrastructure is an essential step in the strategy of expanding agriculture and agro-processing.

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.

Water plays a key role in cross-sectoral linkages. In the development of the water infrastructure desperately required by the country, additional, appropriate skills in this regard will be equally essential.

2.4 NATIONAL SKILLS DEVELOPMENT PLAN

The National Skills Development Plan 2030 (NSDP) aims to guarantee that South Africa has adequate, suitable, and high-quality skills contributing to economic growth, job creation, and social development. The NSDP derives from the broader plan of government, namely the National Development Plan (NDP). The role of the EWSETA in support of the NSDP and NDP is to:

On the demand side:
- Conduct labour market research and develop Sector Skills Plans (SSP);
- Develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); and submit quarterly reports.

On the supply side:
- Address sector skills needs and priorities;
- Address scarce and critical skills through implementation of learning programmes (i.e. Artisans and Learnerships);
- Facilitate easy access and different entry points (Articulation and RPL); and
- To collaborate with the relevant Quality Council, especially the Quality Council for Trades and Occupations to ensure quality and provision of learning programmes.

Central to the role of SETAs is to effectively contribute towards the realisation of the outcomes as laid out in the NSDP. The below table shows the NSDP outcomes and sub-outcomes, which this EWSETA Strategic Plan has been aligned to.

Table 1: NSDP Outcomes and Sub-Outcomes

Outcomes	Sub-Outcomes
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level. 1.2 Targets for priority occupations 1.3 Targets for priority qualifications 1.4 Identification of interventions required to improve enrolment and completion of priority occupations
2. Linking education and the workplace	2.1 Opening of workplace-based learning opportunities increased.
3. Improving the level of skills in the South African workforce	3.1 To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy
4. Increase access to occupationally directed programmes	4.1 Occupational qualification developed by the Quality Councils 4.2 Increase access for Intermediate and high-level skills
5. Support the growth of the public college system	5.1 Support the TVET Colleges 5.2 Support the CET Colleges
6. Skills development support for entrepreneurship and cooperative development	6.1 To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives
7. Encourage and support worker-initiated training	7.1 Support for trade unions training institutes
8. Support career development services	8.1 To increase the pool of learners with knowledge and application of STEM subjects 8.2 To work with professional bodies in promoting career pathing

Source: DHET, National Skills Development Plan 2030

2.5 HUMAN RESOURCE DEVELOPMENT STRATEGY FOR SOUTH AFRICA 2010-2030

The Human Resources Developmental Strategy for South Africa (HRDS-SA) is intended to be a coherent, national human resource development framework within which all HRD-oriented policies operate.

3. UPDATES TO RELEVANT COURT RULINGS

Business Unity South Africa (BUSA) instituted review proceedings on two occasions in the Labour Court to set aside the regulations but the most recent application pertaining to the re-promulgation of the Regulation 4(4) was dismissed in 2018. BUSA subsequently launched an appeal against the judgment of the Labour Court.

The appeal was heard in the Johannesburg Labour Appeal Court on 20 August 2019. Judgment has been handed down and the appeal was successful. The Labour Court's judgment has been set aside and is replaced with the following:

Regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998 is set aside.

Regulation 4(4) provides that 20% of the levies paid by the employer in terms of the SDLA during each financial year will be paid to the employer who submits a WSP and ATR.

It is expected that the DHET will provide a directive to the SETAs on the implementation of this ruling.

PART B:
OUR STRATEGIC FOCUS

4. UPDATED SITUATIONAL ANALYSIS

The EWSETA is now in the fourth year of implementing its five-year strategic plan. As part of the 2024/25 planning cycle, changes in the organisations' operating environment guide the annual revision of the APP.

A formal environmental assessment is conducted annually to ensure the EWSETA achieves its strategic pillars as set by management and approved by the Board. Through this process, various planning tools for situational or diagnostic analysis (SWOT, PESTEL, SOAR, Logframe, etc.) are used by the organisation in identifying critical factors which may hamper the organisation from achieving its strategic objectives, or that may present opportunities in pursuing its strategic objectives.

The Situational Analysis considers both the external and internal environments in providing context for the implementation of the strategic activities of the EWSETA.

4.1 EXTERNAL ENVIRONMENTAL ANALYSIS

4.1.1 SCOPE OF COVERAGE

The EWSETA is a public entity established in terms of the Skills Development Act 97 of 1998 (as amended) and has a mandate to facilitate skills development within the energy and water sector of the economy. The scope of industrial coverage of the EWSETA is defined in terms of the following Standard Industrial Classification (SIC) Codes shown in Table 2 below.

Table 2: EWSETA SIC Codes

SIC Code	Sector	Subsector	No. of Companies 2021/22	Percentage (%) of Companies 2021/22	Variance (%) 2020/21-2021/22	No. of Companies 2022/23	Percentage (%) of Companies 2022/23	Variance (%) 2021/22-2022/23
41111	Energy	Generation of energy	573	20	8.52	602	19.64	5.06
41112	Energy	Distribution of purchased electric energy only	150	5.24	7.14	153	4.99	2.00
41114	Energy	Generation of renewable energy	327	11.41	11.22	361	11.78	10.40
41115	Energy	Transmission of energy	57	1.99	16.33	59	1.92	3.51
41116	Energy	Project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks, and systems	621	21.68	7.81	652	21.27	4.99
41118	Energy	Marketing of electricity	169	5.9	4.32	213	6.95	26.04
41200	Energy	Manufacture of gas; distribution of gaseous fuels through mains	294	10.26	10.11	314	10.24	6.80
41300	Energy	Steam and hot water supply	31	1.08	3.33	32	1.04	3.23
50222	Energy	Construction of pylons for electric transmission lines	59	2.06	3.51	67	2.19	13.56
87141	Energy	Industrial research for electrical energy	116	4.05	7.41	124	4.05	6.90
42000	Water	Collection, purification, and distribution of water	187	6.53	4.47	196	6.39	4.81
42001	Water	Public water enterprises: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	15	0.52	7.14	15	0.49	0.00
42002	Water	Private water companies: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	38	1.33	5.56	39	1.27	2.63
42003	Water	Irrigation Boards: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	18	0.63	5.88	18	0.59	0.00
94003	Water	Water and sanitation services (potable water supply, domestic wastewater, and sewage systems)	210	7.33	3.96	220	7.18	4.76
Grand Total			2865	100	7.75	3065	100.00	6.98

Source: Adapted from SARS SDL Database (2022/23)

According to the SARS SDL data extracted in January of 2023, the energy and water sector grew by an overall average of 6.98% registered companies between 2021/22 and 2022/23. Some of the most significant growth variances related to the marketing of electricity (26.04%), followed by the construction of pylons for electric transmission lines (13.56%) and the generation of renewable energy (10.40%). Furthermore, with no negative variances indicated, it appears the sector is on an upward growth trajectory.

4.1.2 SOUTH AFRICAN CONTEXT: DEMOGRAPHIC PROFILE

Incorporating macro-environmental factors into the planning cycle enables the EWSETA to employ decision-making processes grounded in evidence, with a particular emphasis on benefiting the energy and water sector. This comprehensive understanding of the market serves as the foundation for shaping the EWSETA's responses, especially concerning how the organization intends to tackle the triple challenge of unemployment, poverty, and inequality. This approach is further underscored by a specific focus on addressing the needs of the most vulnerable, i.e. women, youth, and individuals with disabilities.

In October 2023, the results from the fourth census post-democracy (herein referred to as "Census 2022") were published by Statistics South Africa. Census 2022 provides valuable insights into the population and demographic of South Africa in 2022, and key insights are shared in this situational analysis.

4.1.2.1 Population Estimates

According to the Census 2022, the population of South Africa increased from 40.5 million in 1996 to just over 62 million in 2022. Looking at the period 2011-2022, the population of South Africa increased from 51,7 million in 2011 to more than 62 million in 2022. This represents an average population growth rate of 1,8% per annum in the period 2011-2022. Based on Trading Economics' econometric models, the South Africa Population is projected to trend around 63.00 million in 2024 and 63.50 million in 2025.

According to the Census 2022, the Black African group remain the dominant group in South Africa, making up 81.4% of the population. The Coloured and White group are a distant second and third, making up 8.2% and 7.3% of the population respectively. The Indian/Asian group are the minority group, representing only 2.7% of the population. The population group proportions are shared in Table 3.

Table 3: Population estimates for South Africa by population group, 2022.

Population group	Number	% of total population
Black African	50 486 856	81.4
Coloured	5 052 349	8.2
Indian/Asian	1 697 506	2.7
White	4 504 252	7.3
Other	247 353	0.4
Unclassified	39 189	0.06
Total	62 027 503	100.0

Source: Census 2022, Statistics South Africa (StatsSA))

Table 4 reflects the population by sex. Table 5 then considers the 'sex ratio' per population group, which provides the number of males for every 100 females in the population. A sex ratio above 100 indicates more males than females in the population, and a sex ratio below 100 indicates more females in the population.

Table 4: Population estimates for South Africa by sex, 2022.

Sex	Number	% of total population
Male	30 078 757	48.5
Female	31 948 745	51.5

Source: Census 2022, Statistics South Africa (StatsSA)

Table 5: Sex ratio per population group, 2022.

Population group	Sex Ratio
Black African	94
Coloured	91
Indian/Asian	102
White	94
South Africa	94.1

Source: Census 2022, Statistics South Africa (StatsSA)

The median age is a statistical measure that identifies the age at which exactly half of the population falls above, and the remaining half falls below. The median age results for Census 2022 are displayed in Table 6. The relatively young median age of 27 years for the Black African population group indicates that a significant proportion of this demographic is comprised of young individuals. This suggests a high birth rate and a youthful population, which can have implications for education, workforce, and social services planning. It also signifies the potential for a growing labour force in the future. The White population group exhibits the highest median age at 45, reflecting a comparatively older demographic. This suggests a population with a larger share of individuals in their middle to later years of life. An aging population can pose challenges related to healthcare, retirement, and potential labour force implications.

Table 6: Median age per population group, 2022.

Population group	Median Age
Black African	27
Coloured	30
Indian/Asian	37
White	45
South Africa	28

Source: Census 2022, Statistics South Africa (StatsSA)

4.1.2.2 Languages Spoken

Language prevalence is an important factor in designing relevant skills development initiatives. Table 7 provides the languages spoken most often according to Census 2022. isiZulu continued to be the most widely spoken language in the country, accounting for nearly a quarter of the population at 24.4%. Following isiZulu, isiXhosa was the second most spoken language at 16.3%, and Afrikaans was the third at 10.6%. Notably, there was a decline in the number of Afrikaans speakers, decreasing from 14.5% in 1996 to 10.6% in 2022, followed by a decrease in isiXhosa speakers.

The percentage of individuals who spoke English, Xitsonga, and Tshivenda remained relatively stable over the years, as reflected in Table 7. The data also revealed that less than 1% of the population communicated using sign language in both the 2011 and 2022 Censuses. It's worth noting that sign language was officially recognized as South Africa's 12th official language in July 2023, backed by legal recognition as one of the country's official languages.

Table 7: Population distribution by language spoken most often in the household, Census 2022.

Language	Census Year			
	1996	2001	2011	2022
Afrikaans	14,5	13,4	13,5	10,6
English	8,7	8,3	9,7	8,7
IsiNdebele	1,5	1,6	2,1	1,7
IsiXhosa	17,9	17,6	16,0	16,3
IsiZulu	22,8	23,8	22,7	24,4
Sepedi	9,2	9,4	9,0	10,0
Sesotho	7,7	7,9	7,6	7,8
Setswana	8,2	8,2	8,0	8,3
Sign Language	0,0	0,0	0,5	0,02
Siswati	2,5	2,7	2,5	2,8
Tshivenda	2,2	2,3	2,4	2,5
Xitsonga	4,4	4,4	4,5	4,7
Other	0,6	0,5	1,6	2,1

Source: Census 2022, Statistics South Africa (StatsSA))

4.1.2.3 Disability Estimates

Incorporating disability demographics to planning is essential for policy-makers and academics to ensure that interventions are designed to uplift persons with disabilities. Reference is specifically made to seeing, hearing, communicating, walking or climbing stairs, remembering or concentrating disabilities. Table 8 below provides the distribution of population aged 5 years and older by type of assistive device.

Table 8: Distribution of population aged 5 years and older by type of assistive device, Census 2011 and 2022.

Assistive Device	Usage of assistive device	2011		2022	
		Number	%	Number	%
Eyeglasses /spectacles/ contact lenses	Yes	6 142 804	14,0	6 386 536	11,6
	No	37 606 365	85,8	48 496 463	88,2
	Do not know	98 223	0,2	126 642	0,2
	TOTAL	**43 847 392**	**100**	**55 009 641**	**100**
Hearing aid	Yes	1 243 275	2,8	631 914	1,1
	No	42 382 644	96,9	54 225 820	98,6
	Do not know	105 159	0,2	147 853	3,0
	TOTAL	**43 731 078**	**100**	**55 005 587**	**103**
Walking stick / walking frame / crutches	Yes	1 397 314	3,2	1 047 754	1,9
	No	42 261 918	96,6	53 814 484	97,6
	Do not know	76 301	0,2	143 282	0,3
	TOTAL	**43 735 533**	**100**	**55 005 520**	**100**
Prosthesis / artificial limb	Yes	0	0,0	427 840	0,8
	No	0	0,0	52 341 834	98,9
	Do not know	0	0,0	132 879	0,3
	TOTAL	**0**	**0**	**52 902 553**	**100**
Wheelchair	Yes	1 012 706	2,3	450 308	0,9
	No	42 574 017	97,5	52 330 210	98,9
	Do not know	84 159	0,2	124 912	0,2
	TOTAL	**43 670 882**	**100**	**52 905 430**	**100**

Source: Census 2022, Statistics South Africa (StatsSA))

4.1.2.4 Provincial Estimates

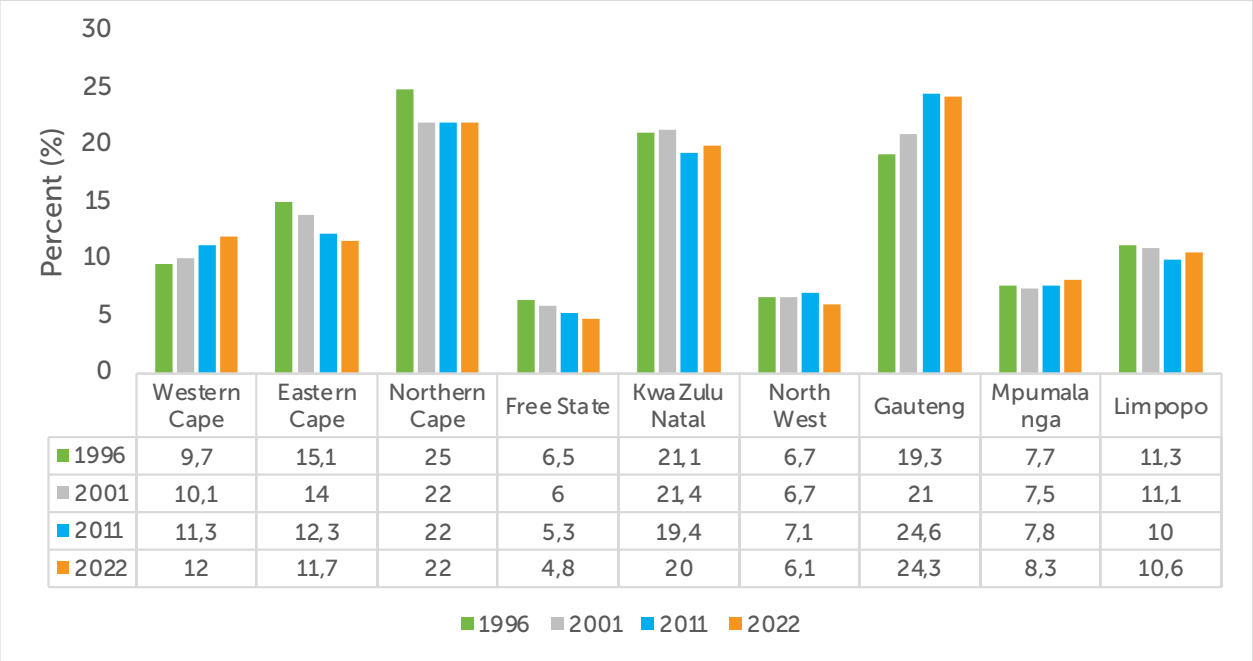
With 24.3% of the population (over 15 million people) as residents, Gauteng remains the most populous province in South Africa. KwaZulu-Natal is the second most populated province, with 20% (almost 12.5 million people) residents. Western Cape has shown strong growth in population, with a 27.7% change in population from 2011 (5.8 million people) to 2022 (7.4 million people). The least occupied province in Northern Cape, with only 2.2% of the population (1.355 million people) living in the Northern Cape. The split of the population across the provinces is provided in Table 9 and Figure 1.

Table 9: Population by Province in 2022.

Province	Number	% of total population
Eastern Cape	7 230 204	11.7
Free State	2 964 412	4.8
Gauteng	15 099 422	24.3
KwaZulu-Natal	12 423 907	20.0
Limpopo	6 572 721	10.6
Mpumalanga	5 143 324	8.3
Northern Cape	1 355 946	2.2
North-West	3 804 548	6.1
Western Cape	7 433 019	12.0
Total	**62 027 503**	**100.0**

Source: Census 2022, Statistics South Africa (StatsSA))

Figure 1: Percentage distribution of the population by province, Census 1996 – 2022.



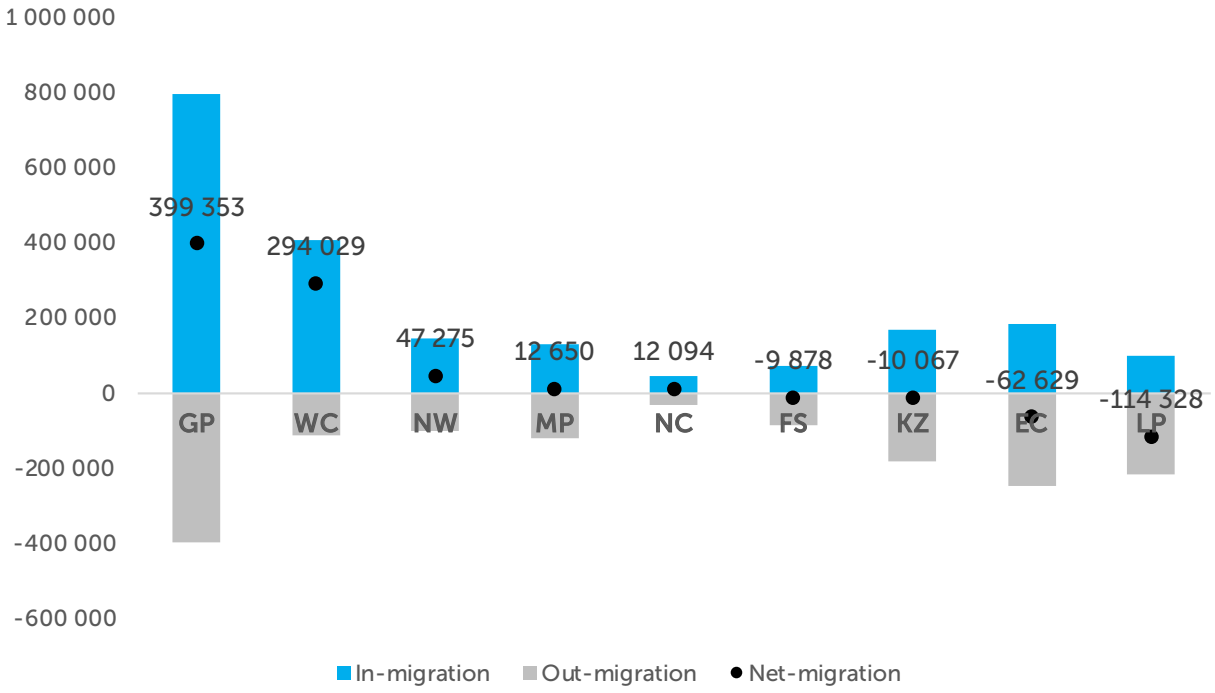
Source: Census 2022, Statistics South Africa (StatsSA)

4.1.2.5 Internal and International Migration Streams

South Africa is faced with both internal and international migration, as well as the movement of people from rural to urban areas, which lies at the heart of urbanisation. Migration represents a significant demographic phenomenon that influences the age distribution and geographic distribution of the provincial population.

Looking at the Migration Streams between 2011 and 2022, according to Census 2022, Gauteng and the Western Cape provinces experienced the largest positive net migration, with approximately 399,353 and 294,029 individuals respectively. Limpopo recorded the largest negative net-migration, followed by Eastern Cape. Figure 2 provides a visual representation of the provinces that saw the most significant inflow and outflow of migrants.

Figure 2: Net migration by Province in 2022.



Source: Census 2022, Statistics South Africa (StatsSA)

In terms of population sending countries to South Africa, Zimbabwe is registered as the dominant country of origin, with over 1 million Zimbabweans living in South Africa. Mozambique has less than half of this population in South Africa. Figure 3 provides an overview of the top 20 sending countries to South Africa.

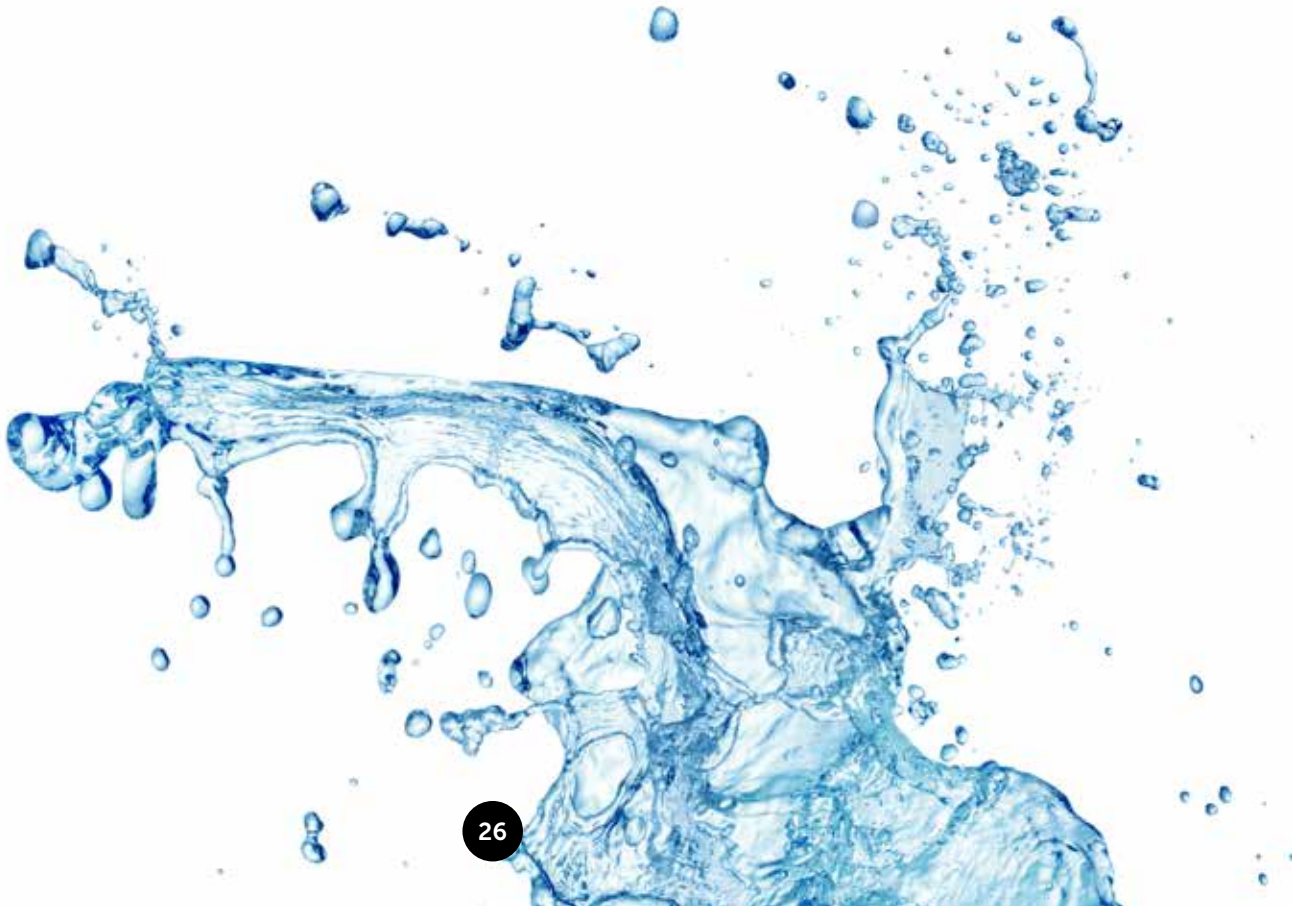
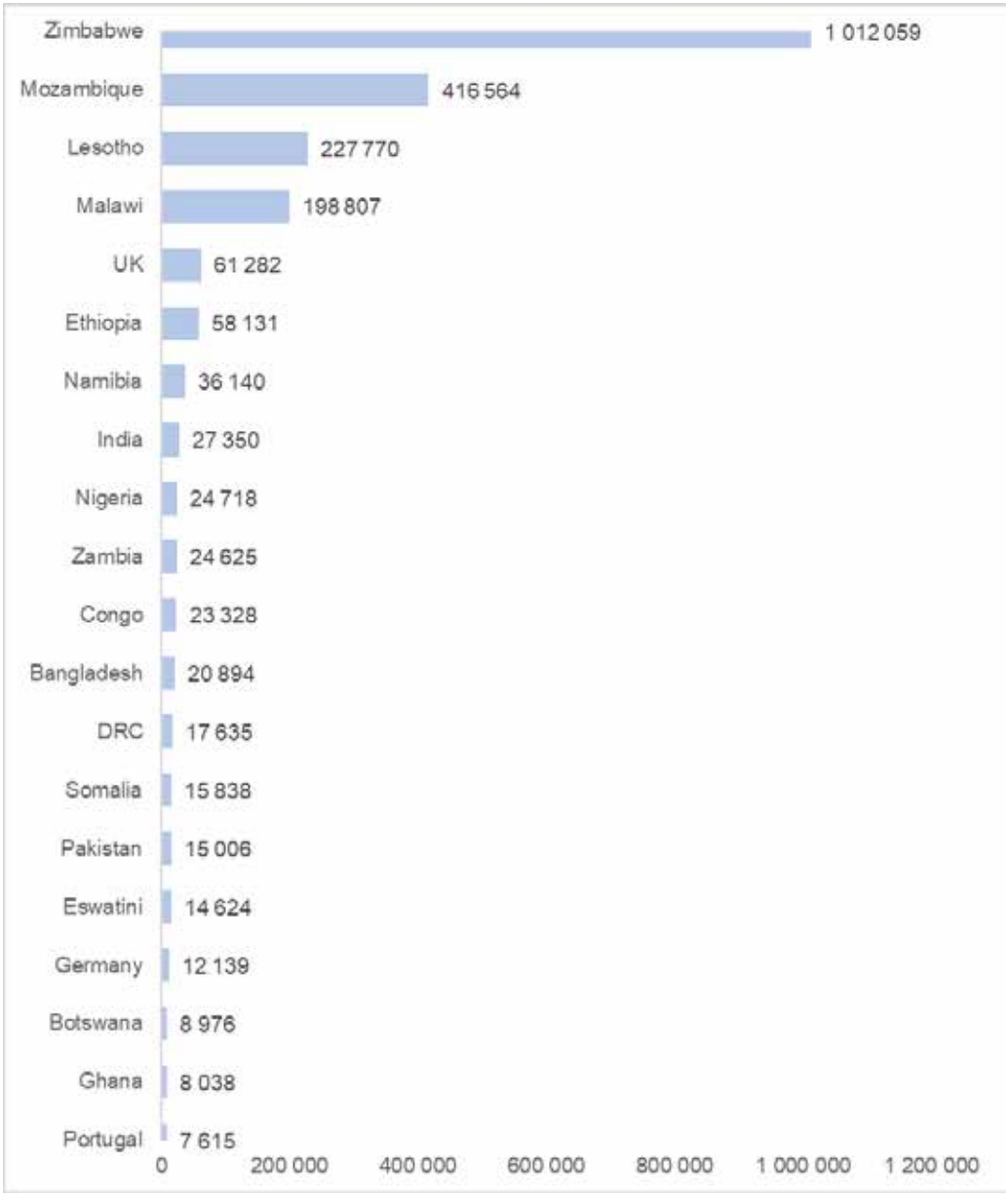


Figure 3: Top 20 sending countries to South Africa in 2022.



Source: Census 2022, Statistics South Africa (StatsSA))

4.1.2.6 Population by access to education

Post-democracy, there has been a significant improvement in the number of South Africans who have access to education. In 1996, 19.1% of the population aged 20 years and older had no formal education, but this figure has decreased significantly to 6.9% in 2022. In 1996, only 16.3% of the 20 years and older population had completed secondary school, and this has more than doubled to 37.6% in 2022. There is still significant work to do to ensure the South African landscape tertiary education transforms, with only 12.2% of the 20 years and older population attaining post-school education. This is particularly relevant for unemployment initiatives, as discussed later in this situational analysis.

The racial disparity in access to education is still prevalent, as according to Census 2022. The percentage distribution of educational attainment of the population 20 years and older is depicted in Figure 4. When it comes to post-school education, significant disparities are evident predominantly among distinct population groups. For instance, irrespective of sex, the White population group exhibits the highest proportion of post-school education achievement, followed by the Indian/Asian population group, which reports roughly half the rate of the White population group. However, noteworthy disparities become particularly evident within the Black African and Coloured population groups. Both of these groups display lower levels of post-school education attainment, and these levels are closely comparable between the two population groups.

Figure 4: Percentage distribution of population aged 2 years and older by educational attainment, population group and sex, Census 2022.

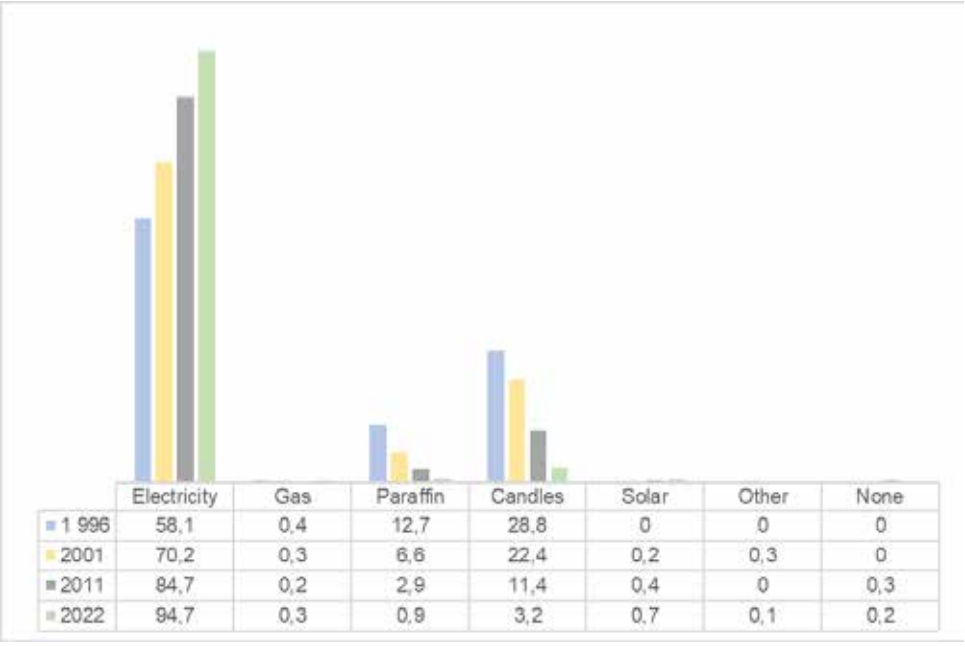
	(B) M	(B) F	(C) M	(C) F	(I) M	(I) F	(W) M	(W) F	Total M	Total F
No Schooling	6,9	9,0	3,0	3,1	3,6	3,8	1,5	1,4	6,0	7,6
Some Primary	8,1	8,2	8,5	8,9	3,4	5,7	0,6	0,6	7,2	7,5
Completed Primary	3,8	3,6	5,5	5,8	1,9	2,6	0,4	0,4	3,6	3,5
Some secondary	34,3	32,2	39,7	38,5	21,3	20,9	14,8	15,4	32,5	30,8
Completed secondary	38,1	36,5	34,2	33,5	48,0	44,7	40,4	41,8	38,3	36,9
Post school	8,2	9,9	8,3	9,5	20,5	21,5	40,1	38,5	11,6	12,8
Other	0,6	0,7	0,7	0,6	1,2	1,0	2,1	1,8	0,8	0,8

Source: Census 2022, Statistics South Africa (StatsSA)

4.1.2.7 Population by access to energy

The percentage of households relying on electricity as their primary source of lighting energy experienced a substantial increase, rising from 58.1% in 1996 to 94.7% in 2022. Conversely, the usage of paraffin and candles as the primary sources of lighting energy decreased over this period. In 1996, 28.8% of households used candles for lighting, a figure that dropped to just 3.2% in 2022. Similarly, the use of paraffin for lighting declined, with only 0.9% of households using it in 2022, compared to 12.7% in 1996. The access to energy trend is highlighted in Figure 5.

Figure 5: Percentage distribution of households by main source of energy used for lighting.



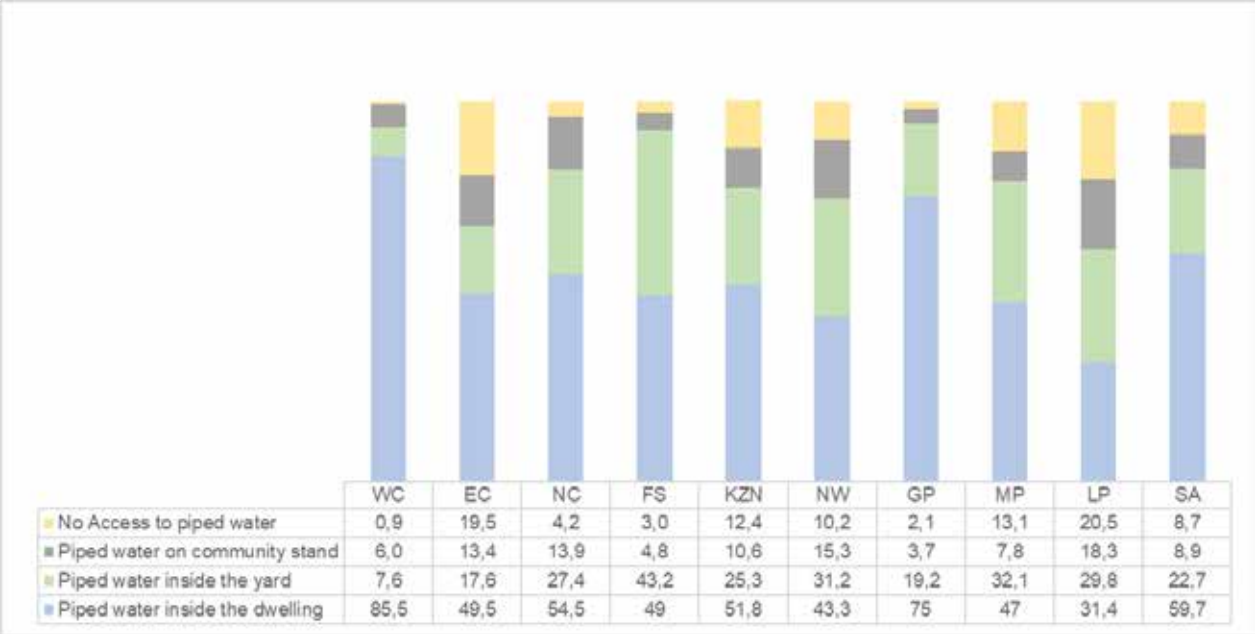
	Electricity	Gas	Paraffin	Candles	Solar	Other	None
1 996	58,1	0,4	12,7	28,8	0	0	0
2001	70,2	0,3	6,6	22,4	0,2	0,3	0
2011	94,7	0,2	2,9	11,4	0,4	0	0,3
2022	94,7	0,3	0,9	3,2	0,7	0,1	0,2

Source: Census 2022, Statistics South Africa (StatsSA)

4.1.2.8 Population by access to water and sanitation

In 2022, over 82% of households in South Africa had access to piped water either inside their dwelling or inside their yard. People in Western Cape had the highest access to piped water, while people in Limpopo had the lowest. Figure 6 provides a breakdown of access to water by province.

Figure 6: Percentage distribution of households by access to piped water and province.

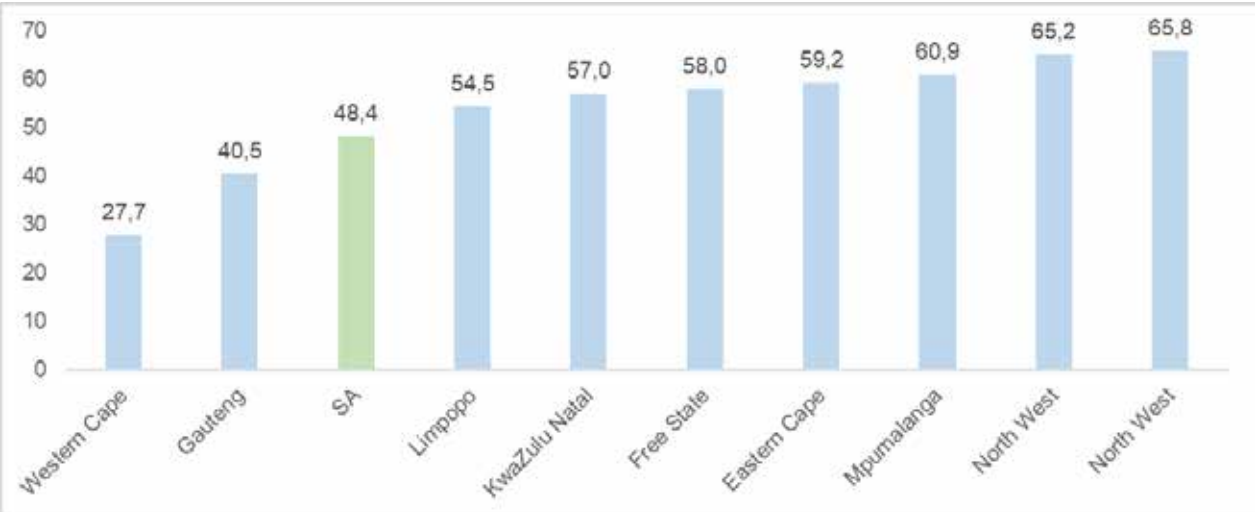


	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
No Access to piped water	0,9	19,5	4,2	3,0	12,4	10,2	2,1	13,1	20,5	8,7
Piped water on community stand	6,0	13,4	13,9	4,8	10,6	15,3	3,7	7,8	18,3	8,9
Piped water inside the yard	7,6	17,6	27,4	43,2	25,3	31,2	19,2	32,1	29,8	22,7
Piped water inside the dwelling	85,5	49,5	54,5	49	51,8	43,3	75	47	31,4	59,7

Source: Census 2022, Statistics South Africa (StatsSA)

Comparing the results of Census 2022 to those in 2011, there has been a slight improvement in the use of a regional/local water scheme as the main source of water used by households over. In 2011, 79.7% of people's main water source was a regional/local water scheme, while this grew to 82.7% in 2022. For households with their main water sources as a regional/local water scheme, water interruptions are a reality for 48.4% of people. In the context of water interruptions, households in the Western Cape (27.7%) and Gauteng (40.5%) reported rates below the national average of 48.4%. In contrast, a considerably larger percentage of households in Mpumalanga (60.9%), North West (65.2%), and the Northern Cape (65.8%) reported experiencing interruptions in their water supply. These rates are depicted in Figure 7.

Figure 7: Percentage distribution of households that reported water interruptions by province.

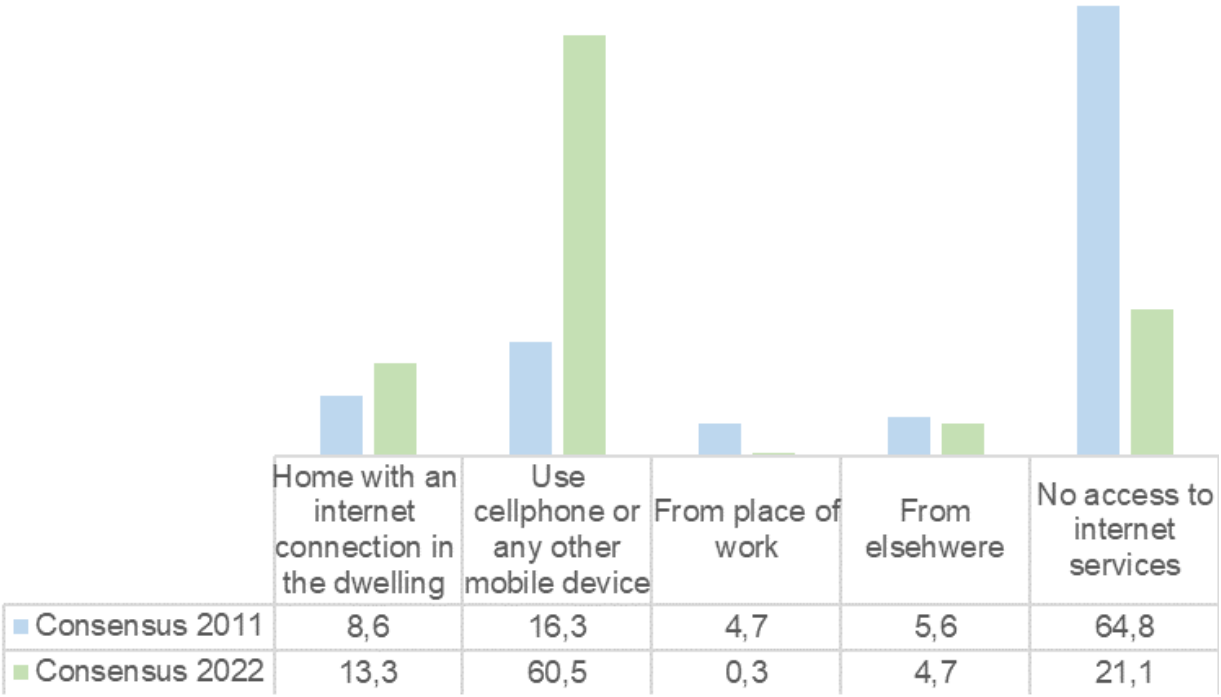


Source: Census 2022, Statistics South Africa (StatsSA)

4.1.2.9 Population by access to internet

There has been a significant decrease in households without internet access (from 64,8% in 2011 to 21,1% in 2022), with more households using mobile devices (60.5%) and accessing the internet at home (13.3%). Workplace-based internet access has significantly declined, dropping to just 0.3% in 2022 from 4.7% in 2011. Another important statistic is that 92.1% of households have access to a cellphone, making the cellphone the most universal owned good in South Africa in 2022. Figure 8 summarises these findings.

Figure 8: Percentage distribution of households by main access to internet.



	Home with an internet connection in the dwelling	Use cellphone or any other mobile device	From place of work	From elsehwere	No access to internet services
Consensus 2011	8,6	16,3	4,7	5,6	64,8
Consensus 2022	13,3	60,5	0,3	4,7	21,1

Source: Census 2022, Statistics South Africa (StatsSA))

4.1.3 THE SOUTH AFRICAN ECONOMY

Amid rising unemployment and a national load-shedding crisis, South Africa's economy remains challenged. South Africa's sluggish economic growth can also be attributed to fluctuating commodity prices and a difficult global economic landscape. To attain growth that generates ample employment opportunities and promotes inclusivity, it is imperative to implement further comprehensive reforms.

The discussion below provides an abstract of the South African economic landscape. These factors inevitably have an impact on learners and employers operating within the energy and water sector.

4.1.3.1 Gross Domestic Product

The impact of the COVID-19 pandemic, coupled with other external factors, is still evident on the South African economy. The gross domestic product (GDP) growth in South Africa remains low, as illustrated in Table 9. Although there has been gains since the COVID-19 pandemic, the current levels of growth do not reflect an expanding economy and prosperity; conversely, the current GDP growth of 0.9% promotes purse-tightening and stringent economic measures. Growth in GDP is vital for the driving of job creation. Learners in the energy and water sector need an enabling environment to attain jobs post successful completion of their programmes.

Table 10: Real GDP Growth Rate % (Annual Percent Change)

2018	2019	2020	2021	2022	2023	2024	2025
1.6	0.3	-6.0	4.7	1.9	0.9	1.8	1.6

Source: IMF Data Mapper, October 2023

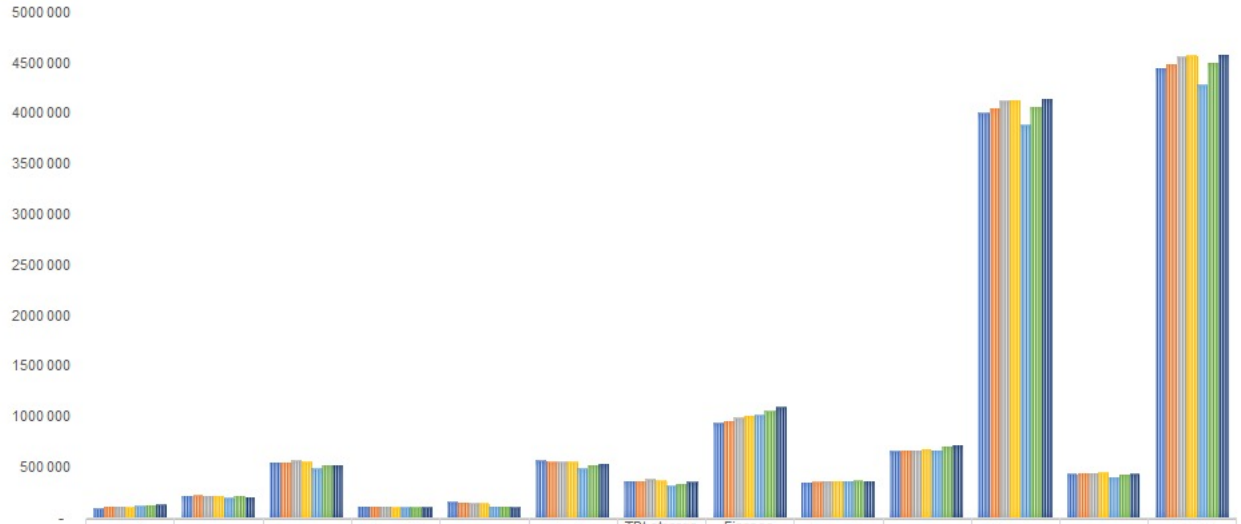
4.1.3.2 Industry Performance

The annual GDP growth rate of 1.9% in 2022 was primarily driven by increased economic activity in several sectors, namely:

- Finance: contributed 0.9 percentage points to the overall growth with a 3.9% expansion.
- Transport, Storage, and Communication: contributed 0.6 percentage points to the growth, with an impressive 8.6% increase.
- Personal Services: contributed 0.4 percentage points with a growth rate of 2.7%.
- Trade, Catering, and Accommodation: contributed 0.4 percentage points to the growth, with a 3.5% increase.

However, several sectors experienced negative growth in 2022, including: Mining and Quarrying; Manufacturing; Electricity, Gas, and Water; Construction Industries; General Government Services. These sectors recorded a decrease in economic activity during the same period. Figure 9 and Figure 10 share the industry valued added and GDP growth rate.

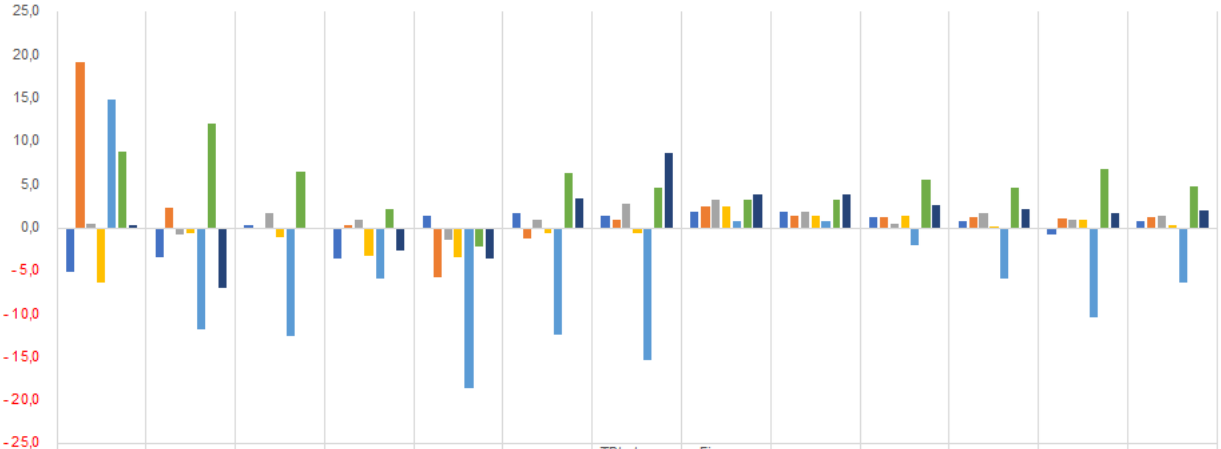
Figure 9: Industry value added and GDP - ZAR (constant 2015 prices, seasonally adjusted and annualised).



	Agri, Forestry & Fishing	Mining	Manufac-turing	Electricity, gas and water	Construction	Trade, catering and accomm	TPt storage and communi-cation	Finance, real estae and business erv	General government serv	Personal serv	Total value added at basic prices	Taxes less subsidies	GDP at market prices
2016	93 672	220 141	555 880	109 947	155 996	564 261	365 766	938 154	351 165	659 643	4014 646	435 525	4450 171
2017	111 545	225 420	554 833	110 275	147 076	556 707	369 580	961 364	356 086	668 356	4061 243	440 458	4501 702
2018	112 068	223 612	563 798	111 265	145 032	562 107	379 755	993 560	362 979	671 397	4125 573	444 659	4570 222
2019	104 841	222 188	557 941	107 574	140 161	558 261	376 918	1018 520	368 065	680 955	4135 425	448 676	4584 101
2020	120 512	196 005	488 409	101 222	114 259	486 785	318 868	1025 264	370 512	667 224	3891 061	402 294	4293 356
2021	131 149	219 523	520 303	103 420	111 701	519 885	333 790	1059 054	371 044	704 234	4074 103	430 189	4504 292
2022	131 508	204 187	520 022	100 760	107 790	538 336	362 528	1100 470	369 771	723 477	4158 848	437 436	4596 283

Source: Census 2022, Statistics South Africa (StatsSA)

Figure 10: Growth rates in Industry value added and GDP (constant 2015 prices and seasonal.



	Agri, Forestry & Fishing	Mining	Manufac-turing	Electricity, gas and water	Construction	Trade, catering and accomm	TPt storage and communi-cation	Finance, real estae and business erv	General government serv	Personal serv	Total value added at basic prices	Taxes less subsidies	GDP at market prices
2016	-5,2	-3,4	0,4	-3,6	1,4	1,6	1,5	1,8	1,9	1,2	0,8	-0,8	0,7
2017	19,1	2,4	-0,2	0,3	-5,7	-1,3	1,0	2,5	1,4	1,3	1,2	1,1	1,2
2018	0,5	-0,8	1,6	0,9	-1,4	1,0	2,8	3,3	1,9	0,5	1,6	1,0	1,5
2019	-6,4	-0,6	-1,0	-3,3	-3,4	-0,7	-0,7	2,5	1,4	1,4	0,2	0,9	0,3
2020	14,9	-11,8	-12,5	-5,9	-18,5	-12,4	-15,4	0,7	0,7	-2,0	-5,9	-10,3	-6,3
2021	8,8	12,0	6,5	2,2	-2,2	6,4	4,7	3,3	3,3	5,5	4,7	6,9	4,9
2022	0,3	-7,0	-0,1	-2,6	-3,5	3,5	8,6	3,9	3,9	2,7	2,1	1,7	2,0

Source: Census 2022, Statistics South Africa (StatsSA)

4.1.3.3 Labour Participation and Unemployment

The labour force participation rate is the proportion of the working-age population that is either employed or unemployed. The Labour force participation rate increased from 58.5% in Q4 2022 to 59.4% in Q1 2023.

However, unemployment in South Africa remains worrying. In 2023, the unemployment rate remained above 32%, making South Africa one of the countries with the highest unemployment rate. According to Trading Economics, the unemployment rate in South Africa has averaged 27% between 2000 and 2023, with an all-time high of 35.3% being reached in the fourth quarter of 2021. Table 11Table 11: South African unemployment rate (%) per quarter. provides an overview of the high unemployment rate in South Africa.

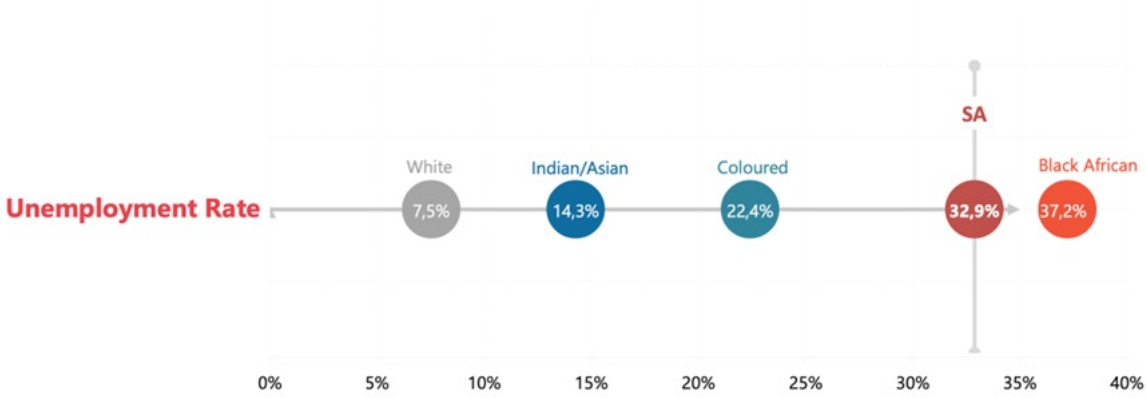
Table 11: South African unemployment rate (%) per quarter.

Q4 2020	Q1 2021	Q2 2021	Q3 2021	Q4 2021	Q1 2022	Q2 2022	Q3 2022	Q4 2022	Q1 2023	Q2 2023
30.8	30.8	32.5	32.6	34.4	35.1	34.5	33.9	32.9	32.7	32.6

Source: Trading Economics and Statistics South Africa

The unemployment rate remains highest amongst the Black African group, with 32.8% of Black Africans unemployed in Q2 2023. The rate is lower amongst the other groups, with Coloured, Indian/Asian, and White South Africans reflecting an unemployment rate of 21.9%, 16.6%, 7.4% respectively for the same period. This unemployment disparity is depicted in Figure 11.Figure 11: Unemployment Rate by population group in Q1 2023.

Figure 11: Unemployment Rate by population group in Q1 2023.



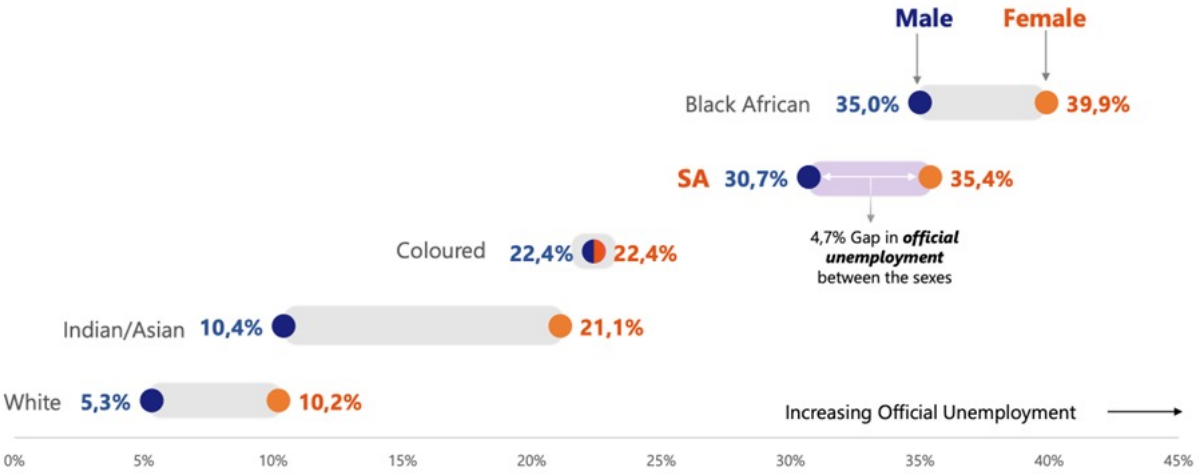
Source: Statistics South Africa

4.1.3.4 Unemployment in South Africa

Since the life-changing impact of COVID-19, unemployment levels realised record highs across many economies, and South Africa was no exception. Even before the ill effects of the pandemic, South Africa was grappling with high unemployment rates, which remain high, especially amongst the youth. By the third quarter (Q3) of 2022, unemployment had reached 32.90% (followed by a slight decrease to 32.70% in Q4 of 2022), with those aged 15-24 years and 25-34 years, i.e., youth reporting a staggering 59.6% and 40.5% unemployment rates, respectively, in the same period. The diagram below graphically depicts the extent of unemployment in South Africa between 2017 and 2022.

Women remain the vulnerable sex when considering unemployment, with Black African women being the most impacted with an unemployment rate of 39,9% in Q1:2023. The difference in unemployment per sex is shared in Figure 12.

Figure 12: Unemployment rate by population group and sex in Q1 2023.

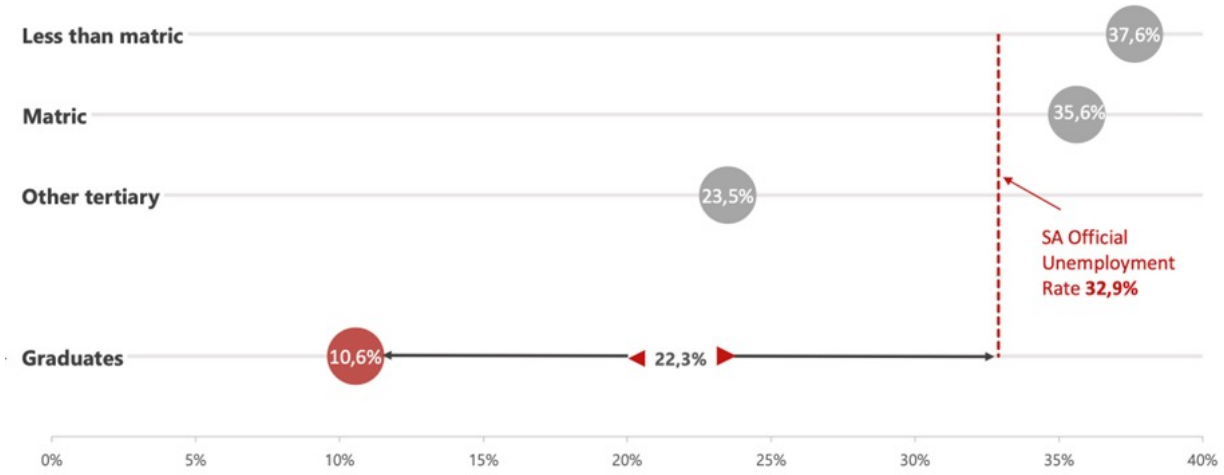


Source: Statistics South Africa

There have been some positive gains in 2023. Although the unemployment rate remains high, it currently falls at the lowest rate since 2021. In Q2 2023, approximately 16.346 million people were unemployed, while the labour force increased to 24.268 million. These job gains were mainly from construction, trade, and community and social services. Conversely, decreases in jobs were reported from manufacturing, finance, and transport.

The graduate unemployment rate (10,6%) is 22.3 percentage points lower than the national official unemployment rate. The highest unemployment rate is amongst those without a matric qualification. The difference in employment as per qualifications obtained is demonstrated in Figure 13.

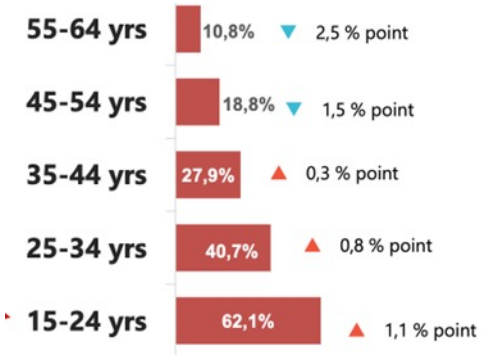
Figure 13: Unemployment rate per qualification type in Q1 2023.



Source: Statistics South Africa

The lack of employment among the youth remains alarming, with Figure 14 contrasting unemployment rates for the different age groups. Youth aged 15-24 years and 25-34 years recorded the highest unemployment rates of 62.1% and 40.7% respectively. The lowest unemployment rate is observed in the 55-64 years category at 10.8% unemployment. Approximately 3.7 million (36.1%) out of 10.2 million young people aged 15-24 years were not in employment, education or training, while 6.5 million youth were in employment, education or training.

Figure 14: Unemployment rate per age category in Q1 2023.



Source: Statistics South Africa

There are multiple factors contributing to the high unemployment rate in South Africa. EWSETA is cognisant of this environment and our policies and learning programmes need to correspond to these environmental constraints.

4.1.3.5 SONA 2023 Commitments

As part of the State of the Nation Address in 2023 (SONA 2023), President Cyril Ramaphosa outlined a set of actions to end load shedding, restore the economy, tackle crime, improve service delivery and rebuild public institutions. The five priorities noted were (1) growing the economy, (2) building better lives, (3) making communities safer, (4) fighting corruption and (5) making government work.

Aligned with these priorities, 62 commitments were made by the president. Progress has been made with some of those commitments. Those most relevant to the energy and water sector are:

- Announce and implement changes to bounce-back loan scheme to encourage greater rooftop solar use: Energy bounce-back loan guarantee scheme provides financing to small businesses for rooftop solar.
- Introduce incentives to encourage businesses and households to install rooftop solar panels: Individuals who install rooftop solar panels from 1 March 2023 will be able to claim a tax rebate.
- Appoint Minister in the Presidency for Electricity to oversee implementation of the Energy Action Plan: Dr Kgosientsho Ramokgopa was appointed as the Minister in the Presidency for Electricity on 6 March 2023.
- Table the Electricity Regulation Amendment Bill to transform the energy sector and establish a competitive

electricity market: Amendments to Electricity Regulation Bill submitted to Parliament.
- Complete construction on Hazelmere Dam and proceed with construction of Clanwilliam Dam and Tzaneen Dam: Construction on Hazelmere Dam has been completed.
- Complete construction of safe sanitation in remaining 900 schools: Since 2018, unsafe toilets have been replaced in nearly 80% of the 3,395 schools without adequate sanitation. The remaining 727 schools are scheduled for completion this financial year.
- Finalise measures to address Eskom's debt burden so that it can make necessary investments in maintenance and transmission: Eskom has received debt relief of R254 billion, subject to strict conditions.
- Gazette and implement disaster regulations to support businesses affected by load shedding and accelerate energy projects: Disaster regulations were gazetted on 27 February 2023 to enable extraordinary measures to tackle load shedding and its effects.

Other commitments made relevant to the energy and water sector, where feedback is not available, include:
- As part of the Umzimvubu Water Project, start construction of the Ntabelanga Dam, irrigation infrastructure and the distribution of water to communities.
- Deploy people and resources to improve the reliability of six priority Eskom power stations.
- Develop and implement Just Energy Transition (JET) Investment Implementation Plan.
- Develop long-term measures to tackle cable theft.
- Develop proposal for rationalisation of departments, entities and programmes.
- Expand vocational education and training through implementation of the three-stream model.
- Finalise framework for a comprehensive social compact on issues such as energy, transport and logistics, employment creation and skills development, investment and localisation, social protection, crime and corruption.
- Finalise the Comprehensive Student Funding Model for higher education.
- Implement innovative skills programme in digital and technology sector through R800m from the National Skills Fund.
- Increase students entering artisan training in TVET colleges to 30,000.
- Place 20,000 unemployed TVET graduates in workplace experience opportunities.
- Invest in new transmission lines and substations, especially in areas such as the Eastern Cape, Northern Cape and Western Cape.
- Migrate the remaining households to digital television signal and complete the switch-off of analogue transmission.

4.1.3.6 The Energy Action Plan

The Energy Action Plan, introduced by President Cyril Ramaphosa in July 2022, is South Africa's plan to eliminate load-shedding and establish energy security. This plan delineates a robust series of measures focused on both reforming Eskom and rapidly augmenting new generation capacity. The primary objective is to swiftly bridge the gap in electricity supply.

The plan includes five key pillars:
1. Fix Eskom and improve the availability of existing supply.
2. Enable and accelerate private investment in generation capacity.
3. Fast-track the procurement of new generation capacity from renewables, gas and battery storage.
4. Unleash businesses and households to invest in rooftop solar.
5. Fundamentally transform the electricity sector to achieve long- term energy security.

The National Energy Crisis Committee (NECOM) was established to ensure that the Energy Action Plan is fully implemented to achieve these objectives. NECOM is led by the Minister in the Presidency responsible for Electricity, Minister Kgosientsho Ramokgopa.

Some of the key achievements (further to the SONA 2023 commitments) under this plan are:
- Schedule 2 of the Electricity Regulation Act was amended in December 2022 to remove the licensing threshold for generation facilities.
- Timeframes have been reduced significantly for regulatory approvals required by energy projects.
- A One Stop Shop has been established to provide a single-entry point for renewable energy projects to obtain the necessary authorisations.
- Government has issued a determination for more than 14,000 MW of new generation capacity to be procured from wind, solar and battery storage.
- Power Purchase Agreements have been signed with 19 projects from Bid Window 5 of the renewable energy programme totalling 1,759 MW.
- The National Transmission Company of South Africa is being set up as an independent entity responsible for managing the national electricity grid.

4.1.3.7 Operation Vulindlela

Operation Vulindlela represents a collaborative effort between the Presidency and the National Treasury with the goal of expediting the execution of structural reforms and providing support for economic rejuvenation. It involves the active participation of Ministers, government departments, and entities in the implementation of structural reforms. To monitor and facilitate progress, a dedicated Vulindlela Unit operates within both the Presidency and the National Treasury. This specialised unit is tasked with identifying and resolving obstacles or delays that may hinder the timely execution of policy commitments, ensuring that reforms are effectively implemented.

This initiative is specifically focused on the modernisation and transformation of network industries, encompassing electricity, water, transport, and digital communications. Reforms in the electricity sector will stabilise our energy supply, reduce the risk of load shedding and accelerate the transition to renewable energy sources. Reforms in the water sector aim to increase investment in the maintenance and construction of water infrastructure and improve water quality.

The completed milestones relevant to the energy and water sectors are:
- Increase role of independent power producers.
- Restructure Eskom into generation, transmission and distribution entities.
- Improve water-use licensing processes.
- Strengthen regulation of water pricing and service standards.

The in-progress milestones relevant to the energy and water sectors are:
- Improve energy availability factor on Eskom plants.
- Address institutional inefficiencies in municipal electricity distribution management.
- Finalise and implement the revised raw water pricing strategy.
- Establish a national water resources infrastructure agency.
- Address institutional inefficiencies in municipal water and sanitation services.

4.1.3.8 Skills Development Landscape

The National Skills Development Strategy III concluded on 31 March 2020 to make way for the National Skills Development Plan (NSDP) 2030 that launched on 1 April 2020. The NSDP2030 will serve as the guiding strategy for South Africa's 21 SETAs until 2030. While this continues to be our guiding light, there are some notable trends shaping the skills development landscape.

In the evolving post-COVID business landscape, organisations are encountering a mix of enduring challenges, such as remote workforce management, and newer, disruptive issues, notably the intensifying competition for talent. Within this shifting landscape, the field of skills development requires innovative approaches.

Some of the notables trends in skills development in 2023 include:
- Upskilling and reskilling: Businesses are compelled to tackle the expanding skills gap that emerges as a consequence of the adoption and disruption caused by technology.
- Microlearning: social media platforms, such as Tik Tok, have had a noticeable impact on learning, and are influencing the need for teaching methods that respond to shortened attention spans and bite-size content.
- Learning Experience Platforms (LXPs): LXPs provide a comprehensive set of tools necessary for developing contemporary Learning and Development (L&D) programs featuring customised learning paths.
- Data-driven learning and Human Resource Information Systems (HRISs): One-size-fits all training programmes no longer seem relevant; technology-driven learning platforms have the capability to identify learners' educational requirements, and provide content recommendations tailored to individual learning objectives and competency levels. More and more companies are integrating their HRIS with their learning platforms to craft more relevant skills development paths for their employees.
- Learning-on-demand: In the hybrid work environment, on-demand learning (at the pace of the learner) is essential for any organisation aiming to excel and adapt effectively.
- Data Security and the Rise of Cyberattacks: synonymous with increased use of technology is an increased risk of cyberattacks and data theft.
- Generative AI in the Workplace: the release of ChatGPT in 2022 has revolutionised the adoption of generative AI in the mainstream, and this impact needs to be incorporated into skills development plans.

The LinkedIn 2023 Workplace Learning Report found that 83% of global organisations want to build a more people-centric culture and believe that skills development is central to this. COVID-19 caused shockwaves, including

talent disruption, inflation, skills shortages, and global tension. Skill sets for jobs have changed by around 25% since 2015, and this is expected to double by 2027.

In response to this, the LinkedIn 2023 Workplace Learning Report recommends that skills developers need to focus on 6 priorities, namely:

- Invest in cross-functional relationships.
- Honing the company's focus.
- Championing diversity, equity, and inclusion.
- Improving data literacy.
- Activating people managers.
- Prioritising your own learning.

4.1.3.9 Energy Outlook

The several key factors highlighted in the previous year's SSP update indicated the general situation concerning electricity in South Africa. Such factors continue to influence the outlook of power and significantly impact the local economy, businesses, jobs, and skills development. Furthermore, the critical factors characterising the energy sector continue to shape supply and demand, such as reduced electricity production, rising electricity costs, declining employment numbers in the related industry, an increased focus on renewable energy solutions as a short-to-medium term strategy to alleviate power interruptions whilst maintaining traditional dependence on coal power, ineffective revenue collection by municipalities and related public entities, and sustained levels of generally high energy demand.

a. Declining power production (and loadshedding): declining power production must be curbed to meet increasing electricity demand.
b. Declining sector employment rates: industry growth is required to create jobs, which is largely dependent on economic growth.
c. The need for clean coal: clean coal technology (CCT) supports more efficient combustion systems and processes which reduce harmful emissions through coal pollution mitigation. Thus, greater effort is required towards achieving an energy mix that supports a net-zero carbon future.
d. Municipal power usage: municipalities remain the greatest consumers of energy in the country. Greater efficiencies must be explored to reduce demand and increase power availability.
e. Electricity, gas, and water supply industry performance: industry performance determines many outcomes regarding electricity supply and demand. An improvement in performance is crucial for job creation, sustainability, and sector growth.

THE FUTURE OF ENERGY IN SOUTH AFRICA

Below is a summary of various factors to consider concerning sector trends, opportunities, and competitive advantage as they unfold in the energy sector.

Table 12: Trends, opportunities, and competitive advantage in the energy sector

No.	Factor	Trend / Opportunity / Competitive Advantage	Description
1	New technologies	A growing interest in next-generation clean energy technologies.	• Integration of variable renewables such as solar and wind into the electricity grid is becoming increasingly important as renewable energy costs decrease. • Emerging technologies (such as green hydrogen, advanced batteries, and longer-term seasonal electricity storage) have great potential to facilitate zero-carbon electricity supply and storage whilst significantly reducing grid congestion of the national power supply. • Next-generation technologies and related integration strategies ultimately support a 100% clean energy future.
2	New and developing business models	Solar power, wind energy, battery storage, electric vehicles, and new business configurations	• With cost reductions in energy-related markets over the years, off-grid power solutions have become a viable alternative for some energy consumer types across various sectors, including residential zones. However, off-grid technologies in South Africa remain too expensive for many, despite the gradual cost reductions. • Due to competitive positioning, the solar and battery storage solutions may enhance efforts to explore new configurations and business models, which may in turn support expansion into community-based projects as well as emerging markets. For example, combining solar and storage solutions offers cost synergies, operational efficiencies, and a reliable, stable off-grid power supply. • In 2023 the local government announced a solar panel incentive for households that install solar panels would be able to claim a 25% rebate up to R15,000, thereby potentially increasing solar power demand and the related business revenue. • In the same announcement, the government committed a 125% rebate for businesses that develop renewable energy power projects to feed into the power grid. • Climate risk mitigation strategies, for example, net-zero targets, are supported by advancements in technological advancements related to, for example, electric vehicles and battery storage. Though still relatively expensive, continuous improvements in energy solutions have led to cost reductions over time.
3	Infrastructure development	Transmission infrastructure is becoming a key priority	• The restructuring of Eskom into three subsidiary businesses, namely, generation, transmission, and distribution, is necessary to reduce risks posed by the organisation's dependence on fiscal allocations and a lack of adequate power supply. • The introduction of a new transmission entity is critical to support transmission infrastructure development, promote competitive markets, and encourage diverse sources of energy use (DPE, 2019).
4	Supply chain ecosystem	Supply chain strategies continue to evolve	• As alternative energy markets evolve and cost structures change, supply chain strategies will have to follow suit to maximise efficiencies and ensure compliance across different processes. • Supply chain activities concerning, for example, components, raw materials, labour, and shipping costs, must also be considered.

No.	Factor	Trend / Opportunity / Competitive Advantage	Description
5	Sustainable growth	A sustainable energy mix and a circular economy are vital to sustainable growth in the energy sector	• Plans to support South Africa's oil and gas resources will strengthen the energy mix. For example, at the time of updating this SSP, the national government indicated the intention of lifting the moratorium on the development of the country's shale gas resources to enhance the energy mix. • Waste resulting from the end-of-life (EOL) of energy products and materials will require management strategies that will enhance recycling capabilities to limit waste (e.g., e-waste) and create value in maximising cost reduction. • Carbon capture and storage technologies will enhance the reuse of by-products produced through normal production and operations of power plants and related facilities. • Extending the life of and improving performance, recovery, and reuse (recycling) of products and materials will go a long way in building an effective circular economy in the energy sector. • Advancements in renewable energy attracts global investment, promoting a virtuous cycle of sustainable growth in the related markets.

The below briefly summarises the energy sector's future outlook in the South African context.

Table 13: The future of energy in South Africa (aspects and planned future-related outcomes)

Aspect	Future-related outcomes
The ERRP and the Energy Sector	• The ERRP posits several sub-interventions which remain crucial for energy security. • Sub-interventions include, for example, the restructuring of Eskom, securing additional power procurement, support for and the connection of additional independent power producer (IPP) capacity, and expanding various renewable energy sources for broader use.
The Just Energy Transition (JET)	• Central to the Just Energy Transition (JET), leaders from South Africa, the United Kingdom, the United States, France, Germany, and the European Union have formed a synergistic partnership to support South Africa with accelerated decarbonisation of the local economy. • The JET focuses on decarbonisation, digitisation, decentralisation, and deregulation. The partnership aims to prevent up to 1.5 gigatons of carbon emissions over 20 years as a transition away from coal-dependent solutions.
The Green Economy (Energy Sector)	• As a core element to a cleaner and greener future, the green economy aims to support energy security and electricity supply across the state whilst promoting new green jobs, innovation, efficiency, and sustainability. • Furthermore, renewable energy solutions will play a vital role in shaping an economy that must foster an environment conducive to productivity.
The Renewable Energy Circular Economy	• Implementing effective product and material end-of-life (EOL) management practices will contribute to the realisation of a sustainable circular economy within the renewable energy field. • Crucially, and since reaching its end-of-life, the Komati coal-fired power station was decommissioned in October of 2022 so it can be converted into a renewable energy plant (backed by a loan of R9billion through the World Bank). • For instance, waste reduction strategies such as reuse can create value in the form of cost reduction and sustainability. • Furthermore, supportive measures to implement the Renewable Energy Independent Power Producer Procurement Programme (REIPPPP) meant that by June of 2021, (a) 6,422 MW of additional electricity had been procured; (b) 5 250 MW of electricity generation capacity from 81 IPP projects had been connected to the national grid; (c) the programme created 60 517 job-years for South African citizens to date; (d) the programme had realised carbon emission reductions of 63.9 metric tons (Mt) of CO_2.
The Hydrogen Economy	• The hydrogen economy offers potential for clean energy solutions across multiple industries and sectors. • However, several challenges hinder the current viability of hydrogen as an energy alternative. For example; (1) hydrogen technology requires further development for cost-effective implementation in terms of manner and scale; (2) the lack of infrastructure to support hydrogen supply (3) the demand for hydrogen is still relatively low compared to other energy alternatives; (4) the production of hydrogen would have to demonstrate social sensitivity to the potential impact of job losses as a result of its large-scale production; and (5) the hydrogen economy would have to overcome barriers to entry, especially for the previously disadvantaged, including women, in the green industry sector. • South Africa can become an exporter of green energy to the rest of the world by leveraging relevant investment resources, facilitating decisive investment opportunities, and supporting environmental and social compliance. Decarbonisation of large sectors of the local economy would also become possible (PWC, 2020).
The Energy Sector and Skills Development	• In the current context, there exists an increasing need for the supply of skills, knowledge, and competencies, which will appropriately respond to the many needs of an economy requiring radical restructure and recovery. • Thus, it is of utmost importance that the EWSETA continues to produce sustainable education and training outcomes as a critical constituent of its core mandate.

Source: Adapted from (Deloitte, 2022) | (GreenCape, 2022a) | (RES4AFRICA, 2022)

4.1.3.10 Water Supply

Much like electricity, water supply is considered an essential service and remains in high demand, not to mention that access to potable water is a human right. Factors determining the form of the water sector include general water scarcity across various parts of the country, supply and demand imbalances, periodic drought patterns, lack of pipeline networks and poor/ageing infrastructure, bureaucracy, environmental matters, non-payment of water services, and increasing demand for potable water.

The Future of Water Supply in South Africa

South Africa is officially a water scarce country. For instance, the wetlands across the country are important for the provision of large-scale clean drinking water, providing cooling water used for various applications in the energy sector, and regulating water quantity. Furthermore, estimates indicate that by clearing and protecting river catchment areas, water supply can be increased by as much as 16.67% and at a fraction of the cost of projects such as desalination. Sadly, 79% of the wetland ecosystem in South Africa is under threat.

Below is a summary of various factors concerning sector trends, opportunities, and competitive advantage as they unfold in the water sector.

Table 14: Trends, opportunities, and competitive advantage in the water sector

No.	Factor	Trend / Opportunity / Competitive Advantage	Description
1	Non-revenue water	Water conservation and demand management	• Options to reduce non-revenue water can contribute significant value. • Monitoring and data management: Effective monitoring and data management, e.g., smart/remote metering, asset management, database polishing and water balance analysis. • Physical loss reduction: This refers to systems and processes such as leak detection, early warning applications, active repair systems, pressure reduction systems, water-efficient devices, and removal of unlawful connections. • Educating users: Increasing consumer knowledge through, e.g., awareness programmes, consumption reduction, customer leak reporting systems, water restrictions, and efficient consumption strategies.
2	Non-sewered sanitation systems	Equitable access to water and sanitation	• The South African Constitution, National Water Act, Water Services Act, and the National Water and Sanitation policy papers give the government the mandate to provide universal and equitable access to water and sanitation. • Non-sewered sanitation systems (NSSS) provide solutions to billions of people across the globe who do not have access to safe sanitation services and may become much more common in water-scarce countries such as South Africa. • NSSS collect, convey, and holistically treat effluent for safe reuse or disposal; and do not require connection to existing networked sewer systems.
3	Wastewater sludge beneficiation	Sludge volume reduction technologies	• Common forms of the disposal of residual wastewater sludge (leftover from, e.g., biogas generation) are becoming less viable due to transport costs, increasing landfilling fees, and tighter regulations. • Sludge disposal costs can be minimised by decreasing the volume of residual sludge, thereby reducing haulage (transport) costs and gate fees for landfill/ beneficiation. Therefore, sludge volume reduction technologies are of increasing interest to prospective investors. • Demand for facilities that offer landfill alternatives through sludge beneficiation beyond its waste classification into saleable products is also increasing.
4	Infrastructure and construction	Increasing the water pipeline network	• Projects to construct new pipelines across various parts of the country aim to increase water supply to water scarce regions. • The construction of dams and irrigation infrastructure can support the pipeline network. • Government investment into infrastructure and construction projects will increase general water supply and overall productivity of not only the water sector but also of other sectors of the economy.
5	Wetlands and catchment areas	Enabling cost-effective water solutions	• Natural wetlands have the potential to purify and provide clean drinking water to surrounding areas and regions. • The clearing and protection of catchment areas would create economic value in the form of cost savings when considering alternative forms of water purification systems such as desalination.

Source: Adapted from (GreenCape, 2021)

The figure below briefly summarises the water sector's future outlook in the South African context.

Table 15: The future of water in South Africa (aspects and planned future-related outcomes)

The ERRP and the Water Sector	• The ERRP highlights the importance of the Green Agenda (concerning the water sector). • Examples of ERRP priorities for the water sector include, e.g., reducing water demand and increasing supply, managing water and sanitation services, and managing data and information. • The ERRP highlights the need for retrofitting public and private buildings on a large scale to improve water efficiency. • Through successful implementation of ERRP objectives, 1,560 new opportunities in facilities maintenance and water [and energy] efficiency will become possible.
New/ Emerging Technology in the Water Sector	• Technological advancements in the water sector pave the way for reduced water consumption and wastage. For example, retrofitting buildings with technologies to improve water efficiency will help achieve Green Agenda objectives. • Non-sewered sanitation systems (NSSS) offer great potential for revenue generation and improved service delivery. • "Air-to-water" technology, such as atmospheric water generators, is opening doors to new insight into processes and techniques that create water using air condensation. With increasing water scarcity issues, such technologies could solve many water-supply problems. • New and emerging technologies will attract potential investment opportunities and stimulate the green economy.
The Green Economy (Water Sector)	• Green economy interventions aim to mitigate the negative impact of challenges such as climate vulnerability. • The clearance and protection of catchment areas would unlock cost-saving potential as well as increase the supply of clean, drinkable water to many regions across the country. • Driving economic competitiveness through green solutions will support water security. • Technologies, policies, and market opportunities will drive sustainability whilst promoting the related green agenda objectives. For example, non-revenue water, non-sewerage sanitation, and wastewater sludge beneficiation present valuable emerging opportunities for the green economy.
The Water Sector and Skills Development	• Emerging opportunities in the green economy and new technology provide great potential for large-scale job creation. • With job creation, the need for skilling, re-skilling, and up-skilling of workers within the energy and water sector increase. • Therefore, learning interventions addressing new and emerging skill needs will continue to be crucial.

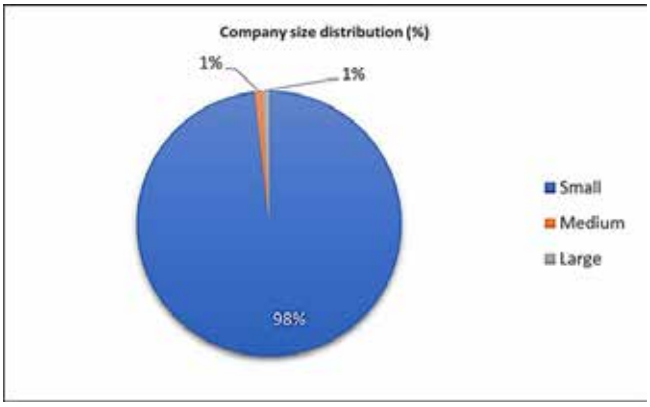
4.1.3.11 Employer Profile

Based on an analysis conducted in January of 2023, approximately 3,065 organisations across the energy and water sector were registered with the EWSETA. The sector consists of fifteen (15) subsectors, where ten (10) such subsectors reside within the energy sector and five (5) operate within the water sector.

Employer distribution by company size

The figure below presents the employer distribution across the sector by company size, based on SARS data.

Figure 15: Employer distribution by company size



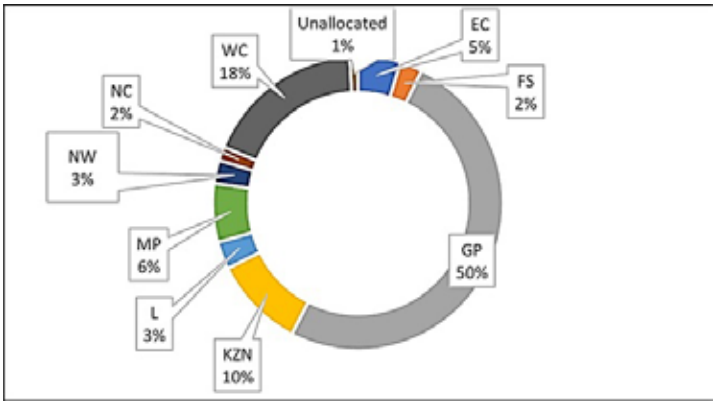
Source: Adapted from the SARS SDL Database (extracted in January of 2023)

Small companies registered with the EWSETA continued to represent the vast majority in 2022, followed by medium and large companies (1%), respectively. However, it is important to note that the majority of skills development levy revenue for the EWSETA is received from large and medium size firms in the energy and water sector.

Employer distribution by province

The figure below summarises the provincial distribution of employers across the energy and water sector in South Africa.

Figure 16: Employer distribution by province (%)



Source: Adapted from the SARS SDL Database (extracted in January of 2023)

The SARS levy data indicated that approximately 50% of all employer organisations were based in the Gauteng province, followed by the Western Cape (18%), and KwaZulu-Natal (10%), showing that the Gauteng province continued to account for the highest concentration of companies in 2022.

Company start-ups/new business

Growth in the number of EWSETA-registered companies in the 2022/23 financial period was observed through the analysis of the SARS SDL data. The most noteworthy increases in registered companies were identified across marketing of electricity (44 companies); followed by generation of renewable energy (34); project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks, and systems (31); generation of energy (29); and manufacture of gas and distribution of gaseous fuels through mains (20).

Company closures/liquidations

The SARS SDL data revealed five (5) companies undergoing liquidation during the 2022/23 financial year, based on an analysis conducted in January 2023. Upon closer investigation, four (4) of the five (5) companies undergoing liquidation in the period under review were from the energy sector, leaving one from the water sector. In terms of subsectors, two (2) of the companies undergoing liquidation in 2022/23 were from the Generation of energy subsector, followed by one (1) from each of the subsectors Marketing of electricity, Industrial research for electrical energy, and the Collection, purification, and distribution of water. The previous year's SSP update revealed two company liquidations in total during the 2021/22 financial year.

Levy paying and non-levy paying organisations

Most of the organisations registered with the EWSETA are non-levy paying, representing an approximate 60:40 split ratio in favour of non-levy paying entities. Therefore, the EWSETA faces some obvious challenges, such as a small levy revenue base, a reduced database of registered companies and learners, and the added challenge of lower administration budgets. Be that as it may, the EWSETA continues to support employers in the sector, i.e., NSDP Outcome 3 "... to transform workplaces, improve productivity and improve economic growth prospects in various sectors of the economy". Therefore, from a revenue and skills development perspective, the energy and water sector must strive to grow in the number of levy-paying organisations.

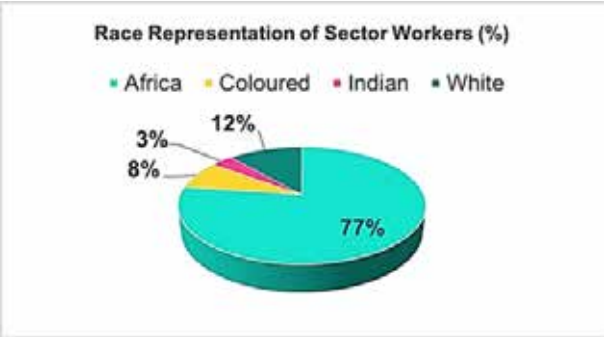
4.1.3.12 Labour market profile of the sector

In the fourth quarter of 2022, the electricity, gas, and water supply industry of South Africa employed approximately 124,000 workers (StatsSA, 2023a). The section below provides an overview of the labour market profile of the energy and water sector in South Africa based on race, gender, age, and disability characteristics.

Race representation of workers in the sector

As with previous years, the WSP data revealed that African workers (77%) represented most employees according to race, followed by White workers (12%), Coloured workers (8%), and Indian workers (3%) across WSP-submitting organisations.

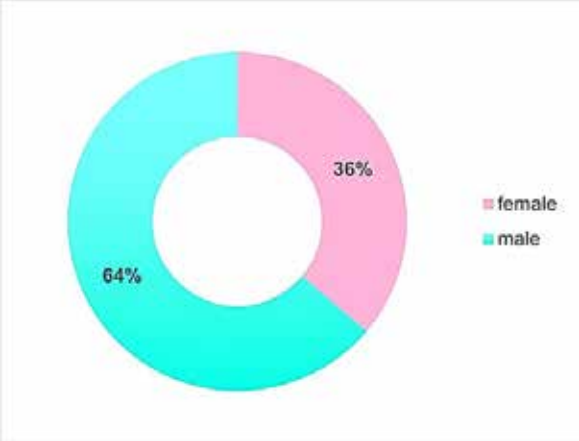
Figure 17: Race representation of workers in the sector



Gender representation of workers in the sector

The WSP data submitted in 2023 revealed male workers represented 64% of workers, whilst females accounted for 36% of workers across WSP-submitting firms. In the previous year, females represented most employees across WSP-submitting firms. It remains unclear as to why this is the case. Be as it may, equality must remain a priority for all employers in response to the national plans and strategies of the country.

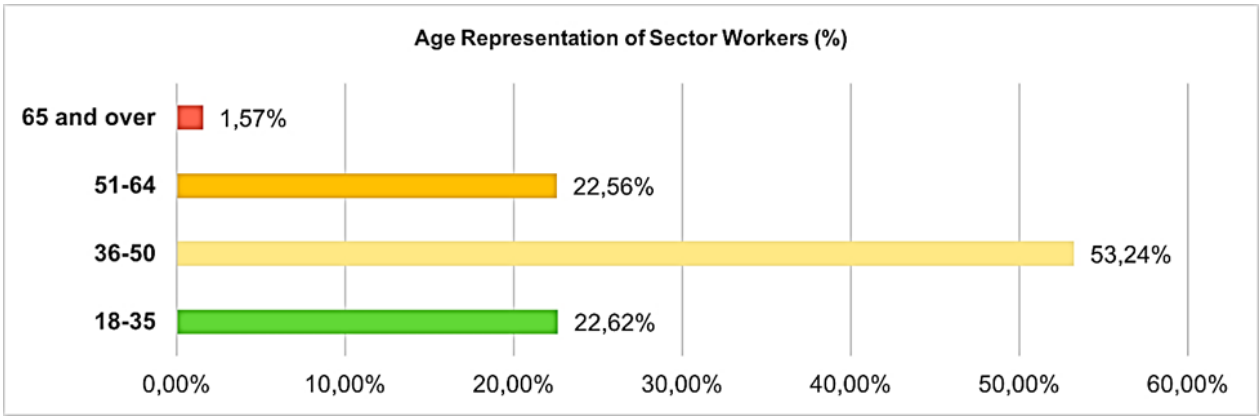
Figure 18: Gender representation of workers in the sector



Age representation of workers in the sector

As was the case in the previous year, in 2023, those aged between 36-50 years accounted for the single largest share (53.24%) of workers across WSP-submitting firms, followed by employees aged 18-35 (22.62%), 51-64 (22.56%), and 65 years and over (less than 2%). Workers aged 18-24 accounted for only 1.54%, while those aged 24-34 represented 18.17% of workers across WSP-submitting firms. Therefore, the sector must aim to prioritise the employment of youth workers in support of youth development, sustainability, and business continuity, especially when considering the unacceptably high levels of youth unemployment in South Africa. For instance, the first quarter of 2023 showed an increase in the total number of unemployed youth aged 15-34 years, reaching 46.5% (StatsSA, 2023b).

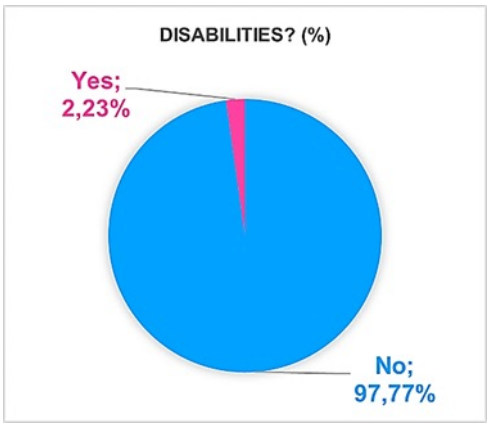
Figure 19: Age representation of workers in the sector



Disability representation of workers in the sector

Workers with disabilities continue to represent the minority of employees in the energy and water sector, accounting for approximately 2.23%. Thus, the question remains, can more employers be encouraged to have better representation of disabled workers in workplaces across the sector?

Figure 20: Disability representation of workers in the sector



Broad occupational groups of sector employees

Considering the energy sector constitutes more EWSETA-registered employers, more employees work in the energy sector than in the water sector. The table below summarises the distribution of employees across the various major occupational groups and provinces.

Table 16: Broad occupational groups of sector employees by major OFO group

Major OFO Group (1-8)	Major OFO Group Name	EC	FS	GP	KZN	L	MP	NW	NC	WC	Total
1	Managers	323	192	2 105	457	427	826	145	93	665	5 233
2	Professionals	379	343	6 393	819	997	1 695	218	95	1 085	12 024
3	Technicians And Associate Professionals	1 156	945	6 165	2 186	1 632	4711	858	250	1 930	19 833
4	Clerical Support Workers	611	414	3 785	1 037	762	1 327	342	186	1 027	9 491
5	Service And Sales Workers	108	85	811	113	174	447	64	12	162	1 976
6	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	675	436	3 069	900	883	1 343	469	282	819	8 876
7	Plant And Machine Operators and Assemblers	27	28	474	79	62	56	38	86	137	987
8	Elementary Occupations	750	422	3 701	1 025	609	755	653	372	776	9 063
Grand Total		4 029	2 865	26 503	6 616	5 546	11 160	2 787	1 376	6 601	67 483

Source: (EWSETA WSP data, June of 2023)

To provide an overview of the size of the occupational base, in the 2022/23 financial year, the EWSETA embarked on research that aimed to map occupations and qualifications in the energy and water sector. At the time, the study revealed 533 unique specialisations linked to 88 occupations in the sector.

According to the WSP data, most employees were employed in the Gauteng Province (26,503), followed by Mpumalanga (11,160), KwaZulu-Natal (6,616), and Western Cape (6,601) in 2023. As a continuing trend, the largest share of workers was concentrated in the Technicians and Associate Professionals (i.e., major OFO group 3), accounting for some 19,833 workers, followed by Professionals (12,024) and Clerical Support Workers (9,491). The findings are unsurprising, as the energy and water sector is highly technical. According to stakeholder interviews conducted by the EWSETA in 2022, examples of major OFO group 3 level workers in short supply included chemistry technicians (OFO code 311101) and water process controllers (OFO code 313203). Though these occupations did not feature in the top ten (10) priority occupations in the latest priority occupations data analysis, they did, however, feature amongst the complete list of occupations identified in 2023, which comprised well over 100 identified occupations.

The impact of COVID-19 on the sector labour market profile

In early March 2020, South Africa recorded its first case of COVID-19, and by the 11 March of the same year, the World Health Organisation (WHO) declared COVID-19 a global pandemic. Significant disruptions to learning programmes ensued, attributable to the restrictions subsequently imposed.

However, more recently, there were indications that the level of influence of the pandemic on the sector labour market profile was declining. The table below summarises examples of key findings based on research-related engagements with various energy and water sector stakeholders in the 2022/23 period.

Table 17: The impact of COVID-19 on the sector labour market profile (some key findings)

No.	Impact of COVID-19 on the sector labour market profile
1	Most participants in the study indicated there had been no retrenchments due to COVID-19, whilst one organisation indicated that more than 50% faced job losses due to the pandemic.
2	Just over half of the stakeholders who participated in the study stated there had been no changes to job roles and responsibilities within their organisations due to COVID-19, whilst the rest indicated up to 25% of their staff had to assume new roles and responsibilities because of the pandemic.
3	It was especially encouraging to note that most stakeholders maintained they would prioritise skills development within their respective organisations over the next 12 months.
4	Based on some of the key findings, the effects of COVID-19 on the labour market profile of the sector may be tapering off as the world begins to ease any remaining restrictions and economies resume normal functioning.
5	Therefore, it may no longer be worthwhile to continue to study the influence of COVID-19 on the labour profile of the sector unless there are significant developments concerning the pandemic.

Source: EWSETA Stakeholder Interviews Consolidated Report: 2022/23 | EWSETA Tracer Study Report: 2022/23

4.1.3.13 Hydrogen Fuel Cells Economy

The Platinum Valley Corridor Project is South Africa's version of the Hydrogen Valley – a reference to the Netherlands' Hydrogen Valley Project which has been approved by the Fuel Cells and Hydrogen Joint Undertaking of the European Commission. The corridor would identify concrete project opportunities to kick-start South Africa's hydrogen activities. In partnership with the private sector, DSI, Hydrogen South Africa, and SANEDI ensured that hydrogen fuel cell systems provided electricity to temporary field hospitals and medical facilities supporting COVID-19 patients.

"The proposed hydrogen valley will stretch approximately 835 kilometres from Anglo American's Mogalakwena platinum group metals (PGMs) mine near Mokopane in Limpopo province in the north of South Africa, along the industrial and commercial corridor to Johannesburg and to the south coast at Durban".

South Africa's Hydrogen Valley will identify concrete project opportunities for kick-starting hydrogen activities in promising hubs. The aim is to boost economic growth and job creation, drive the development of new industries, increase value-add to the country's platinum reserves, and reduce the country's carbon footprint. All the project partners will make a significant contribution. Bambili Energy has played a pivotal role in ensuring that the HySA catalyst and membrane electrode assemblies developed by the HySA Catalysis centre of competence are integrated into commercial products through its partnership with global original equipment manufacturers such as Horizon and Element One.

The DSI is also leading the process to develop a hydrogen society roadmap that sets out a vision for an inclusive hydrogen society in South Africa to enable the development of a compact between government, industry, labour and communities. In light of this, EWSETA has embarked on a partnership to facilitate skills development and quality provision guidance in terms of hydrogen fuel cells technology. It is crucial that the registration of the relevant skills programme is prioritise skills delivery in this sense..

4.1.4 STAKEHOLDER ANALYSIS

The success of communication and marketing, and other engagement efforts hinge on the appropriate identification of target groups or individuals. Stakeholders are those individuals or groups who have a vested interest in the performance of the EWSETA and use, or affected by, its activities.

EWSETA understands partnerships as mutually empowering relationships and focused on mutual growth, organisational and sector development and above all, on achieving impact. We believe that programmes implemented in partnership increase the collective knowledge, skills, reach, and experience applied to an initiative. Programmes implemented in partnership are likely to be better at encouraging and enabling the real participation and investment of employers and learners. Partnerships can be challenging, and we do make mistakes – but we strive to learn from these, in the hopes that our partnerships evolve and grow stronger.

The Department of Higher Education and Training's (DHET's) Sector Skills Plan (SSP) Framework defines partnerships as "A collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills priorities or objectives within a specified time frame". EWSETA understand this to mean a contractual arrangement between EWSETA and one (1) or more parties where the parties agree to a common education, training and/or skills development purpose, aligned to sector imperatives. Based on the new operational model, partnerships with research institutions and engagement with employers are key in driving EWSETA. The table below outlines the prioritised stakeholder groups and the actions to be taken to ensure successful partnerships.

Table 18: Stakeholder Matrix

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
HET	• Learner funding (bursaries) • Support for research (technical) • Support to roll out short courses • Support for innovation and enterprise development	• Set up Knowledge Hub to publish research findings • Build up internal research capacity • Include research outcomes in operational processes • Create holistic partnerships (research, bursaries, community projects, research chairs, WIL) • Build strategic partnerships Universities South Africa (USAf) • Build strategic partnerships with influential universities and researchers
Colleges	• Educators and Management Development programmes • Workplace Exposure to Educators • Infrastructure support • Students' Workplace Based Learning Programmes • Student's Bursaries	• Develop College' Strategy • Build strategic partnership with the South African College Principals (SACPO) • Conduct Research into TVET Agreements for Occupational Qualifications • Build strategic partnerships TVETs and/or with TVETs and Industry • Build strategic partnership with South African Forum for Community Colleges (SAFCC) • Forge partnerships with Community Education and Training Colleges (CETCs)
Research councils	• Support to roll out short courses • Co-fund learners (postgraduate bursaries) • Internship funding • Co-fund research projects (skills)	• Set up Knowledge Hub to publish research findings • Build up internal research capacity • Include research outcomes in operational processes • Create holistic partnerships (research, bursaries, community projects, research chairs) • Collaboration with Universities
International stakeholders	• Networks and access in South Africa • National accreditation/recognition for international programmes • Support to roll out international short courses • Understanding of regulatory environment • Exchange programmes (exposure to international advance technology)	• Identify strategic partners • Identify co-funding opportunities • Develop International partnership strategy
Levy-paying employers	• Capacity building and support for skills planning and delivery • Access to EWSETA funds • Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators • Approval and accreditation of workplaces	• Develop strategy to increase participation in skills planning and delivery • Review value proposition • Prioritise industry needs - Flexibility and agility • Implement partnership model • Facilitate partnership for both demand and supply for strategic projects • Review workplace approval strategy
Non-levy paying employers	• Capacity building and support for skills planning and delivery • Access to Discretionary Funds • Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators • Approval and accreditation of workplaces	• Allocate funding to non-levy-paying employers • Understand their environment and challenges • Fast responses to requests and inquiries (especially QA) • Create user friendly, streamlined, and non-bureaucratic avenues for funding and reporting
Professional/Industry Bodies	• Understand of EWSETA's value proposition for their members • Funding especially for mentorship/candidacy • Funding to design and roll out Continuous Professional Development courses • Candidacy programmes	• Can connect their sector employers to EWSETA • Commit to professionalise the sector • Fund CPD courses • Fund course and learning materials, also short courses • Create user friendly, streamlined, and non-bureaucratic avenues for funding and reporting
Community Constituency	• Capacity building and support for skills planning and delivery • Access to EWSETA Discretionary Funds • Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators	• Build partnership with NEDLAC Community Trust • Forge strategic partnerships with energy and water NGOs/CBOs • Develop Strategy for NGOs/CBOs
Unions	• Capacity building for shop stewards and • Access to funding for worker-initiated education and training programmes	• InterSETA collaboration for strategic cross cutting programmes • Strategic partnerships with Training & Development and /or Employment Committees • Develop Union Strategy

4.1.5 PESTEL ANALYSIS

The political, economic, societal, technological, environmental and legislative factors in South Africa that were identified as having a bearing on the effective delivery of skills development solutions in the energy and water sector are shared in Table 19.

Table 19: PESTEL Analysis.

Political	• Changes in political leadership • Escalating unrest and instability • Service-delivery community protests • Anti-corruption and anti-fraud drives • National Water Resource Strategy • State capture • Geopolitical conflict with global security implications • Upcoming Elections • Supply chain issues caused by Russia-Ukraine war • Growing concerns caused by Israel/Palestine conflict • Impact of BRICS Partnership
Economy	• Disaster-related issues, including natural disasters, COVID-19, Russia/Ukraine war, Israel/Palestine war • Low investor confidence and depressed economy • Declining middle-income earnings • Increased retrenchment – less levies • Loss of key technical skills • Market fluctuations (exchange rate, etc.) • Affordability and disposable income • GDP decline • Transformation and Gender-responsive considerations • The growing crisis caused by loadshedding and water shedding
Social	• Worsening triple burden: High unemployment, poverty, inequality • Social unrest and instability: influence high crime, gender-violence • Escalating cost of living and indebtedness • Learning-on-demand (international institutions, modular based) and micro-learning (short content) • Brain-drain to more mature economies • Increased mental health pressures on employers and employees • Longer working-life: re-skilling/up-skilling • High youth unemployment (added put a particular focus on youth employment) • Disparity in access of opportunities: Women, Youth and People living with a Disability • Updated Census 2022 demographic profile • Change in way of living due to load shedding & water shedding • Greater focus on leadership, technical, and functional skill development • Growing demand for basic service
Technology	• Accelerated transition and adoption of digital innovation, especially generative AI • "Future-of-Work" (enabling new working ways) • Emerging Technologies – "Digital Disruption" • Leveraging "Big Data" capability, ensuring quality of data • • Robotic and automation improvements (value-chain digitising) • Cyber-security risk and security • Pressure to upgrade ICT environment (enable 4IR disciplines) • Technological improvements impact on energy supply and management • Growing usage of digital currency
Environment	• Impact of climate change/global warming and carbon emissions • Climate Variation • Dependence on fossil fuels • Shift from coal to renewable energy – "living off-the-grid" • Rapid environmental degradation with adverse effect on economy • Urgent pressure to fund de-carbonisation (COP26) • Renewable & fast-changing global energy mix • Shift to cleaner energy • Sustainable management of resources • Urgent need to fund rehabilitation programme (mining, water, etc.) • International agreements on Climate Change • Local government environment

Legal	• POPI Act Implementation • District Development Model (DDM) • Constitutional delinquency: withhold tax and utilities • Policy gaps on water and sanitation • Energy regulation changes – Integrated Resource Plan (IRP) • Pending land reform and restructure • National Water Resource Strategy • Disaster Management Act • Protentional law reforms • Procurement regulation – clean governance • Regulation 3630 for process controllers • SAQA policies • New draft SETA Grant Regulations • Stricter environmental legislation globally • Growing focus on ESG (Environment, Social, Governance)

4.2 INTERNAL ENVIRONMENTAL ANALYSIS

To be a high-performing organisation, the EWSETA consistently assesses the influence of its internal environment. This assessment involves employing the Strengths, Weaknesses, Opportunities, and Threats (SWOT) that could affect the EWSETA's performance. Additionally, a Strengths, Opportunities, Aspirations, and Results (SOAR) analysis is conducted to further understand these factors and their impact on the organisation's operations and outcomes.

4.2.1 SWOT ANALYSIS

The SWOT analysis in Table 20 summarises the strengths and opportunities the EWSETA can strategically leverage to enhance performance; and the weaknesses and threats to be anticipated and mitigated.

Table 20: SWOT Analysis.

Strengths	• Knowledge of the industry: Authority • Long-standing relationships with key stakeholders • Transformed organisation (Operations) • Strong governance • Strategic alignment • Strong institutional memory
Weaknesses	• Skills gap in the oganisation (challenging operating climate) • Loss of key skills • Poor response to wellness (mental-health, etc.) • Focus on technical skills vs employability • High-dependence on face-2-face • Red tape outside the organisations • Compliance vs impact • Improvement on customer centricity • Lack of adequate focus
Opportunities	• Impactful partnership with SDP (Professional Bodies, QCTO, etc.) • Influence Water/Energy Plans/Policy • More diverse funding model • Leverage learning-demand strategy • Strengthening collaborations with SETAs • Environmental skills initiative • Local/International funds/partners • Targeted partnerships • Grow new levy payers from "Emerging Economies" • Improved grant usage (quality) • "Employer of Choice" • Leverage organisational redesign
Threats	• Inability to respond to climate change • Negative and volatile economic growth • Post COVID-19 impact on businesses • No clear talent-pool / management • Consolidating workforce due to softening economy (lay-off's) • Inadequate infrastructure and poor maintenance (Water & Sanitation) • Rapid technological advances (skill redundancy) • Fast changing ways-of-working)

4.2.2 SOAR ANALYSIS

The SOAR analysis depicted in Table 21 provides a concise overview of the strengths and opportunities that the EWSETA can strategically harness to improve its performance. A Strengths, Opportunities, Aspirations, and Results (SOAR) analysis is a strategic planning tool designed to direct an organisation's attention to its existing strengths and its envisioned future, thereby guiding the development of strategic objectives. At the core of the organisation's aspirations is the overarching goal of becoming the Sector Authority.

Table 21: SOAR Analysis.

Strengths	• Knowledge of the industry: Authority • Long-standing relationships with key stakeholders • Transformed organisation (Operations) • Strong governance • Strategic alignment • Strong institutional memory
Opportunities	• Impactful partnership with SDP (Professional Bodies, QCTO, etc.) • Influence Water/Energy Plans/Policy • More diverse funding model • Leverage learning-demand strategy • Strengthening collaborations with SETAs • Environmental skills initiative • Local/International funds/partners • Targeted partnerships • Grow new levy payers from "Emerging Economies" • Improved grant usage (quality) • "Employer of Choice" • Leverage organisational redesign
Aspirations	• High-performing Authority (visible & recognisable) • Thought-shifter • Go-to institution for Skills Development (QAC: set standard, COE, benchmark) • Customer-centricity • Sustainability • Research & Development • Triple burden (Impact) • Tangible difference (i.e., Youth) • Capable workforce • Agility
Results	• Customer satisfaction • Financial prudence • Active Participation of Beneficiaries • SMART Participatory Planning • Actionable-Vision • Data-centre • Achieve APP (high performance culture • Go-to institution: levy-payers influx, low staff-turnover, research repository • Co-funded projects • Stakeholder sentiment (i.e., surveys) • Positive image • Complaints vs. Compliment

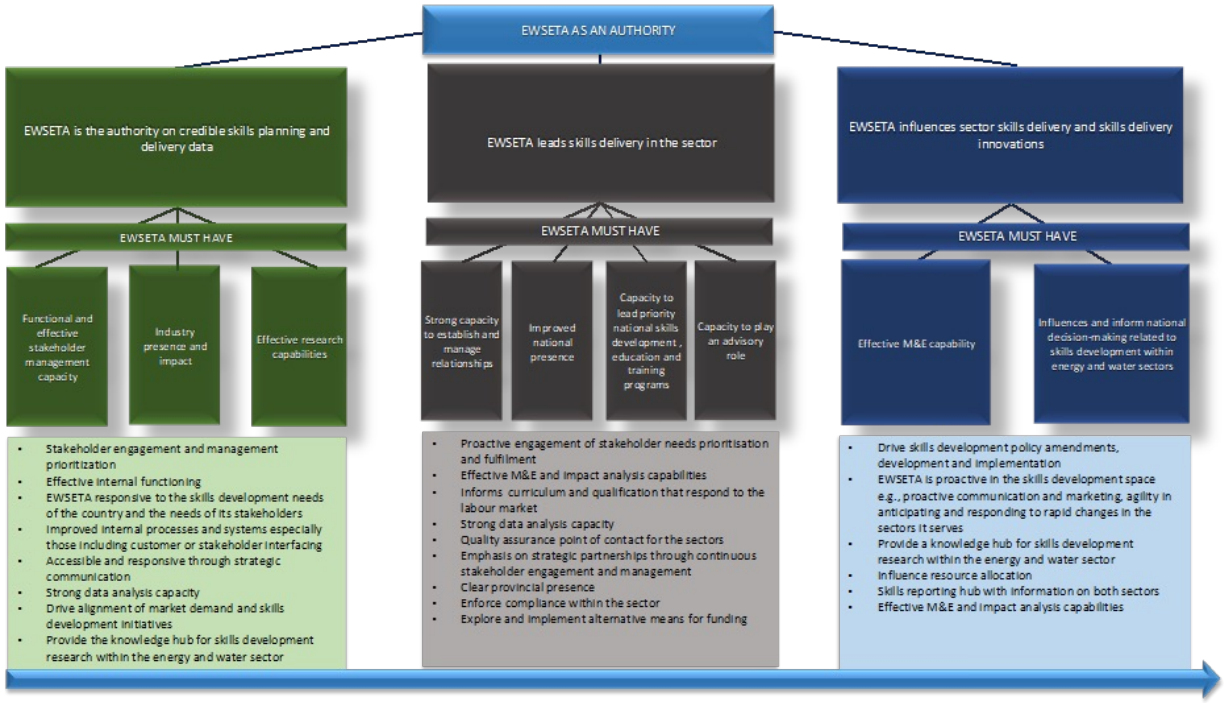
4.2.3 OPERATING MODEL AND ORGANISATIONAL DESIGN

The emergence of the new SETA landscape, governed by the National Skills Development Plan, requires SETAs to establish a functional operational structure and staff appropriation to the size of the sector, levy income and administration budget limits. EWSETA however, has taken the process further, understanding the criticality of developing an Operating Model and Organisational Design that is not only aligned to the strategic direction of the entity but is fit for purpose and will ensure the outcomes of the NSDP 2030 are efficiently and effectively delivered for the energy and water sector.

As such, the entity undertook an Operating Model and Organisational Design development that looked at EWSETA's organisational system holistically including people, processes and technology, in order to deliver value.

To understand the core and support capabilities required for EWSETA to deliver on its value proposition, aside from assessing the "As Is" state to enable the design of the desired "Future" state, it was first necessary to clarify how an "Authority" for skills and development within the energy and water sector should function. The graphic below depicts three of the key areas that underpin the role of the EWSETA as an "Authority" and ultimately informing the final Operating Model that was developed:

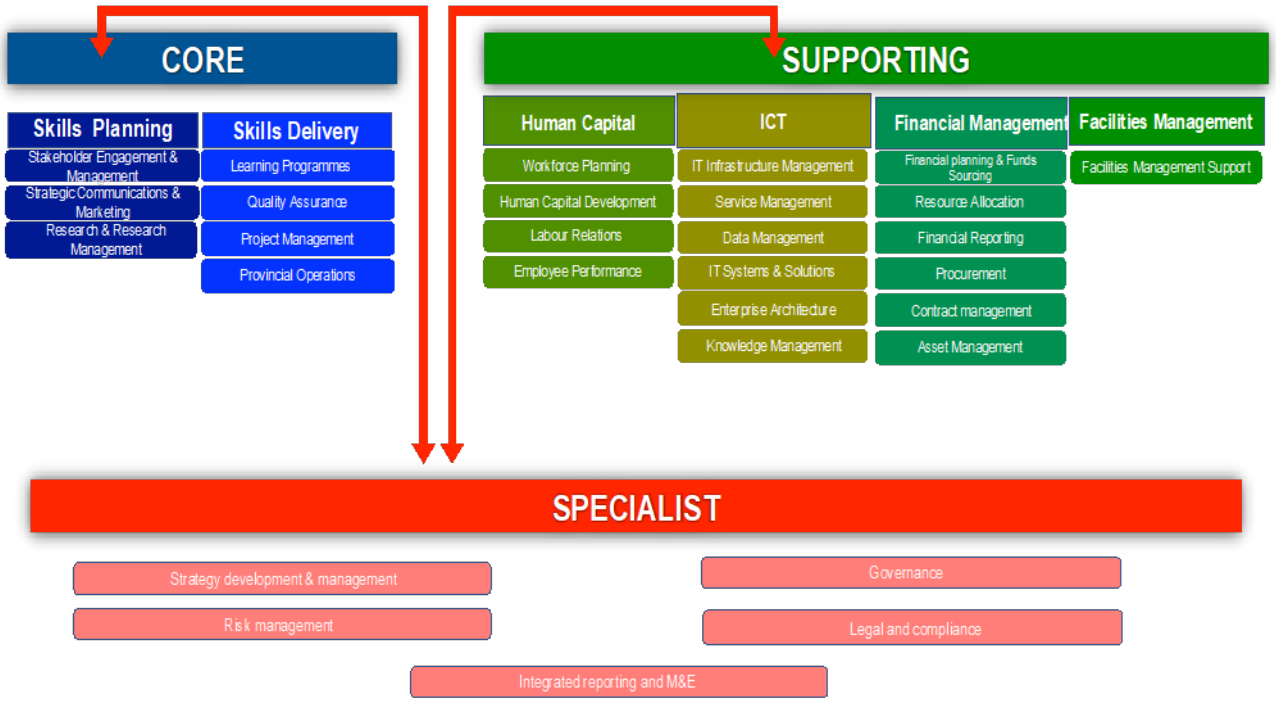
Figure 21: EWSETA as an Authority



Based on the aspirations of the organisation to operate more effectively within its role as a Sector Authority, organisational functioning and capabilities would have to shift in a manner that facilitates our transition. It is evident from the above graphic that the organisation will require an effective partnership strategy and enhanced research implementation and coordination capabilities. Similarly, there is also a need to improve customer/ stakeholder centricity and operational efficiencies (excellence).

Collectively, the elements in the proposed Operating Model will ensure the highest sector impact by reconfiguring the skills planning, skills delivery and thought leadership capabilities in a manner that improves both the organisations service delivery proposition and all other associated support capabilities including enabling technology, structure, and management events. This will in turn enable the organisation to improve targeted relationships with the key sector and engagement points necessary for a better service delivery proposition.

Figure 22: EWSETA Operating Model



It is important to define who will be responsible to ensure value creation within the organisation and how these functions or capabilities will be organised. As a result, the organisational design effort includes the redesign of the current organisational structure.

An Organisational structure is a visual representation describing what employees do, whom they report to, and how decisions are made across the organisation. The EWSETA would need to be structured in a manner that replicates the design principles of the operating model by enabling improved operational efficiencies and customer or stakeholder centricity. This implies that the proposed structure would be required to bridge the gaps as identified during the as is assessment and propel the organisation towards its desired state or towards functioning as an authority. Based on the as is assessment conducted it was evident that the EWSETA required a fit for purpose structure that would address the challenges experienced by the organisation. These included:

- Improving overall organisational efficiency and effectiveness
- Improving role clarity by reducing existing functional and role duplications evident in the structure
- Improving organisational integration by reducing silo functioning

These improvements would enable the organisation to achieve a suitable level of operational efficiency to function as an authority. Similarly, the proposed structure would have to address the skills needs of the organisation associated with increased sector impact. This implies that more specialist roles and improved stakeholder engagement and partnerships capabilities would need to be incorporated in the structure.

Currently the organisational design process which includes the new structure aligned to the Operating Model is being finalised.

As both the Operating Model and Organisational Design are as yet not officially approved the current EWSETA Structure will continue to be implemented.

The figure depicts the current EWSETA organisational structure:

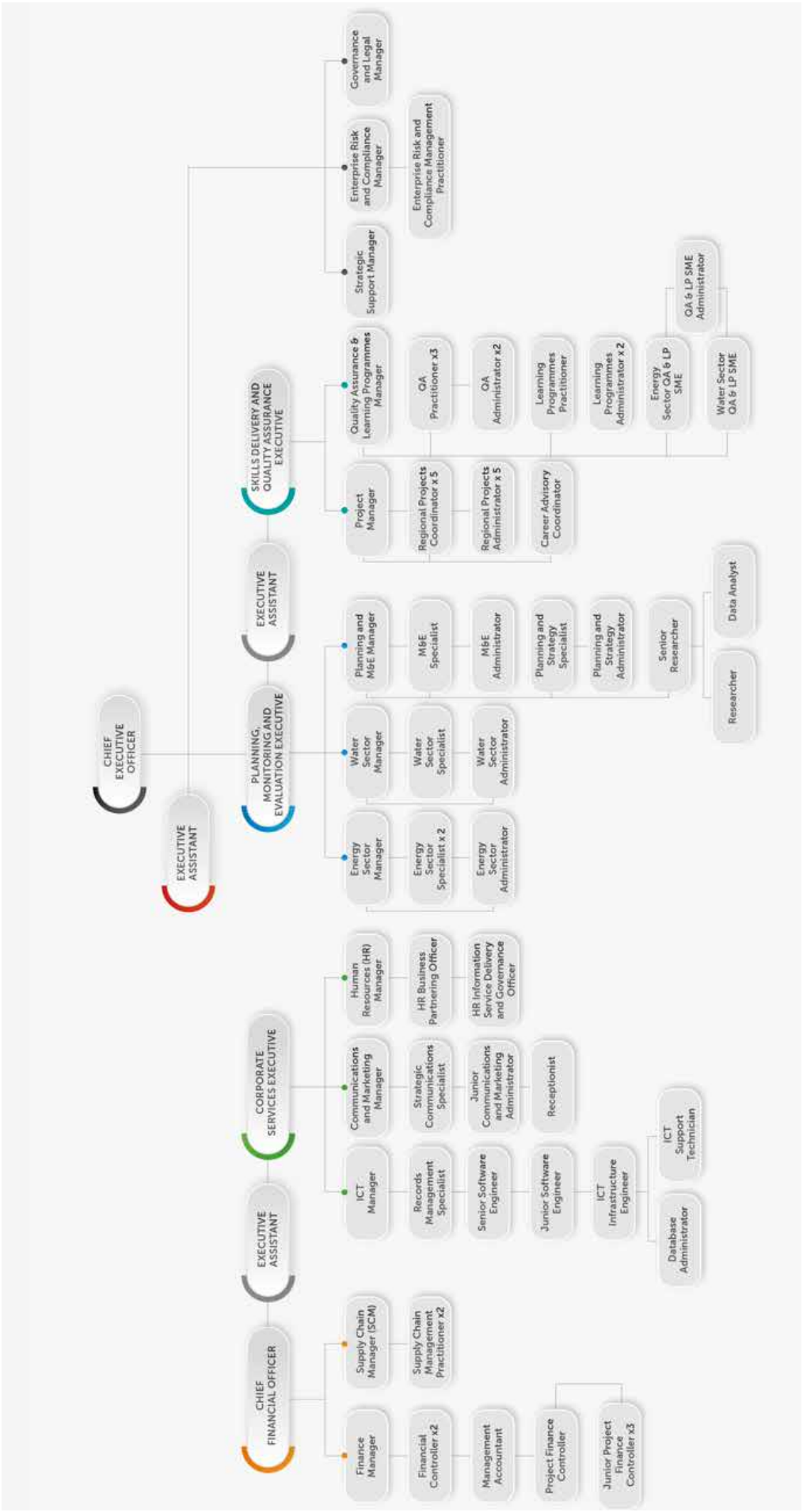


Figure 23: EWSETA Organisational Structure

4.2.4 EWSETA WORKFORCE IMPACT AS A RESULT OF COVID-19 PANDEMIC CHALLENGES

Research conducted globally suggests that in terms of the effect on women's livelihoods around the world, women's jobs are 1.8 times more likely to be cut in the recession post COVID-19 than men's (Melinda Gates article, July 2020). In addition, whilst women's paid work seems to be decreasing, their "unpaid work" is increasing for example, caring for the children at home whilst schools are either closed or on a rotational schedule, caring for family members affected adversely by the pandemic etc. Given that EWSETA's workforce is made up of approximately 67% females, this poses a serious risk to our operations and interventions need to be considered to counter this potential impact.

In addition, it is likely that high risk staff (those with underlying health issues and comorbidities) will continue to be encouraged to work from home for the foreseeable future, this may affect certain branches adversely particularly if certain high-risk staff are functioning in roles that require them to be in the office. Whilst EWSETA continues to encourage a remote working arrangement for our "high-risk" staff, the EWSETA is also cognisant of the adverse impact this may have on the affected team members who may have to support their high-risk colleagues and consequently undertake additional workload.

Managers are therefore, being encouraged to ensure that workplans are monitored and support given to staff when needed to ensure that work exhaustion is managed adequately so as to prevent burn-out and other emotional and physical effects.

The ICAS Employee Wellness Programme remains the cornerstone to employees' wellbeing and the newly developed Employee Engagement Strategy "Yenza Kahle" has also taken into account a number of interventions aimed at combatting the lingering negative impact of COVID-19 on staff morale.

EWSETA is also in the final stages of reviewing its Remuneration and Rewards Model which seeks to incentivize, retain and develop talent, creating a motivated, skilled and resilient workforce required to impact the sector as an authority.

Finally, through the EWSETA Disaster Management Committee (DMC), workforce risks have been escalated to the COVID-19 Business Continuity Plan which is monitored regularly to ensure that the mitigation plans are being implemented effectively.

4.2.5 KEY SKILLS CHANGE DRIVERS

Skills demand and supply in the energy and water sector is affected by many different factors. Major change drivers can be viewed as those fundamental factors that significantly influence the sector.

The table below summarises the major change drivers identified within the energy and water sector.

Table 22: Major Change Drivers

MAJOR CHANGE DRIVER	Anticipated change	Implications on skills development	Type of skills development mechanism required in relation to change driver	NSDP outcomes impacted by skills development implications
COVID-19	COVID-19 previously caused disruptions to the successful implementation of learning programmes. Though not as apparent in more recent times, the impact of COVID-19 brought about many lessons, particularly in the field of health and safety and remote working/learning. Remote working skills and health and safety practices will continue to be important.	• Health and safety practices remain crucial across the sector, which has meant ongoing training and (re)-orientation to rapidly changing regulations and legislation around safety matters. • Blended learning will continue to be an important consideration for skills delivery across energy and water sector organisations. • Remote working and learning will remain an effective tool for ensuring business continuity and learning across multiple technologies and platforms. • Computer skills will continue to be a priority. • The potentially positive and unintended consequences of the COVID-19 pandemic forced employers to rethink business operations, which may have led to new, more efficient, and effective ways of doing things.	• Technological capabilities enhanced by digital platforms as a means of reducing physical contact and improving safety practices. • Knowledge and awareness of related legal and regulatory prescripts. • Health and safety best practices through skills programmes and related awareness interventions. • Access to blended learning platforms for enhanced training. • Basic and advanced computer skills training.	• Outcome 1 [particularly sub outcome(s): 1.1; 1.3; 1.4]. • Outcome 2 [particularly sub outcome(s): 2.1]. • Outcome 3 [particularly sub outcome(s): 3.1]. • Outcome 4 [particularly sub outcome(s): 4.2]. • Outcome 5 [particularly sub outcome(s): 5.1; 5.2]. • Outcome 6 [particularly sub outcome(s): 6.1]. • Outcome 8.
ECONOMIC PERFORMANCE	The downturn of the local economic performance will have a negative impact on businesses and the sector at large.	• Financial constraints due to poor economic performance will limit education and training budgets. • Businesses may shift strategic focus to business survival rather than skills development. • As a result, the achievement of training objectives for businesses and for the EWSETA may be at risk.	• Support training such as entrepreneurship for identifying new business opportunities may help curb the potential loss of income from core business activities. • Leadership and management training may improve agility and adaptability skills in the mitigation against the effects of poor economic performance.	• Outcome 1 [particularly sub outcome(s): 1.1; 1.3; 1.4]. • Outcome 2 [particularly sub outcome(s): 2.1]. • Outcome 3 [particularly sub outcome(s): 3.1]. • Outcome 4 [particularly sub outcome(s): 4.2]. • Outcome 5 [particularly sub outcome(s): 5.1; 5.2]. • Outcome 6 [particularly sub outcome(s): 6.1]. • Outcome 8.

MAJOR CHANGE DRIVER	Anticipated change	Implications on skills development	Type of skills development mechanism required in relation to change driver	NSDP outcomes impacted by skills development implications
THE ELECTRICITY GRID AND LOAD SHEDDING	The impact of load shedding is straining the South African economy.	• Ongoing load shedding, reaching stage 6 levels at times, disrupts business operations which reduces outputs. Therefore, the subsequent financial constraints mean the budgets previously reserved for education and training objectives may be reallocated to sustain business operations. • The lack of electricity for many hours of the day may hinder training that relies on the use of equipment and machinery that require electricity to function. • Power surges caused by daily load shedding can damage expensive electrical equipment which may disrupt training. • Load shedding potentially increases the risks associated with security, thereby placing learners at risk in workplaces.	• Promote greater awareness around energy disciplines to attract more learners to the related fields of study that seek to address the electricity crisis in the country. • With the government's commitment to incentivise solar power usage in commercial and residential settings to help curb load shedding, more training is required to respond to the increased demand for solar panel installations and maintenance. • With the support of trade unions and related entities, workers must be encouraged to initiate their own training and personal development. • Innovation skills in power generation are required to help combat load shedding. • Increase access to occupationally directed programmes to increase the supply of available workers in improving the power infrastructure. • Entrepreneurship can help encourage more power generation businesses to be established in support of, e.g., renewable energy solutions to help curb load shedding (especially considering government's commitment to incentivise power generation through renewable energy technologies). • Community awareness programmes are needed to educate the public about electricity conservation and how to reduce demand and usage. Furthermore, the public must be educated on the importance of the timely payment of electricity bills.	• Outcome 1 [particularly sub outcome(s): 1.1; 1.2; 1.3; 1.4]. • Outcome 2 [particularly sub outcome(s): 2.1]. • Outcome 3 [particularly sub outcome(s): 3.1]. • Outcome 4 [particularly sub outcome(s): 4.2]. • Outcome 5 [particularly sub outcome(s): 5.2]. • Outcome 6 [particularly sub outcome(s): 6.1]. • Outcome 7. • Outcome 8.
NEW ENERGY TECHNOLOGY & THE JUST ENERGY TRANSITION	As businesses, markets, industries, and sectors evolve, new energy solutions become readily available. The just energy transition (JET) emphasises decarbonising, digitising, decentralising, and deregulating energy. One of the primary goals of the JET is to reduce carbon emissions whilst moving the local economy away from coal-dependent power solutions.	• Recent advances have opened doors to potential learning opportunities in new energy technologies. • There is a need to update/reconfigure training content and curricula to align with new technologies and methods. • A shift towards cleaner and more efficient energy solutions will require new skills for employed and unemployed learners in the sector. • New learning programmes for unemployed learners with little or no previous training will become even more important. • For example, innovation, modern technology, new systems, and new work processes brought about by the energy transition will require contemporary education and training to deliver highly skilled and knowledgeable workers to the sector. • New qualifications/certifications in related disciplines will require the realignment of quality assurance strategies when designing contemporary learning programmes. • However, new policies must support equal opportunities for all whilst addressing the bureaucracies and limited accessibility of the energy space as a sector.	• Upskilling and reskilling incumbents to understand and work with new technologies across the various energy disciplines. • New learning programmes for unemployed learners with little or no previous education and/or training across various interventions such as bursaries, learnerships, and apprenticeships. • Candidacy programmes can professionalise learners in the much needed filed of power generation and renewable energy solutions. • Educating and training learners in energy-related fields, especially in those addressing issues pertaining to the ailing electrical grid.	• Outcome 1 [particularly sub outcome(s): 1.1; 1.2; 1.3; 1.4]. • Outcome 2 [particularly sub outcome(s): 2.1]. • Outcome 3 [particularly sub outcome(s): 3.1]. • Outcome 4 [particularly sub outcome(s): 4.1; 4.2]. • Outcome 6 [particularly sub outcome(s): 6.1]. • Outcome 7. • Outcome 8.

MAJOR CHANGE DRIVER	Anticipated change	Implications on skills development	Type of skills development mechanism required in relation to change driver	NSDP outcomes impacted by skills development implications
CLIMATE CHANGE	The impact of climate change continues to hinder productivity which in turn disrupts training imperatives, especially within the water sector.	• Water scarcity issues continue to pose a risk, particularly to the water sector. From an infrastructure point of view, the ERRP prescribes a large-scale reduction in water demand, an increase in water supply, and appropriate water management systems to address the looming water crises. • Thus, advanced education and training across various fields will become critical for skills planning in identifying the related skill needs and implementing the most appropriate interventions. • Furthermore, new, and emerging technologies in the sector designed to overcome the adverse effects of climate change have become increasingly important, which require the most appropriate skills. For instance, "air-to-water" technologies such as atmospheric water generators, need highly knowledgeable and skilled professionals to design, operate and maintain functionality.	• Innovations to curb water demand whilst increasing water supply requires experts, professionals, and specialists. Education and training in formal disciplines, such as bursaries for degree disciplines, will be required, from Bachelor's to PhD level. • Additional training in Candidacy programmes (for professional registration of related qualifications) will continue to be necessary for the related disciplines. • Workplace-oriented learning interventions such as internships to equip learners on practical applications of new/emerging technologies will also be needed. • Continuous development is crucial for learners to keep abreast of emerging technologies designed to curb water demand and increase supply in response to water scarcity. • Develop/update appropriate qualifications to respond to the identified skill needs.	• Outcome 1 [particularly sub outcome(s): 1.1; 1.2; 1.3; 1.4]. • Outcome 2 [particularly sub outcome(s): 2.1]. • Outcome 3 [particularly sub outcome(s): 3.1.] • Outcome 4 [particularly sub outcome(s): 4.1; 4.2]. • Outcome 5 [particularly sub outcome(s): 5.1; 5.2]. • Outcome 7. • Outcome 8.

4.2.6 OVERVIEW OF THE 2024/25 BUDGET AND MTEF ESTIMATES

Table 23: Budget and MTEF Estimates

Programme 1: Administration							
Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Administration (10.5%)	26 215	40 686	43 709	43 930	46 039	48 065	50 949
Government Levies	3 085	3 188	4 261	3 497	3 665	3 827	4 056
Mandatory Grants (20%)	49 042	77 706	83 260	83 677	87 693	91 552	97 045
Discretionary Grants (49.5%)	137 486	230 520	208 984	207 100	217 041	226 591	240 186
Investment Income	9 363	13 243	24 467	35 000	37 975	39 646	42 124
Other Income	106	135	112	120	126	131	139
Total Revenue	**225 297**	**365 478**	**364 792**	**373 325**	**392 539**	**409 810**	**434 498**
Accommodation	22	149	1 169	878	1 083	1 131	1 198
Advertising	340	108	742	1 000	1 060	1 107	1 173
Annual General Meetings	10	258	217	444	471	491	521
Bank charges	88	81	81	140	148	155	164
Catering / Meeting expenses		65	94	182	198	206	219
Cleaning	323	429	394	590	625	653	692
Consulting fees	6 236	6 810	12 218	11 204	9 800	10 231	10 845
Covid expenditure	694	215	50	-	-	-	-
Digitisation and Digitilisation of EWSETA processes	-	-	-	-	-	-	-
Document management expenses	347	1 825	1 520	659	698	729	773
Employee affiliation fees	41	44	114	73	77	81	86
Employee assistance programme	51	147	271	189	150	157	166
Employee relations		2	129	177	177	185	196
Entity memberships and affiliation fees	60	63	102	234	200	209	221
External audit fees	2 954	4 755	3 715	4 262	4 450	4 646	4 924
Forensic Audit	531	124	19	100	200	209	221
Facility management	4	143	2	10	11	11	12
Governance committee fees	1 693	1 393	1 616	1 500	1 750	1 827	1 937

Groceries / Staff welfare	143	269	77	150	159	166	176
MIS investment				-	1 500	1 566	1 660
Insurance	500	511	498	680	721	753	798
Interest paid		-	-	-	-	-	-
Internal audit fees	1 456	2 037	1 342	2 099	2 310	2 411	2 556
IT costs	1 090	1 505	1 571	3 500	3 500	3 654	3 873
Legal fees	339	361	1 163	2 040	2 200	2 297	2 435
Marketing	907	1 615	2 832	2 768	2 934	3 063	3 247
Moving costs	-2	12	-	20	-	-	-
Municipal rates, sewerage and dustbins	218	263	252	285	143	149	158
Operating lease rental (Only rental)	226	670	878	972	1 069	1 116	1 183
Organisational development	636	518	1 297	624	-	-	-
Printing & stationery / Postage and courier	1 000	547	685	700	742	775	821
QCTO costs	2 130	1 439	2 019	2 260	2 396	2 501	2 651
Provincial operations	64	63	229	276	100	104	111
Rent paid	3 613	3 724	3 801	4 058	4 021	4 198	4 450
Repairs and maintenance	21	51	85	133	141	147	156
Salaries	25 635	27 036	24 691	26 213	34 510	36 029	38 191
Security	928	720	846	911	455	475	504
Small assets	29	74	34	32	34	35	38
Sponsorships	174	854	1 806	2 898	3 072	3 207	3 399
Staff recruitment	532	407	48	1 700	750	783	830
Staff training	360	774	429	2 000	2 500	2 610	2 767
Subscriptions and licences	738	2 607	1 507	1 895	2 236	2 334	2 474
Telephones (fixed lines)	162	169	144	431	478	499	529
Telephones (mobile and data)	449	432	467	466	466	487	516
Travel expenses	114	562	1 547	1 746	2 061	2 152	2 281
Water & electricity	285	303	285	308	308	322	341
Board training and Evaluations	152	268	133	300	400	418	443
Workshops / Conferences / Seminars	765	903	824	1 736	1 934	2 019	2 141
BEE expenditure				92	100	105	111

Building Disposal Costs	-	-	-	1 200	-	-	-
Total admin expenditure	**56 058**	**65 305**	**71 943**	**84 135**	**92 338**	**96 401**	**102 185**
CAPITAL EXPENDITURE							
Computer equipment (new computers and servers)	520	922	767	1 120	1 120	1 169	1 239
Intangible assets (new Security softwares)	-		846	1 300	1 378	1 439	1 525
Leasehold improvements (HO space plan)				200	-	-	-
Motor vehicles	-	-	-	-	-	-	-
Office equipment	-	34	17	-	100	104	111
Office furniture and fittings	-	-		50	100	104	111
Buildings - work in progress	-	-		-	-	-	-
Total capital expenditure	**520**	**956**	**2 630**	**2 670**	**2 698**	**2 817**	**2 986**

Total Expenditure	**276 771**	**270 706**	**338 922**	**373 325**	**392 539**	**409 810**	**434 498**
Programme 1: Administration	56 058	65 305	71 943	84 135	92 338	91 973	102 185
Programme 2: Skills planning and monitoring	48 125	76 382	81 595	80 085	85 889	90 894	95 048
Programme 3: Learning Programmes and projects	169 364	124 651	179 799	196 265	201 444	211 706	222 371
Programme 4: Quality Assurance	2 704	3 412	2 955	10 170	10 170	12 419	11 909
Capital Expenditure	520	956	2 630	2 670	2 698	2 817	2 986
Budget Deficit / Surplus	**- 51 474**	**94 772**	**25 870**	**0**	**0**	**0**	**0**

4.3 SECTORAL PRIORITY OCCUPATION LIST

The current and anticipated developments in the energy and water sector, coupled with the 4IR, require the right supply of skills that meet industry needs. Therefore, the EWSETA will double its efforts in developing skills that match job-specific areas within the sector. According to data at our disposal, there is need for the EWSETA to consider increasing engineering skills to address the needs of the energy sector. In the water sector, management and conservation-related disciplines need to be prioritised to ensure this precious resource is efficiently managed. The table below represents the EWSETA Sectoral Priority Occupations and Interventions List (SPOL). Listed interventions were informed through analysis of national strategies and plans; analysis of WSP submissions; consultation with various secondary data sources such as the National Career Advice Portal and SAQA databases; internal engagements with the relevant EWSETA departments; and external stakeholder interactions.

Table 24: Sectoral Priority Occupations List

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
2021-215101	Electrical Engineer	Control Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Power Systems Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Power Transmission Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Postgraduate Diploma in Electrical Engineering	8	Y
			Bursary: Bachelor of Engineering in Electrical Engineering	8	Y
			Bursary: Master of Engineering in Electrical Engineering	9	Y
			Bursary: Master of Engineering in Electrical Engineering in Smart Grid	9	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			TVET Placement: National Diploma in Electrical Engineering	-	N
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Electric Power Generation Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Bachelor of Engineering Technology in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			TVET Placement: National Diploma in Electrical Engineering	-	N
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Electromechanical Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Power Distribution Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Electrical Design Engineer	Bursary: Doctor of Engineering in Electrical Engineering (professional registration with ECSA is a requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
			HET Placement: National Diploma in Electrical Engineering	-	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Illumination Engineer	Bursary: National Diploma in Electrical Engineering (professional registration with ECSA is requirement)	6	Y
			Bursary: Master of Engineering in Electrical Engineering	7	Y
			Bursary: Doctor of Engineering in Electrical Engineering	10	Y
2021-121905	Programme or Project Manager	Project Director	Bursary: Advanced Diploma in Project Management	7	Y
			Bursary: Bachelor of Science Honours in Project Management	8	Y
			Postgraduate Diploma in Project Management	8	Y
			Master of Science in Project Management	9	Y
2021-214101	Industrial Engineer	Supply Chain Management Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Process Design Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidate Engineer: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Manufacturing Logistics Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Automation and Control Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Safety Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Value Engineering	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Operations Research Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Industrial Efficiency Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Plant Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Manufacturing Technology Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Quality Management Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Process Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Enterprise Resource Management Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Robotics and Production Automation Engineer	Bursary: Bachelor of Engineering in Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
2021-132104	Engineering Manager	Bankable Feasibility Study Manager	Bursary: Postgraduate Diploma in Engineering Management	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Engineering in Engineering Management	10	Y
		Engineering Maintenance Manager	Bursary: Postgraduate Diploma in Engineering Management	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Engineering in Engineering Management	10	Y

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Surface Engineer (Alternative Title)	Bursary: Postgraduate Diploma in Engineering Management	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Engineering in Engineering Management	10	Y
		Section Engineer (Alternative Title)	Bursary: Postgraduate Diploma in Engineering Management	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Engineering in Engineering Management	10	Y
2021-213302	Environmental Scientist	Environmental Consultant	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Environmental Auditor	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Water Use Specialist	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Environmental Advisor	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Environmentalist	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Environmental Research Scientist	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Environmental Waste Officer	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Environmental Officer	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
		Climate Change Analyst	Bursary: Bachelor of Science in Environmental Sciences	7	Y
			Bursary: Bachelor of Science in Environmental Sciences (Honours)	8	Y
			Internship: Relevant workplace experience	N/A	N
			Master of Science in Environmental Sciences	9	Y
			Doctor of Philosophy in Environmental Sciences	10	Y
2021-215103	Energy Engineer	Hydro Energy Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Renewable Energy Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N
		Nuclear Energy Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N
			Bachelor of Science Honours in Nuclear Energy	8	Y
			Master of Engineering in Energy	9	Y
		Bio-energy Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N
		Energy Services Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N
		Solar Energy Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Wind Energy Engineer	Bachelor of Engineering in Electrical Engineering	8	Y
			Bachelor of Engineering Honours in Electrical Engineering	8	Y
			Master of Engineering in Electrical Engineering	9	Y
			Doctor of Engineering in Electrical Engineering	10	Y
			Candidacy: Workplace experience is required for a professional review by ECSA	N/A	N
2021-214401	Mechanical Engineer	Fluid Mechanics Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidate Engineer: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Fuel Cell Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Mechatronics Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidate Engineer: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Thermodynamics Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Industrial Machinery Engineer	Bursary: Bachelor of Industrial Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Air-conditioning, Heating and Ventilation (including fire) Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Heating and Ventilation Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Piping Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Machine Design and Development Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Forensic Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Diesel Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Automotive Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Transportation Systems Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Rotational Plant Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Maintenance Management Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Structural Steel Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
		Pressurised Vessels Engineer	Bursary: Bachelor of Mechanical Engineering	8	Y
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N
2021-311801	Draughtsperson	Engineering Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Civil Engineering Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Electrical Engineering Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Topographic Draughting Officer	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Mechanical Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Photographic Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Chemical Engineering Draughtspersons	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Petroleum Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Technical Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Technical Draughting Officer	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Design and Manufacturing Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Manufacturing Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Relays Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Substation Design Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Nuclear Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
		Electrical and Electronics Draughtsperson	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Geological Draughting Person	Bursary: National Certificate in General Draughting	3	Y
			Learnership: Draughtsperson (Level 4)	4	Y
			Further Education and Training Certificate in Draughting	4	Y
2021-671202	Millwright	Millwright (Electro mechanician)	Apprenticeship: Millwright (Trade)	N/A	N
			Learnership: Electro-mechanics Level 2	2	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 3	3	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 4	4	Y
		Ground Electro mechanician	Apprenticeship: Millwright (Trade)	N/A	N
			Learnership: Electro-mechanics Level 2	2	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 3	3	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 4	4	Y
		Winder Technician	Apprenticeship: Millwright (Trade)	N/A	N
			Learnership: Electro-mechanics Level 2	2	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 3	3	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 4	4	Y
		Electro mechanician	Apprenticeship: Millwright (Trade)	N/A	N
			Learnership: Electro-mechanics Level 2	2	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 3	3	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 4	4	Y
		Machine Tool Millwright	Apprenticeship: Millwright (Trade)	N/A	N
			Learnership: Electro-mechanics Level 2	2	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 3	3	Y
			Learnership: Electro-mechanics (Engineering and Technology) Level 4	4	Y
2021-243301	Industrial Products Sales Representative	Customer Services Engineer / Processor	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A
		Technical Representative / Salesman	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A

OCCUPATION CODE	OCCUPATION	SPECIALISATION / ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF Level	NQF Aligned Y/N?
		Technical Sales Consultant / Coordinator / Manager	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A
		Engineering Salesman	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A
		Service Delivery Analyst / Coordinator	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A
		Technical Service Advisor / Salesman	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A
		Solar and Hot Water System Sales Representative	There is no formal qualification/learning pathway for this specialisation. However, a National Senior Certificate, i.e., Grade 12, a bachelor's degree in engineering / marketing / business administration / or related field can be recommended, e.g., Bursary: Engineering. In addition, workplace experience can also be recommended, e.g., Internship programme.	N/A	N/A

The EWSETA will also implement other skills interventions identified in the ERRP Skills Strategy such as Biomass Plant Technicians; Electronic Engineering Technicians; Energy Engineer; Energy Engineering Technologist; Solar Photovoltaic Service Technicians and Wind Turbine Power Plant Process Controller. Over and above the SPOL, EWSETA funds skills interventions responding to HTFVs identified by the sector.

EWSETA LOGIC MODEL

INPUTS

- Skills levy; public, private partnership funding
- Collaboration with researchers, planners, experts, and industry stakeholders
- Data on skills demand and supply in the sector

ACTIVITIES

- Conduct research to determine skills needs.
- Allocate mandatory and discretionary grants.
- Plan for the implementation, management, and evaluation of skills development programmes

OUTPUTS

- Research, Monitoring and Evaluation Reports
- Learning programmes and projects in line with the NSDP
- Identified funding sources and partnerships for funding and implementation of programmes.

OUTCOMES

- Reduction in scarce and critical skills.
- Increased access to programmes.
- Strengthened relationships with stakeholders.
- Increased absorption of completers into employment.

IMPACT

- Improved level of employed people.
- Increased earning capacity.
- Improved quality of life through increased sustainable employment options

PART C:
MEASURING OUR PERFORMANCE

5. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

5.1 PROGRAMME 1: ADMINISTRATION

5.1.1 SUB-PROGRAMME 1.1: CORPORATE SERVICES/STRATEGIC MANAGEMENT

5.1.1.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1. Improved SETA performance.	SP, APP and AOP	1.1 Approved SP, APP and AOP.	SP, APP and AOP approved.	SP, APP and AOP approved.	SP and APP approved by the Minister. AOP approved by the Accounting Authority.	SP, APP and AOP approved.	SP, APP and AOP approved.	SP, APP and AOP approved.	SP, APP and AOP approved.
	Quarterly SETA Good Governance reports	1.2 No. of SETA good governance reports in line with the Governance template from DHET with 100% achievement.	4 SETA good governance reports.	4 Quarterly SETA good governance reports submitted to DHET.	4 Quarterly SETA good governance reports submitted to DHET.	4 SETA good governance reports.	4 SETA good governance reports.	4 SETA good governance reports.	4 SETA good governance reports.

5.1.1.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.1 Approved SP, APP and AOP.	SP, APP and AOP approved.	-	First draft SP and APP submitted to DHET.	Final SP and APP submitted to DHET.	Final SP and APP tabled in Parliament. Annual Operational Plan approved.
1.2 No. of SETA good governance reports in line with the Governance template from DHET with 100% achievement	4 SETA good governance reports.	1 SETA good governance report submitted to DHET.	1 SETA good governance report submitted to DHET.	1 SETA good governance report submitted to DHET.	1 SETA good governance report submitted to DHET.

5.1.2 SUB-PROGRAMME 1.2: GOVERNANCE, AUDIT AND RISK

5.1.2.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1. Improved SETA performance.	Audit Report	1.3 AGSA audit opinion.	Unqualified audit	Unqualified audit	Unqualified audit opinion in the 2021/22 financial year.	Unqualified audit opinion	Unqualified audit opinion	Unqualified audit opinion	Unqualified audit opinion

5.1.2.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.3 AGSA audit opinion.	Unqualified audit opinion	-	External audit report/opinion issued by AGSA.	-	-

5.1.3 SUB-PROGRAMME 1.3: HUMAN RESOURCES

5.1.3.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1. Improved SETA performance.	Improved staff retention.	1.4 Development and Implementation of an Operating Model and Organisational Design.	Partner was sourced and project commenced in 2020/2021.	Organisation review consultant appointed.	80%	Labour Turnover limited to 13% per annum.	Maintain Labour Turnover at 13% per annum.	Maintain Labour Turnover at 13% per annum.	Maintain Labour Turnover at 13% per annum.

5.1.3.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.4 Development and Implementation of an Operating Model and Organisational Design.	Maintain Labour Turnover at 13% per annum.	13% labour turnover	13% labour turnover	13% labour turnover	13% labour turnover

5.1.4 SUB-PROGRAMME 1.4: MARKETING & COMMUNICATIONS

5.1.4.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1. Improved SETA performance.	Positioning the EWSETA as a thought leader and skills development partner for the sector.	1.5 No of sector events participated in and EWSETA events hosted.	10	20	22	20	20	25	25

5.1.4.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.5 No of sector events participated in and EWSETA events hosted	20	4	6	6	4

5.1.5 SUB-PROGRAMME 1.5: INFORMATION TECHNOLOGY

5.1.5.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1. Improved SETA performance.	Improved ICT Governance	1.6 Effective ICT Governance	N/A	N/A	N/A	90 % of ICT Governance Operationalised	100% Governance Operationalised	100% Governance Operationalised	100% Governance Operationalised
	Minimisation of Business Downtime.	1.7 Implementation of the disaster recovery and business continuity plan.	100%	50%	100%	100%	100%	100%	100%

5.1.5.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.6 Effective ICT Governance	100% Governance Operationalised	Review ICT Governance Framework	Implement 50% of Governance Framework	Implement 70% of Governance Framework	Implement 100% of Governance Framework
		Review and Approval of ICT Policies	Implementation of approved Policies	Implementation of approved Policies	Implementation of approved Policies
		Review ICT Strategy	Approval of ICT Strategy, Develop Operational Plan	Implement Operational plan	Implement Operational Plan
1.7 Implementation of the disaster recovery and business continuity plan.	100%	100%	100%	100%	100 % with new improvements
		1 x Test backup and restore	Review and Update DR Plan	DR Plan Approval and update of implementation plan	Continuously perform Vulnerability Scans

5.1.5.3 Explanation of planned performance over the medium-term period

The key focus of the Administration programme is to build a high performance and ethical culture within the EWSETA. The programme is in line with the Revised Medium Term Strategic Framework's Priority 1 which aims to build a capable, ethical, and developmental state.

The EWSETA has made huge strides towards the implementation of its Operating Model and a revised organisational structure to support its capabilities as a sector authority. The EWSETA intends to fill its organisational structure, once approved, with visionary and competent employees on whom consistent delivery of high quality is dependent.
In addition to human capital, the EWSETA will continue to improve on other capabilities such as information and communications technology and infrastructure, financial management, governance, risk, compliance, monitoring and evaluation to drive performance.

5.1.6 PROGRAMME RESOURCE CONSIDERATIONS

5.1.6.1 Trends in Expenditure

Programme 1: Administration Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Accommodation	22	149	1 169	878	1 083	1 131	1 198
Advertising	340	108	742	1 000	1 060	1 107	1 173
Annual General Meetings	10	258	217	444	471	491	521
Bank charges	88	81	81	140	148	155	164
Catering / Meeting expenses		65	94	182	198	206	219
Cleaning	323	429	394	590	625	653	692
Consulting fees	6 236	6 810	12 218	11 204	9 800	10 231	10 845
Covid expenditure	694	215	50	-	-	-	-
Digitisation and Digitilisation of EWSETA processes	-	-	-	-	-	-	-
Document management expenses	347	1 825	1 520	659	698	729	773
Employee affiliation fees	41	44	114	73	77	81	86
Employee assistance programme	51	147	271	189	150	157	166
Employee relations		2	129	177	177	185	196
Entity memberships and affiliation fees	60	63	102	234	200	209	221
External audit fees	2 954	4 755	3 715	4 262	4 450	4 646	4 924
Forensic Audit	531	124	19	100	200	209	221
Facility management	4	143	2	10	11	11	12
Governance committee fees	1 693	1 393	1 616	1 500	1 750	1 827	1 937
Groceries / Staff welfare	143	269	77	150	159	166	176
MIS investment	0	0	-	-	1 500	1 566	1 660
Insurance	500	511	498	680	721	753	798
Interest paid		-	-	-	-	-	-
Internal audit fees	1 456	2 037	1 342	2 099	2 310	2 411	2 556
IT costs	1 090	1 505	1 571	3 500	3 500	3 654	3 873

Programme 1: Administration Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Legal fees	339	361	1 163	2 040	2 200	2 297	2 435
Marketing	907	1 615	2 832	2 768	2 934	3 063	3 247
Moving costs	-2	12	-	20	-	-	-
Municipal rates, sewerage and dustbins	218	263	252	285	143	149	158
Operating lease rental (Only rental)	226	670	878	972	1 069	1 116	1 183
Organisational development	636	518	1 297	624	-	-	-
Printing & stationery / Postage and courier	1 000	547	685	700	742	775	821
QCTO costs	2 130	1 439	2 019	2 260	2 396	2 501	2 651
Provincial operations	64	63	229	276	100	104	111
Rent paid	3 613	3 724	3 801	4 058	4 021	4 198	4 450
Repairs and maintenance	21	51	85	133	141	147	156
Salaries	25 635	27 036	24 691	26 213	34 510	36 029	38 191
Security	928	720	846	911	455	475	504
Small assets	29	74	34	32	34	35	38
Sponsorships	174	854	1 806	2 898	3 072	3 207	3 399
Staff recruitment	532	407	48	1 700	750	783	830
Staff training	360	774	429	2 000	2 500	2 610	2 767
Subscriptions and licences	738	2 607	1 507	1 895	2 236	2 334	2 474
Telephones (fixed lines)	162	169	144	431	478	499	529
Telephones (mobile and data)	449	432	467	466	466	487	516
Travel expenses	114	562	1 547	1 746	2 061	2 152	2 281
Water & electricity	285	303	285	308	308	322	341
Board training and Evaluations	152	268	133	300	400	418	443
Workshops / Conferences / Seminars	765	903	824	1 736	1 934	2 019	2 141
BEE expenditure				92	100	105	111
Building Disposal Costs	-	-	-	1 200	-	-	-
Total admin expenditure	**56 058**	**65 305**	**71 943**	**84 135**	**92 338**	**96 401**	**102 185**

Programme 1: Administration							
Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
CAPITAL EXPENDITURE							
Computer equipment (new computers and servers)	520	922	767	1 120	1 120	1 169	1 239
Intangible assets (new Security softwares)	-		1 846	1 300	1 378	1 439	1 525
Leasehold improvements (HO space plan)				200	-	-	-
Motor vehicles	-	-	-	-	-	-	-
Office equipment	-	34	17	-	100	104	111
Office furniture and fittings	-	-		50	100	104	111
Buildings - work in progress	-	-		-	-	-	-
Total capital expenditure	**520**	**956**	**2 630**	**2 670**	**2 698**	**2 817**	**2 986**
	56 578	**66 261**	**74 573**	**86 805**	**95 036**	**99 217**	**105 170**

5.2 PROGRAMME 2: SKILLS PLANNING

Purpose

The purpose of the programme is to ensure implementation of evidence-based research and evaluation to inform programme planning and implementation.
The programme consists of the following sub-programmes:

Work Skills Plans and Annual Training Reports

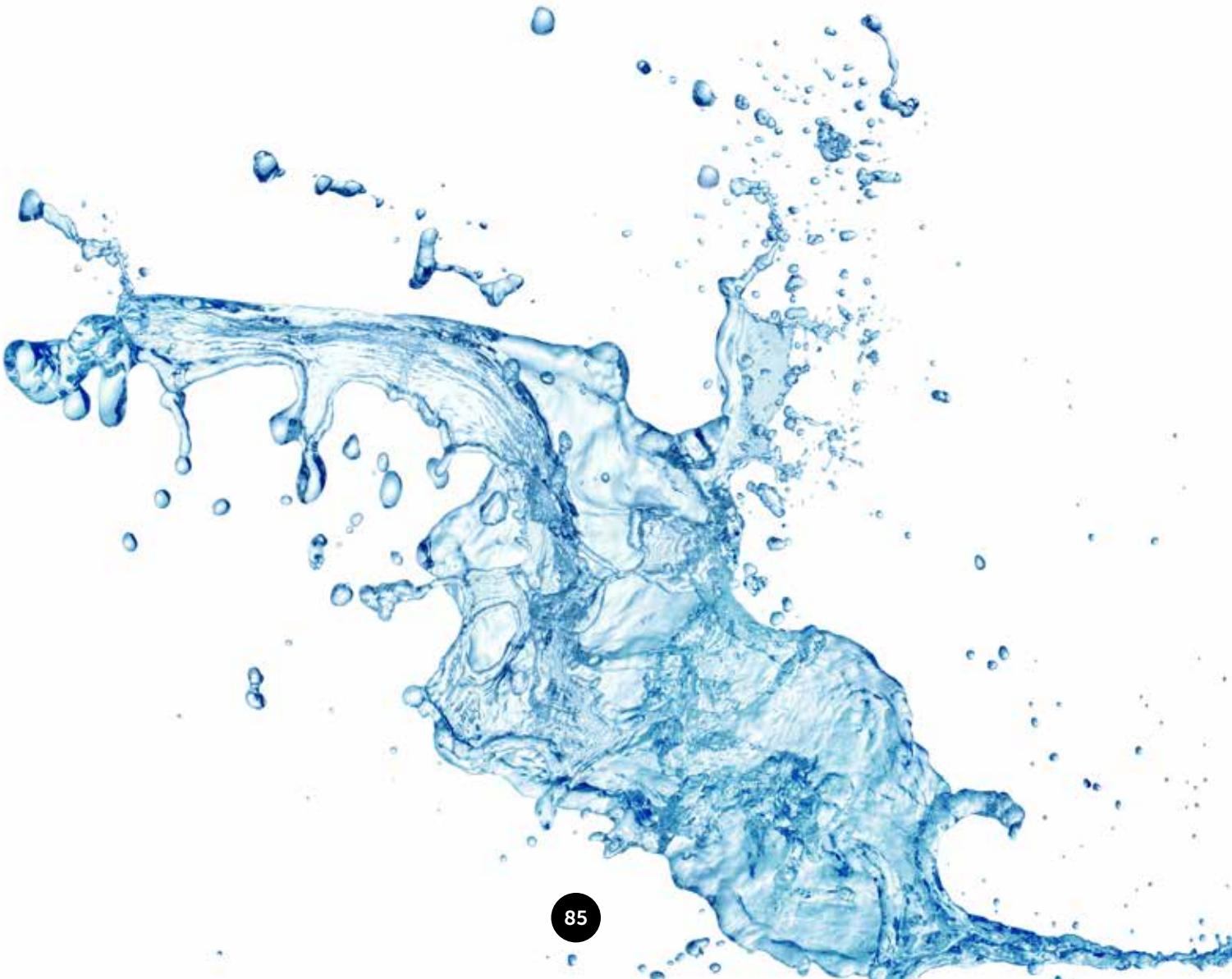
Purpose: To gather credible information from the workplaces to understand the demand for skills and occupations within the energy and water sector.

Sector Skills Plan

Purpose: To develop the annual Sector Skills Plan and conduct complementary research that informs skills development planning.

Monitoring and Evaluation

Purpose: To ensure that credible and objective evidence from evaluation is used in planning, budgeting, organisational improvement, policy review, as well as ongoing programme and project management, to improve performance.



5.2.1 SUB-PROGRAMME 2.1: WORK SKILLS PLANS AND ANNUAL TRAINING REPORTS

5.2.1.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
2. Enhanced learning programmes for occupations in high demand	WSPs and ATRs approved for small firms	2.1 Number of WSPs and ATRs approved for small firms	125	141	142	140	170	145	145
	WSPs and ATRs approved for medium firms	2.2 Number of WSPs and ATRs approved for medium firms	37	33	31	50	45	50	55
	WS's and ATRs approved for large firms	2.3 Number of WSPs and ATRs approved for large firms	23	32	29	30	30	30	30

5.2.1.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
2.1 Number of WSPs and ATRs approved for small firms	170	-	170	-	-
2.2 Number of WSPs and ATRs approved for medium firms	45	-	45	-	-
2.3 Number of WSPs and ATRs approved for large firms	30	-	30	-	-

5.2.2 SUB-PROGRAMME 2.2: SECTOR SKILLS PLAN

5.2.2.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
2. Enhanced learning programmes for occupations in high demand	Annual Sector Skills Plan	2.4 Sector Skills Plan reviewed and approved	The Sector Skills Plan was approved by the Minister on 24 March 2021.	Annual SSP 2022/23 approved.	Annual SSP 2023/24 approved.	Annual SSP 2024/25 approved.	Five-year SSP 2025/26-2029/30 approved.	Annual SSP 2025/26 approved.	Annual SSP 2026/27 approved.
	Sector research agreements for TVET growth occupationally directed programmes	2.5 Number of sector research agreements signed for TVET growth occupationally directed programmes	2 research agreement signed (energy + water).	2 research agreements signed	2 research agreements (energy + water) implemented	2 research agreements (energy + water) implemented	1 research agreement implemented	N/A	N/A
	Skills needs of established and emergent cooperatives	2.6 Identified skills needs of established and emergent cooperatives	1 research project implemented.	1 skills report	N/A	N/A	1 skills report	N/A	N/A
	Skills needs of small and emerging enterprises	2.7 Identified skills needs of small and emerging enterprises	1 research project implemented.	1 skills report	N/A	N/A	1 skills report	N/A	N/A
	Research report(s)	2.8 No of topical research reports	N/A	1 research report	N/A	1 research report	1 research report	1 research report	1 research report

5.2.2.2 Outcomes, outputs, performance indicators and targets

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
2.4 Sector Skills Plan reviewed and approved	Five-year SSP 2025/26-2029/30 approved.	First Draft SSP submitted to DHET.	Final draft SSP submitted to DHET.	-	Final draft SSP approved.
2.5 Number of sector research agreements signed for TVET growth occupationally directed programmes	1 research agreement implemented	Project manage Research Projects	Project manage Research Projects	Project manage Research Projects	Project manage Research Projects
2.6 Identified skills needs of established and emergent cooperatives	1 skills report	-	-	-	1 skills report
2.7 Identified skills needs of small and emerging enterprises	1 skills report	-	-	-	1 skills report
2.8 No of topical research reports	1 research report	-	-	-	1 research report

5.2.3 SUB-PROGRAMME 2.3: MONITORING AND EVALUATION

5.2.3.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
3. Improved organisational learning on performance of programmes	Monitoring and evaluation reports	2.9 No of monitoring and evaluation reports	4 quarterly reports	4 Quarterly Monitoring Reports submitted to DHET.	4 Quarterly Monitoring Reports submitted to DHET.	4 Quarterly Monitoring Reports submitted to DHET.	4 Quarterly Monitoring Reports submitted to DHET.	4 Quarterly Monitoring Reports submitted to DHET.	4 Quarterly Monitoring Reports submitted to DHET.

5.2.3.2 Outcomes, outputs, performance indicators and targets

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
2.9 No of monitoring and evaluation reports	4 Quarterly Monitoring Reports submitted to DHET.	1 quarterly report	1 quarterly report	1 quarterly report	1 quarterly report

5.2.3.3 Explanation of planned performance over the medium-term period

Some of the outputs of this programme are the annual sector skills plan, sector research projects, skills development needs of SMMEs and Co-Operatives. All research undertaken serve to enhance the annual Sector Skills Plan to identify skills needs within the sector.

The EWSETA will continue to enhance Research and M&E capacity; update and maintain the Research Agenda and M&E framework; provide appropriate data inputs into the planning activities; conduct evaluative studies/ assessments at appropriate intervals, which serve as input into the EWSETA planning cycle. Annual tracer studies are conducted to determine the whereabouts of learners post-completion.

The EWSETA and the Water Research Commission (WRC) have both noted the systemic gap in South Africa around experts who are skilled in doing skills related research in the water sector. This same finding has been mirrored in the interactions undertaken as part of the implementation of the National Water Research, Development and Innovation (RDI) Roadmap, an initiative led by the Departments of Science and Innovation, Water and Sanitation and the WRC. So together with the National Research Foundation (NRF), the EWSETA and WRC will be launching a SARChI Research Chair in Water Skills which would be hosted by one of the public universities in South Africa. Opportunities will be explored with other possible partners for a Hydrogen Economy Research Chair.

5.2.4 PROGRAMME RESOURCE CONSIDERATIONS

5.2.4.1 Trends in Expenditure

Programme 2: Skills Planning							
Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Work Skills Plans and Annual Training Reports	46 854	73 111	74 110	74 668,800	79 148	82 630	87 588
Sector Skills Plan	-	-	0	-	1 000	1 044	1 107
Research (including Research Chair)	1 271	3 271	7 485,10	4 421,190	4 686	4 893	5 186
Monitoring and Evaluation (incl. Tracer Study)	-	-	0	995,000	1 055	1 101	1 167
	48 125	76 382	81 595	80 085	85 889	89 668	95 048

The budget for the Annual Sector Skills Plan is expected to reduce over time as the EWSETA continues to build internal capacity. On the other hand, Research and Monitoring & Evaluation budgets are expected to increase over the medium term. It is expected that more research partnerships will be entered into to deepen the understanding of skills needs within the sector. The EWSETA plans to undertake mid-term and end-term asessments which will be the main cost drivers for monitoring and evaluation spending. This will be in addition to the annual tracer and biennial impact studies.

The entity has, in recent years invested resources into improving research and evaluation capacity for skills planning. A monitoring & evaluation unit has been established. In the medium term, additional resources will be invested in the research capabilities of the entity through research partnerships to strengthen the skills planning capabilities. The entity also anticipates the recruitment of two additional staff members at practitioner/specialist levels for the planning and monitoring & evaluation functions.

5.3 PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

Purpose

The purpose of the programme is to ensure that the energy and water sector has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development.

MTSF Priorities

The programme contributes to MTSF Priority 3: Education, Skills, and Health; and the priorities announced by the President in the 2023 State of the Nation Address (SoNA) Key priorities include the following:

- Manage the pandemic
- Drive economic recovery (Implement ERRP priorities; skills strategy to support economic recovery)
- Employment support and relief
- Enhance state capability to deliver

These priorities find expression in the various EWSETA planning documents such as the Sector Skills Plan, EWSETA ERRP Skills Interventions, and research undertaken to complement the Sector Skills Plan.

The programme outputs and outcomes will also make specific contributions to the Department of Science and Innovation (DSI) proposed skills projects, which include:

- funding for Undergraduate, Honours, Master's and Doctoral programmes in renewable energy, and hydrogen economy skills.
- provision of experiential learning to ensure that students can complete National Diplomas
- provision of funding for TVET students in renewable energy
- provision of experiential learning at research labs and in the work environment
- provision of experiential learning for UoT and TVET graduates in the fuel cell sector

5.3.1 SUB-PROGRAMME 3.1: IMPLEMENTATION OF LEARNING PROGRAMMES PER NSDP OUTCOMES

5.3.1.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
4. Increased access to occupations in high demand within the energy and water sector by 2024.	Discretionary grant budget allocated to developing high level skills.	3.1 Percentage of discretionary grant budget allocated at developing high level skills.	28%	23%	39%	30%	30%	30%	30%
	Discretionary grant budget allocated to developing intermediate skills.	3.2 Percentage of discretionary grant budget allocated at developing intermediate skills.	48%	46%	38%	50%	50%	50%	50%
	Discretionary grant budget allocated at developing elementary skills.	3.3 Percentage of discretionary grant budget allocated at developing elementary skills.	23%	31%	9%	20%	20%	20%	20%
	Learners who completed workplace-based learning programmes absorbed into employment or self-employment.	3.4 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment.	0	110	53	-	-	-	-
	Established or emergent cooperatives trained on sector and national priority occupations or skills.	3.5 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	0	13	10	-	-	-	-
	Established or emergent cooperatives trained on sector and national priority occupations or skills and funded for skills that enhance enterprise growth and development.	3.6 Number of established or emergent cooperatives trained on sector and national priority occupations or skills and funded for skills that enhance enterprise growth and development.	-	-	-	10	10	10	10
	Small and emerging enterprises trained on sector and national identified priority occupations or skills.	3.7 Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	0	24	33	-	-	-	-
	Small and emerging enterprises trained on sector and national identified priority occupations or funded for skills that enhance growth and development.	3.8 Number of small and emerging enterprises trained on sector and national identified priority occupations or funded for skills that enhance growth and development.	-	-	-	25	25	25	25
	People trained on entrepreneurship supported to start their business	3.9 Number of people trained on entrepreneurship supported to start their business.	11	20	19	-	-	-	-
	Rural Development Projects initiated.	3.10 Number of Rural Development Projects initiated.	20	20	20	20	20	20	20

5.3.1.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.1 Percentage of discretionary grant budget allocated at developing high level skills.	30%	-	30%	30%	30%
3.2 Percentage of discretionary grant budget allocated at developing intermediate skills.	50%	-	50%	50%	50%
3.3 Percentage of discretionary grant budget allocated at developing elementary skills.	20%	-	20%	20%	20%
3.4 Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment.	-	-	-	-	-
3.5 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	-	-	-	-	-
3.6 Number of established or emergent cooperatives trained on sector and national priority occupations or skills and funded for skills that enhance enterprise growth and development.	10	-	-	-	10
3.7 Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	-	-	-	-	-
3.8 Number of small and emerging enterprises trained on sector and national identified priority occupations or funded for skills that enhance growth and development.	25	-	-	10	15
3.9 Number of people trained on entrepreneurship supported to start their business.	-	-	-	-	-
3.10 Number of Rural Development Projects initiated.	20	5	5	5	5

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
4. Increased access for occupations in high demand within the energy and water sector by 2024	Artisan learners enrolled	3.11 Number of artisan learners enrolled.	619	540	1 081	207	311	250	250
	Artisan learners completed	3.12 Number of artisan learners completed.	720	859	775	75	145	125	125
	Unemployed learners granted Bursaries (new enrolments)	3.13 Number of unemployed learners granted Bursaries (new enrolments).	72	261	542	250	300	300	300
	Unemployed learners granted Bursaries (continuing)	3.14 Number of unemployed learners granted Bursaries (continuing).	17	57	58	-	-	-	-
	Unemployed learners granted Bursaries completed their studies	3.15 Number of unemployed learners granted Bursaries completed their studies.	42	42	10	50	50	50	50
	Learners enrolled RPL/ARPL	3.16 Number of learners enrolled RPL/ARPL.	10	443	618	900	618	900	900
	Learners completed RPL/ARPL	3.17 Number of learners completed RPL/ARPL.	17	23	156	250	156	250	250
	TVET/CET partnerships established	3.18 Number of public colleges (TVET/CET) partnerships established.	-	-	-	3	3	3	3
	TVET partnerships established	3.19 Number of TVET partnerships established.	2	10	11	-	-	-	-
	HEI partnerships established	3.20 Number of HEI partnerships established.	6	5	5	-	2	2	2
	CET partnerships established	3.21 Number of CET partnerships established.	2	2	3	-	-	-	-
	SETA-Employer and Strategic partnerships established	3.22 Number of SETA-Employer and Strategic partnerships established.	-	-	-	9	10	10	10
	SETA-Employer partnerships established	3.23 Number of SETA-Employer partnerships established.	12	17	8	-	-	-	-
	Strategic partnerships established	324 Number of Strategic Partnerships established.	N/A	17	6	-	-	-	-
	SETA-SETA partnerships established	3.25 Number of Inter-SETA partnerships established.	N/A	N/A	2	2	2	2	2

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.11 Number of artisan learners enrolled.	311	60	60	100	91
3.12 Number of artisan learners completed.	145	50	50	0	45
3.13 Number of unemployed learners granted Bursaries (new enrolments).	300	-	-	-	300
3.14 Number of unemployed learners granted Bursaries (continuing).	-	-	-	-	-
3.15 Number of unemployed learners granted Bursaries completed their studies.	50	-	-	-	50
3.16 Number of learners enrolled RPL/ARPL.	618	100	218	150	150
3.17 Number of learners completed RPL/ARPL.	156	-	56	50	50
3.18 Number of public colleges (TVET/CET) partnerships established.	3	-	-	-	3
3.19 Number of TVET partnerships established.	-	-	-	-	-
3.20 Number of HEI partnerships established.	2		-	-	2
3.21 Number of CET partnerships established.	-		-	-	-
3.22 Number of SETA-Employer and Strategic partnerships established.	10	-	3	3	4
3.23 Number of SETA-Employer partnerships established.	-	-	-	-	-
3.24 Number of Strategic Partnerships established.	-	-	-	-	-
3.25 Number of Inter-SETA partnerships established.	2	-	-	1	1

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
5. Increased skills capacity through workplace-based learning	TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces	3.26 Number of TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	N/A	N/A	N/A	500	953	500	500
	TVET and University students requiring Work Integrated Learning completed their workplace learning	3.27 Number of TVET and University students requiring Work Integrated Learning completed their workplace learning.	N/A	N/A	N/A	-	123	250	250
	TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	3.28 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	0	119	106	-	-	-	-
	TVET students completed their work integrated learning placements.	3.29 Number of TVET students completed their Work Integrated Learning placements.	50	0	0	-	-	-	-
	University students requiring work integrated learning to complete their qualifications placed in workplaces.	3.30 Number of university students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	100	100	0	-	-	-	-
	University students completed their Work Integrated Learning placements.	3.31 Number of university students completed their Work Integrated Learning placements.	80	15	37	-	-	-	-
	Unemployed learners enrolled Internships.	3.32 Number of unemployed learners enrolled Internships.	100	68	242	200	300	200	200
	Unemployed learners completed Internship.	3.33 Number of unemployed learners completed Internships.	0	27	36	150	225	150	150
	Unemployed learners enrolled Skills programmes.	3.34 Number of unemployed learners enrolled Skills programmes.	635	216	448	421	2 146	400	400
	Unemployed learners completed Skills programmes.	3.35 Number of unemployed learners completed Skills programmes.	21	393	252	250	1 846	350	350

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	Unemployed learners enrolled Learnerships programmes.	3.36 Number of unemployed learners enrolled Learnerships programmes.	309	754	558	750	1 125	800	800
	Unemployed learners completed Learnerships programmes.	3.37 Number of unemployed learners completed Learnerships programmes.	1 029	593	702	500	600	600	600
	Unemployed learners enrolled for Candidacy programmes.	3.38 Number of learners enrolled for Candidacy programmes.	20	0	30	150	225	150	150
	Unemployed learners completed Candidacy programmes.	3.39 Number of learners completed Candidacy programmes.	0	0	20	150	150	150	150
	Workers completed Continuous Professional Development (CPD) accredited interventions	3.40 Number of registered professionals entered Continuous Professional Development (CPD) accredited interventions.	N/A	N/A	300	300	300	300	300
	Learners supported with short courses	3.41 Number of learners supported with short courses.	N/A	N/A	N/A	300	300	300	300
	Learners entered short courses	3.42 Number of learners entered short courses.	N/A	N/A	406	-	-	-	-
	Learners completed short courses	3.43 Number of learners completed short courses.	N/A	N/A	352	-	-	-	-

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.26 Number of TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	953	250	250	250	203
3.27 Number of TVET and University students requiring Work Integrated Learning completed their workplace learning.	123	-	-	-	123
3.28 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	-	-	-	-	-
3.29 Number of TVET students completed their Work Integrated Learning placements.	-	-	-	-	-
3.30 Number of university students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	-	-	-	-	-
3.31 Number of university students completed their Work Integrated Learning placements.	-	-	-	-	-
3.32 Number of unemployed learners enrolled Internships.	300	-	100	100	100
3.33 Number of unemployed learners completed Internships.	225	-	-	100	125
3.34 Number of unemployed learners enrolled Skills programmes.	2 146	146	500	500	1 000
3.35 Number of unemployed learners completed Skills programmes.	1 846	300	546	500	500
3.36 Number of unemployed learners enrolled Learnerships programmes.	1 125	375	250	250	250
3.37 Number of unemployed learners completed Learnerships programmes.	600	200	200	100	100
3.38 Number of learners enrolled for Candidacy programmes.	225	50	100	75	-
3.39 Number of learners completed Candidacy programmes.	150	-	75	-	75
3.40 Number of registered professionals entered Continuous Professional Development (CPD) accredited interventions.	300	150	-	150	-
3.41 Number of learners supported with short courses.	300	150	-	150	-
3.42 Number of learners entered short courses.	-	-	-	-	-
3.43 Number of learners completed short courses.	-	-	-	-	-

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
5. Increased skills capacity through workplace-based learning	Workers enrolled in learnership programmes	3.44 Number of workers enrolled in Learnerships programmes.	250	141	154	150	225	150	150
	Workers completed learnership programmes	3.45 Number of workers completed Learnerships programmes.	375	257	506	100	129	100	100
	New entrant workers granted bursaries	3.46 Number of workers granted Bursaries (new entries).	15	64	110	90	90	90	90
	Workers granted bursaries (continuing learners)	3.47 Number of workers granted Bursaries (continuing).	4	3	5	-	-	-	-
	Workers granted bursaries complete studies	3.48 Number of workers granted Bursaries completed their studies.	0	22	32	30	30	30	30
	Workers enrolled for skills programmes	3.49 Number of workers enrolled Skills programmes.	801	482	902	956	1 434	1000	1000
	Workers complete skills programmes	3.50 Number of workers completed Skills programmes.	1 194	1 300	1 260	750	1 233	750	750
	Workers enrolled for AET programmes	3.51 Number of workers enrolled AET programmes.	50	0	62	-	-	-	-
	Workers complete AET programmes	3.52 Number of workers completed AET programmes.	0	50	0	-	-	-	-
	Federations /Trade Unions supported through the relevant skills training	3.53 Number of Federations /Trade Unions supported through the relevant skills training interventions.	5	6	0	-	-	-	-

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.44 Number of workers enrolled in Learnerships programmes.	225	100	100	25	-
3.45 Number of workers completed Learnerships programmes.	129	29	50	50	-
3.46 Number of workers granted Bursaries (new entries).	90	-	-	-	90
3.47 Number of workers granted Bursaries (continuing).	-	-	-	-	-
3.48 Number of workers granted Bursaries completed their studies.	30	-	-	-	30
3.49 Number of workers enrolled Skills programmes.	1 434	300	300	300	534
3.50 Number of workers completed Skills programmes.	1 233	250	250	250	483
3.51 Number of workers enrolled AET programmes.	-	-	-	-	-
3.52 Number of workers completed AET programmes.	-	-	-	-	-
3.53 Number of Federations /Trade Unions supported through the relevant skills training interventions.	-	-	-	-	-

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
6. Increased economical participation of CBOs/NGOs/ NPOs/SMMEs within the energy and water sector	Established or emergent cooperatives trained on sector and national priority occupations or skills.	3.54 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	-	-	-	10	10	10	10
	Cooperatives funded for skills that enhance enterprise growth and development	3.55 Number of cooperatives funded for skills that enhance enterprise growth and development.	9	10	10	-	-	-	-
	Small businesses funded for skills that enhance growth and development	3.56 Number of small businesses funded for skills that enhance growth and development.	0	24	33	-	-	-	-
	People trained on entrepreneurships supported to start their businesses	3.57 Number of people trained on entrepreneurships supported to start their businesses.	0	5	19	-	-	-	-
	CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities	3.58 Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities.	11	10	10	10	10	10	10

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.54 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	10	-	-	10	-
3.55 Number of cooperatives funded for skills that enhance enterprise growth and development.	-	-	-	-	-
3.56 Number of small businesses funded for skills that enhance growth and development.	-	-	-	-	-
3.57 Number of people trained on entrepreneurships supported to start their businesses.	-	-	-	-	-
3.58 Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities.	10	-	10	-	-

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
7. Increased support for the growth of college system	SETA offices established and maintained in TVET colleges	3.59 Number of SETA offices established and maintained in TVET colleges.	4	4	4	4	4	5	5
	Centres of Specialisation supported	3.60 Number of Centres of Specialisation supported.	1	2	2	2	2	2	2
	TVET Managers/Lecturers exposed to the industry through Skills programmes.	3.61 Number of TVET Managers/ Lecturers exposed to the industry through Skills programmes.	-	-	-	10	10	10	10
	TVET Lecturers exposed to the industry through Skills Programmes	3.62 Number of TVET Lecturers exposed to the industry through Skills programmes.	11	12	14	-	-	-	-
	TVET College Managers receiving training on curriculum related studies	3.63 Number of TVET College Managers receiving training on curriculum related studies.	6	17	0	-	-	-	-
	TVET colleges Lecturers awarded Bursaries	3.64 Number of TVET college Lecturers awarded Bursaries.	5	0	8	5	5	5	5
	TVET colleges infrastructure developed	3.65 TVET colleges infrastructure development (equipment/workshops).	1	1	2	2	2	2	2
	CET College Managers/Lecturers awarded skills development programmes.	3.66 Number of CET College Managers/Lecturers awarded skills development programmes.	N/A	N/A	N/A	10	10	10	10
	CET colleges lecturers awarded skills development programmes	3.67 Number of CET college lecturers awarded skills development programmes.	7	-	5	-	-	-	-
	CET colleges infrastructure development supported	3.68 CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT).	1	1	2	2	2	2	2
	CET College Managers receiving training on curriculum related studies	3.69 Number of CET College Managers receiving training on curriculum related studies.	5	1	5	-	-	-	-
	CET learners accessing AET programmes	3.70 Number of CET learners accessing AET programmes.	0	50	50	50	50	50	50

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.59 Number of SETA offices established and maintained in TVET colleges.	4	4	4	4	4
3.60 Number of Centres of Specialisation supported.	2	2	-	-	-
3.61 Number of TVET Managers/Lecturers exposed to the industry through Skills programmes.	10	-	-	-	10
3.62 Number of TVET Lecturers exposed to the industry through Skills programmes.	-	-	-	-	-
3.63 Number of TVET College Managers receiving training on curriculum related studies.	-	-	-	-	-
3.64 Number of TVET college Lecturers awarded Bursaries.	5	-	-	-	5
3.65 TVET colleges infrastructure development (equipment/workshops).	2	-	-	-	2
3.66 Number of CET College Managers/Lecturers awarded skills development programmes.	10	-	-	10	-
3.67 Number of CET college lecturers awarded skills development programmes.	-	-	-	-	-
3.68 CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT).	2	-	-	-	2
3.69 Number of CET College Managers receiving training on curriculum related studies.	-	-	-	-	-
3.70 Number of CET learners accessing AET programmes.	50	-	-	-	50

5.3.2 SUB-PROGRAMME 3.2: CAREER AND VOCATIONAL GUIDANCE

5.3.2.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
8 Increased uptake of careers in energy and water sectors	Career development events on occupations in high demand held in urban areas	3.71 Number of Career Development Events in urban areas on occupations in high demand.	27	21	29	20	20	20	20
	Career development events on occupations in high demand held in rural areas	3.72 Number of Career Development Events in rural areas on occupations in high demand.	37	58	24	20	20	20	20
	Career development practitioners trained	3.73 Number of Career Development Practitioners trained.	112	286	301	300	300	300	300
	Capacity building workshops on career development services initiated	3.74 Number of capacity building workshops on Career Development Services initiated.	11	12	20	9	9	9	9
	Increased access to energy and water careers	3.75 Develop and Implement Career Guidance Portal.	N/A	N/A	1187	-	-	--	--
	Strengthened capacity to STEAM related subjects	3.76 Number of STEAM support programme.	N/A	N/A	1	2	2	2	2

5.3.2.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.71 Number of Career Development Events in urban areas on occupations in high demand.	20	6	6	2	6
3.72 Number of Career Development Events in rural areas on occupations in high demand.	20	6	6	2	6
3.73 of Career Development Practitioners trained.	300	100	80	20	100
3.74 Number of capacity building workshops on Career Development Services initiated.	9	3	3	-	3
3.75 Develop and Implement Career Guidance Portal.	-	-	-	-	-
3.76 Number of STEAM support programme.	2	-	1	1	-

5.3.2.3 Explanation of planned performance over the medium-term period

This core EWSETA programme is key in ensuring (i) new entrants are skilled to take up positions within the energy and water sector, as well as (ii) ensuring current workers are kept abreast of the latest development and trends through continuous professional development programmes. This programme also develops the abilities of workers through further training interventions and ensures there are new leaders able to take up positions available in the sector. Programme 3 also focusses on supporting established and emerging SMMEs and Co-operatives through skills programmes and incubation initiatives.

The EWSETA partners with employers, professional bodies, associations, and other strategic entities for work-integrated learning opportunities such as learnerships, internships, and work placements. By partnering also with Public Universities, Universities of Technology, Technical and Vocational Education and Training & Community Education and Training Colleges, EWSETA ensures opportunities are created for learning within the energy and water sector through bursaries and education grants.

The EWSETA will therefore continue to mobilise multiple stakeholders to identify and respond to sectoral skill needs driven by various change drivers and national plans and strategies. The Local Government SETA has been identified as a crucial partner for the delivery of skills within the municipal landscape. Other sectors which have been identified for collaboration are Transport and Chemical sectors.

The EWSETA promotes the professionalisation of current workers who do not possess formal qualifications. An ongoing analysis of skill needs through formal research will continue to be undertaken. Employee skills will be aligned with those in high demand by training/retraining incumbents in relevant occupations/specialisations through, e.g., Learnerships, Apprenticeships, Skills Programmes, and Artisan Recognition of Prior Learning.

In implementing Programme 3 the EWSETA will factor in the interests of Women, Youth and People with Disabilities, who are mainly affected by poverty, inequality and unemployment.

5.3.2.4 Trends in Expenditure

Programme 3: Learning Programmes and Projects Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Implementation of learning programmes per NSDP Outcomes (Skills Programmes, Learnerships, Bursaries, Internships / WIL, Apprenticeship, Artisanship, Bursaries, Occupationally Directed Programmes, Development of SMMEs, Co-Ops, NGOs, CBOs, etc.)	149 616	104 551	161 388	180 153	184 826	194 260	204 019
Special projects (including partnerships)	3 606	3 439	-	-	-	-	-
Career and vocational guidance	572	703	1 648	2 600	2 756	2 877	3 050
Project Administration Costs (7.5%)	15 570	15 958	16 763	13 511	13 862	14 569	15 301
	169 364	124 651	179 799	196 265	201 444	211 706	222 371

As the entity continues to implement the NSDP 2030 objectives of industry driven skills development, it is that additional funds from the sector and sector driven funding will become available to increase the number of trained beneficiaries entered into EWSETA registered learning programmes. The EWSETA will continue to bear the administrative cost of the sector funded training through providing quality assurance on registration and certification of learners. Increases in learning programmes, monitoring and evaluation and reporting expenditure are therefore expected to exceed inflationary increases over the medium term.

PROGRAMME 4: QUALITY ASSURANCE

Purpose: To enable the EWSETA to execute the delegated functions of the QCTO

5.4.1 SUB-PROGRAMME 4.1: IMPLEMENT THE DELEGATED FUNCTIONS BY THE QCTO (WORKPLACE APPROVAL, SDP ACCREDITATION, CERTIFICATION AND QUALIFICATIONS AND QAS ADDENDUM DEVELOPMENT)

5.4.1.1 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
9. Updated qualifications that are aligned to the current skills training needs.	Workplace and accreditation approved for training.	4.1 No of workplaces approved.	3	19	12	20	20	20	20
		4.2 No of Skills Development Providers accredited.	N/A	10	10	-	-	-	-
	Applications for certificate received and processed within 60 days.	4.3 Percentage of applications for certificate received and processed within 60 days.	62%	97%	100%	-	-	-	-
	No of qualifications applied to be developed as per industry needs.	4.4 No of qualifications developed.	2	4	4	2	2	2	2
	No of skills development programmes developed as per industry needs	4.5. No of skills programmes developed	N/A	1	6	4	5	6	6
	QAS addendum are developed for registered qualification.	4.6. No of QAS addendum developed.	2	2	2	2	4	4	4

5.4.1.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
4.1 No of workplaces approved.	20	5	5	5	5
4.2 No of Skills Development Providers accredited.	-	-	-	-	-
4.3 Percentage of applications for certificate received and processed within 60 days.	-	-	-	-	-
4.4 No of qualifications developed.	2	-	-	2	-
4.5. No of skills programmes developed	5	-	2	3	-
4.6 No of QAS addendum developed.	4	-	-	2	2

Programme 4: Quality Assurance Sub programmes	Audited Outcome			Medium Term Expenditure Estimates			
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Provider Accreditation and Workplace Approval	221	499	1 163	2 500	2 500	2 608	2 764
Learning Programmes	1 444	1 737	-	1 500	1 500	1 565	1 658
Certifications	494	250	2	500	500	522	553
Qualification Development	356	688	1 790	3 900	5 520	5 757	6 103
Skills Programmes Development	-	-	-	1 620	-	-	-
Stakeholder Engagement	-	-	-	-	-	-	-
Project Administration Costs (7.5%)	189	238	-	150	150	784	831
	2 704	3 412	2 955	10 170	10 170	11 235	11 909

Quality assurance-related costs are expected to increase at an inflation-linked rate over the medium term.

6. UPDATED KEY RISKS FROM THE STRATEGIC PLAN

No.	Inherent risk exposure	Risk description
1	Sector planning risk	SSP that does not have adequate and relevant information to inform planning. Sector Skills Plan that is not credible.
2	Irrelevant interventions to support public colleges within the energy and water sector	No return on investment for learning interventions developed for public colleges.
3	Irrelevant interventions to support CBOs/NGOs/NPOs/SMMEs within the energy and water sector	No return on investment for learning interventions developed for CBOs/NGOs/NPOs/SMMEs-
4	Inadequacy of work-place based learning mechanism	Learners who are not work-ready upon completion of SETA learning programmes
5	Reputational risk	Poor reputation amongst stakeholders
6	Funding and financial sustainability risk	Inability to fund operational activities or Inability to respond to sector needs
7	Compliance risk	Inability to keep up with national and sectoral legislative changes, resulting in non-compliance
8	Internal skills capacity risk	Insufficient internal skills capacity to deliver on mandate.
9	Operational effectiveness risk	Ineffective and irrelevant SETA operations.
10	Information and technology risk (Adaptation, digitisation and digitalisation)	Slow adaptation to rapid technological changes
11	Information and Technology Environment risk	Unavailability and/or breach to SETA's ICT infrastructure and network.
12	Enterprise-wide business continuity risk.	Risk of business disruptions that are detrimental to EWSETA operations and service delivery.

7. PUBLIC ENTITIES

This section is not applicable to the EWSETA.

8. INFRASTRUCTURE PROJECTS

This section is not applicable to the EWSETA.

9. PUBLIC PRIVATE PARTNERSHIPS

This section is not applicable to the EWSETA.

PART D:
TECHNICAL INDICATOR DESCRIPTIONS

10. TECHNICAL INDICATOR DESCRIPTIONS

10.1 ADMINISTRATION

Indicator title	1.1 Approved SP, APP and AOP.
Definition	• The Strategic and Annual Performance Plans that management will develop in the current financial year for the forthcoming financial year.
Source of data	• Sector Skills Plan, Annual Report, Research Studies
Method of calculation or assessment	• The Strategic and Annual Performance Plans approved by Executive Authority.
Means of verification	• Proof of approval by AA.. • Letter of approval from Minister.
Assumptions	• The Framework for Short- and Medium-Term Planning is available.
Disaggregation of beneficiaries (where a pplicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Non-cumulative
Reporting cycle	• Quarterly
Desired performance	• The Strategic and Annual Performance Plans are developed and submitted to Parliament by the due date and are approved.
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	1.2 No. of SETA good governance reports in line with the Governance template from DHET with 100%.
Definition	• The indicator measures the number of governance reports to DHET.
Source of data	• Board minutes and reports.
Method of calculation or assessment	• Simple count of no of SETA good governance reports submitted to DHET.
Means of verification	• Proof of submission to DHET
Assumptions	• DHET reporting template is available.
Disaggregation of beneficia-ries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Four SETA good governance reports submitted to the DHET.
Indicator responsibility	• Chief Executive Officer

Indicator title	1.3 AGSA audit opinion.
Definition	• Measure compliance of the Authority to legislation and prescripts.
Source of data	• AGSA Management Report
Method of calculation or assessment	• Audit Report
Means of verification	• Annual Report
Assumptions	• Accurate data provided to AGSA.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Non-cumulative
Reporting cycle	• Annually
Desired performance	• Unqualified Audit Report
Indicator responsibility	• Chief Financial Officer

Indicator title	1.4 Development and Implementation of an Operating Model and Organisational Design.
Definition	• Implementation of an Organisational Structure that has been aligned to the Operating Model of the organisation, ensuring the required capabilities and skills are secured for the effective delivery of our strategic mandate.
Source of data	• Organisational Strategic Plan and Annual Performance Plan • Approved Operating Model • Approved Organisational Structure • Job Descriptions • Implementation Plan
Method of calculation or assessment	• Qualitative and Quantitative
Means of verification	• Organisational Design Implementation Project Plan / Milestone Deliverables
Assumptions	• Accuracy of information received from various sources
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Non-cumulative
Reporting cycle	• Annually
Desired performance	• Effective Operating Model and Organisational Structure that promotes High-Performance Culture
Indicator responsibility	• Corporate Services Executive

Indicator title	1.5 No of sector events participated in and EWSETA events hosted
Definition	The indicator measures the following: • The number of events that the EWSETA participates in at invitation. • The number of stakeholder engagement sessions to inform, update and share information on the EWSETA activities and performance.
Source of data	• Signed attendance registers from physical events and digital registers from online workshops and webinars from the following stakeholder engagement opportunities: Industry events, research seminars, WSP-ATR workshops, provincial SDF forums and provider workshops, annual general meetings and provincial stakeholder meetings. • Sector Invitations/Requests accepted by EWSETA to be on the Programme
Method of calculation or assessment	• Total count of stakeholder engagement sessions held. • Number of event programme requests/invitations accepted
Means of verification	• Event Invitations/Requests • Signed attendance registers from physical events • Digital registers from online workshops and webinars
Assumptions	• Stakeholders participate in the events • The event is not cancelled/postponed
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Sector events held in all provinces
Indicator responsibility	• Corporate Services Executive

Indicator title	1.6 Effective ICT Governance
Definition	• Implementation of ICT Governance across the organisation
Source of data	• ICT Governance Framework
Method of calculation or assessment	• ICT Governance Compliance reports
Means of verification	• ICT Governance Committee meeting minutes and reports
Assumptions	• ICT Governance Framework is approved.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Non-Cumulative
Reporting cycle	• Quarterly
Desired performance	• ICT Governance is being implemented effectively and we are compliant
Indicator responsibility	• Corporate Services Executive

Indicator title	1.7 Implementation of the disaster recovery and business continuity plan.
Definition	• Implementation of a Disaster Recovery and ICT Business Continuity Plan.
Source of data	• System Logs, Help Desk Calls Logged
Method of calculation or assessment	• Number of successful recoveries
Means of verification	• Disaster recovery report
Assumptions	• Approved Disaster Recovery Plan
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A

Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Annually
Desired performance	• Disaster recoveries are 100% successful
Indicator responsibility	• Corporate Services Executive

10.2 SKILLS PLANNING

Indicator title	2.1 Number of WSPs and ATRs approved for small firms
Definition	• The indicator measures the number of small firms approved for mandatory grant disbursements. • Eligible levy paying employers are supported through mandatory grant disbursement. • Small firm is a company with 1 – 49 employees.
Source of data	• Work Skills Plans and Annual Training Reports.
Method of calculation or assessment	• Simple count of no of approved small firms
Means of verification	• Proof of submission of WSP/ATR • Proof of payment, where applicable • SETA analysis report of WSP/ATRs • Approved WSP/ATRs • Board Approval List & Resolution
Assumptions	• SA economy grows resulting in more business opportunities, and more businesses in the energy and water sector.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Annual
Desired performance	• Increased number of firms approved
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.2 Number of WSPs and ATRs approved for medium firms
Definition	• The indicator measures the number of medium firms approved for mandatory grant disbursements. • Eligible levy paying employers are supported through mandatory grant disbursement. • Medium firm company is a company with 50 – 149 employees.
Source of data	• Work Skills Plans and Annual Training Reports.
Method of calculation or assessment	• Simple count of no of approved medium firms
Means of verification	• Proof of submission of WSP/ATR • Proof of payment, where applicable • SETA analysis report of WSP/ATRs • Approved WSP/ATRs • Board Approval List & Resolution
Assumptions	• SA economy grows resulting in more business opportunities, and more businesses in the energy and water sector.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Annual
Desired performance	• Increased number of firms approved
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.3 Number of WSPs and ATRs approved for large firms
Definition	• The indicator measures the number of large firms approved for mandatory grant disbursements. • Eligible levy paying employers are supported through mandatory grant disbursement. • Large firm is a company with 150 and more employees.
Source of data	• Work Skills Plans and Annual Training Reports.
Method of calculation or assessment	• Simple count of no of approved large firms
Means of verification	• Proof of submission of WSP/ATR • Proof of payment, where applicable • SETA analysis report of WSP/ATRs • Approved WSP/ATRs • Board Approval List & Resolution
Assumptions	• SA economy grows resulting in more business opportunities, and more businesses in the energy and water sector.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Annual
Desired performance	• Increased number of firms approved
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.4 Sector Skills Plan reviewed and approved
Definition	• The indicator measures the approval of the annual review of the Sector Skills Plan by the DHET. • Sector Skills Plans is a professionally researched practical, user-friendly planning guide that provides a sound analysis of the sector and articulate an agreed sector strategy to address skills needs.
Source of data	• Work Skills Plans and Annual Training Reports • Interviews • Surveys • Research and Evaluation Reports • Sector related research studies • Annual Reports and Plans
Method of calculation or assessment	• Proof exists that the Sector Skills Plan has been subject to a review process and approved by the Accounting and Executing Authorities
Means of verification	• Approved SSP • Board Resolution • Approval letter from Executive Authority
Assumptions	• Stakeholders actively participate and contribute to the skills planning process.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Non-cumulative
Reporting cycle	• Annually
Desired performance	• The recommendations of the Sector Skills Plan are implemented
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.5 Number of sector research agreements signed for TVET growth occupationally directed programmes
Definition	• Research partnerships entered into with public research institutions to undertake research on the impact of TVET occupationally directed programmes on the growth of the sector
Source of data	• Memoranda of Agreement/Partnership Agreement or similar
Method of calculation or assessment	• Simple count of the number of memoranda of agreement
Means of verification	• Memoranda of Agreement
Assumptions	• Public research institutions are interested in undertaking research in the TVET sector
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative (Year to Date)
Reporting cycle	• Annually
Desired performance	• Two partnership agreements: energy and water
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.6 Identified skills needs of established and emergent cooperatives
Definition	• Research undertaken to determine skills needs of cooperatives
Source of data	• Approved Skills Report on identified skills needs of established and emergent cooperatives
Method of calculation or assessment	• Simple count of reports
Means of verification	• Approved report
Assumptions	• Formal agreement established with most appropriate research partner
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Non-cumulative
Reporting cycle	• Annually
Desired performance	• 1 skills report
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.7 Identified skills needs of small and emerging enterprises
Definition	• Research undertaken to determine skills needs of enterprises
Source of data	• Approved Skills Report on identified skills needs of small and emerging enterprises
Method of calculation or assessment	• Simple count of reports
Means of verification	• Approved report
Assumptions	• Formal agreement established with most appropriate research partner
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Annually
Desired performance	• 1 skills report
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	• 2.8 No of topical research reports

Definition	• Topical research relates to or constitutes current affairs research in the energy and water sector.
	• Research may be any or a combination of:
	  • empirical or theoretical.
	  • inductive or deductive.
	  • quantitative or qualitative.
	  • applied or basic.
	  • the critique of policy.
	  • analysis of datasets.
	  • explanations of trends.
	  • observations.
	  • case studies.
	  • meta-reviews and analyses.
	  • evaluation studies of educational and training programmes or interventions.
	  • cost-benefit analyses.
	  • impact studies.
	  • high level analyses of statistics.
	  • focus groups.
	  • structured and semi-structured interviews.
	  • quantitative surveys.

Source of data	• Desk Research • Field Research • Sector related research reports
Method of calculation or assessment	• Simple count of research reports
Means of verification	• Service Level Agreement (applies for external research only) • Research Report
Assumptions	• Sampled interviews or surveyed participants complete and return questionnaires
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Annual
Desired performance	• More research reports
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.9 No of monitoring and evaluation reports
Definition	• The indicator measures the Quality Monitoring Reports (QMR's) prepared and submitted to DHET.
Source of data	• Learner Agreements
Method of calculation or assessment	• Simple calculation of QMRs submitted to the DHET.
Means of verification	• Approved QMRs
Assumptions	• SETMIS is functional
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Annual
Desired performance	• To meet the annual target
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

10.3 LEARNING PROGRAMMES AND PROJECTS

Indicator title	3.1 Percentage of discretionary grant budget allocated at developing high level skills.
Definition	• Discretionary grants budget awarded to EWSETA occupations in high demand. • NQF level 5 and beyond = High level Skills
Source of data	• Annual Performance Plan (Programme 3 Budget)
Method of calculation or assessment	• (Budget Allocated to High Level skills/Total Programme 3 budget allocated) x 100
Means of verification	• EWSETA Letter of Award Letter • Funding Agreement • Commitment Schedule
Assumptions	• Budget approved • Projects approved towards implementation of high-level skills
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for youth: 50% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Quarterly
Desired performance	• To close high level skills gaps for occupations and skills in high demand
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.2 Percentage of discretionary grant budget allocated at developing intermediate skills.
Definition	• Discretionary grants budget awarded to EWSETA occupations in high demand. • NQF level 4 = Intermediate level
Source of data	• Annual Performance Plan (Programme 3 Budget)
Method of calculation or assessment	• (Budget Allocated to Intermediate Level skills/Total Programme 3 budget allocated) x 100
Means of verification	• EWSETA Letter of Award • Funding Agreement • Commitment Schedule
Assumptions	• Budget approved • Projects approved towards implementation of intermediate-level skills
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for youth: 50% and above • Target for people with disabilities: 1 - 4%

Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Quarterly
Desired performance	• To close intermediary level skills gaps for occupations and skills in high demand
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.3 Percentage of discretionary grant budget allocated at developing elementary skills.
Definition	• Discretionary grants budget awarded to EWSETA occupations in high demand. • NQF level 1-3(Unit standard-based skills programme; Adult Education Training Matric Intervention; = Elementary Skills level
Source of data	• Annual Performance Plan (Programme 3 Budget)
Method of calculation or assessment	• (Budget Allocated to elementary skills/Total Programme 3 budget allocated) x 100
Means of verification	• EWSETA Letter of Award • Funding Agreement • Commitment Schedule
Assumptions	• Budget approved • Projects approved towards implementation of elementary-level skills
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for youth: 50% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Quarterly
Desired performance	• To close elementary skills gaps for occupations and skills in high demand
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.4 Number of learners who completed workplace-based learning programmes (WBL) absorbed into employment or self-employment.
Definition	• Number of learners who have been absorbed in employment or self-employment on completion of WBL programmes • A workplace-based-learning programme is an intervention as contemplated in an occupational qualification where a person internalises knowledge, skills and competencies and gain insights through exposure to work by achieving specific outcomes to enhance employability. • An educational component of an occupational qualification that provides students with real-life work experiences where they can apply academic and technical skills and increase the prospect of employability.
Source of data	• Tracer Study Report/Letter confirming placement by employer.
Method of calculation or assessment	• Simple count of learners absorbed into employment or self-employment
Means of verification	• List of employed learners/Letter of confirmation of employment from employer
Assumptions	• Approved projects for learners participating in workplace-based learning programmes
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-end)
Reporting cycle	• Annually
Desired performance	• Increased number of trained learners being employed/self employed
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.5 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.
Definition	• Established or emergent cooperatives are trained on sector and national priority occupations
Source of data	• Funding Agreement • CIPC Registration • Attendance Register

Method of calculation or assessment	• Records of established or emergent cooperatives trained (quantitative).
Means of verification	• Signed partnership agreement (MoU, SLA, MoAs)
Assumptions	• Projects approved toward implementation of training interventions to support established or emergent cooperatives
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly (until 2022/23)
Desired performance	• Impact on development of established or emergent cooperatives
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.6 Number of established or emergent cooperatives trained on sector and national priority occupations or skills and funded for skills that enhance enterprise growth and development.
Definition	• "Emerging co-operative" means a co-operative consisting of a minimum of 5 founding members, which has been in existence for a period not exceeding three years and has not been able to become fully operational without financial and other assistance provided, towards fulfilling its primary social, economic and political objective. • "Established co-operative" means a co-operative consisting of a minimum of 5 founding members, as well as possibly additional members and/ or employees, which has been in operation for a period exceeding three years, and has been able to fulfil its primary social, economic and political objectives without financial or other assistance. • This indicator measures the number of established or emergent cooperatives that are trained on sector and national priority occupations or skills and funded for skills that enhance enterprise growth and development.
Source of data	• Research Report on Determining the skills needs of established and emergent cooperatives within the energy and water sector.
Method of calculation or assessment	• Simple count of established or emergent cooperatives trained.
Means of verification	• Funding Agreement • CIPC Registration • Attendance Register
Assumptions	• Suitable providers are available that offer programmes that are identified in research outcomes.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-end)
Reporting cycle	• Quarterly
Desired performance	• Impact on development of established or emergent cooperatives
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.7 Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.
Definition	• No. of small and emerging enterprises trained on sector and national identified priority occupations
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Records of small and emerging enterprises trained (quantitative).
Means of verification	• Signed partnership agreement (MoU, SLA, MoAs)
Assumptions	• Projects approved towards implementation of training interventions to support small and emerging enterprises
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A

Calculation type	• Cumulative
Reporting cycle	• Quarterly (until 2022/23)
Desired performance	• Impact on development of small and emerging enterprises
Indicator responsibility	• Chief Operations Officer

Indicator title	3.8 Number of small and emerging enterprises trained on sector and national identified priority occupations or funded for skills that enhance growth and development.
Definition	• This indicator measures the number of small and emerging enterprises trained. • The Development Policy Research Unit (DPRU) (2018) defines an SMME as follows: Businesses made up of the entrepreneur only and employing no workers are referred to as "Own-account"; businesses with between 1 and 4 employees (excluding the owner) are referred to as "Micro"; businesses with between 5 and 9 employees are referred to as "Small"; and businesses with between 10 and 49 employees are referred to as "Medium". And hence, SMME refers to the combination of "Own-account", "Micro", "Small" and "Medium" businesses and includes all businesses with between 0 and 49 employees
Source of data	• Research Report on Determining the skills needs of established and emergent enterprises
Method of calculation or assessment	• Simple count of established or emergent enterprises trained.
Means of verification	• Funding Agreement • CIPC Registration • Attendance Register/Digital Report
Assumptions	• Suitable providers are available that offer programmes that are identified in research outcomes.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-end)
Reporting cycle	• Quarterly
Desired performance	• Impact on development of small and emerging enterprises
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.9 Number of people trained on entrepreneurship supported to start their business.
Definition	• No. of learners trained in entrepreneurial skills.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• A simple count of entrepreneurs trained (quantitative)
Means of verification	• A list of trained entrepreneurs supported to start their business • EWSETA MIS registration letter
Assumptions	• Entrepreneurs in our sector are willing and able to participate in EWSETA entrepreneurship development training • Approved entrepreneurial projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly (until 2022/23)
Desired performance	• Increased enterprise/SMMEs developed in the sector
Indicator responsibility	• Chief Operations Officer

Indicator title	3.10 Number of Rural Development Projects initiated.
Definition	• The indicator measures the number of skills development programmes implemented in rural areas • Rural area includes all areas not classified as urban.
Source of data	• Commitment Schedule
Method of calculation or assessment	• A simple count of signed funding agreements

Means of verification	• A duly signed funding agreement/ MOU/ Contract with clearly defined deliverables and timelines entered between the SETA and the contracted institution or organisation.
Assumptions	• Service providers available for training in rural areas.
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: Rural areas are targeted. • Description of spatial impact: N/A
Calculation type	• Cumulative (year-to-date)
Reporting cycle	• Quarterly
Desired performance	• Increased number of rural development projects
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.11 Number of artisan learners enrolled
Definition	• No. of learners entering trade qualification listed in accordance with the Skills Development Act, 1998 (Act 97 of 1998).
Source of data	• Workplace-Based Learning Programme Agreement
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• A duly signed Workplace-Based Learning Programme Agreement • Certified copy of learner's ID. • Certified copy of the apprentice's highest qualification.
Assumptions	• Approved Artisan project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-end)
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of learners registered.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.12 Number of artisan learners completed
Definition	• No. of learners completing trade qualifications
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Trade test centre's report/ Certified copy of trade test certificate signed by QCTO
Assumptions	• Implemented Learnership programmes project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of learners completing.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.13 Number of unemployed learners granted Bursaries (new enrolments)
Definition	• The indicator measures the number of unemployed learners participating in bursary programmes at the point of entry. • Bursaries are study grants for students to enrol at registered higher education and training institutions on programmes relevant to the energy and water sector. • Bursaries should lead to a full qualification by the learner.
Source of data	• SETMIS (QMR)

Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• A duly signed bursary agreement entered between the learner and the SETA or its contracted agent. • Certified copy of student's ID. • Proof of registration/ admission from the University or College;
Assumptions	• Approved Bursary project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (year-end)
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of unemployed learners entered in Bursaries.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.14 Number of unemployed learners granted Bursaries (continuing)
Definition	• No. of unemployed learners participate in continuing Bursary Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of Results
Assumptions	• Approved Bursary project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly (until 2022/23)
Desired performance	• To meet the set Annual Performance Plan targets on number of unemployed bursars continuing.
Indicator responsibility	• Chief Operations Officer.

Indicator title	3.15 Number of unemployed learners granted Bursaries completed their studies.
Definition	• No. of unemployed learners complete Bursary Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of Results
Assumptions	• Implemented Bursary project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of unemployed complete.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.16 Number of learners enrolled RPL/ARPL.
Definition	• No. of learner participate in RPL/ARPL
Source of data	• SETMIS (QMR)

Method of calculation or assessment	• Simple count of learners enrolled (quantitative)
Means of verification	• Workplace-based Agreement
Assumptions	• Approved RPL/ARPL projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of learners enrolled.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.17 Number of learners completed RPL/ARPL.
Definition	• No. of learners complete RPL/ARPL
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of Results / or Certificate
Assumptions	• Implemented RPL/ARPL project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of learners complete.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.18 Number of public colleges (TVET/CET) partnerships established.
Definition	• The objectives of TVET partnerships are to upskill TVET lecturers and cooperate on the workplace placement of learners. • The objectives of CET College partnerships are to upskill CETC lecturers and cooperate on Adult Education and Training (AET) for workers.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of number of SLA.
Means of verification	• SLAs
Assumptions	• COVID-19 related closures of workplaces and colleges are lifted to allow learning to take place
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Quarterly
Desired performance	• Five partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.19 Number of TVET partnerships established.
Definition	• The objectives of TVET partnerships are to upskill TVET lecturers and cooperate on the workplace placement of learners.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of number of SLAs.

Means of verification	• SLAs
Assumptions	• COVID-19 related closures of workplaces and colleges are lifted to allow learning to take place
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Quarterly
Desired performance	• Five partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.20 Number of HEI partnerships established.
Definition	• The objectives of HET partnerships are to contribute to sector innovation in through supporting developing high-level skills, and university student placement in the workplace.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of number of SLA.
Means of verification	• SLAs
Assumptions	• Universities can implement learning online
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Quarterly
Desired performance	• Three partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.21 Number of CET partnerships established.
Definition	• The objectives of CET College partnerships are to upskill CETC lecturers and cooperate on Adult Education and Training (AET) for workers.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of number of SLA.
Means of verification	• SLAs
Assumptions	• COVID-19 related closures of colleges are lifted, and learning is allowed to take place.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Quarterly
Desired performance	• Two partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.22 Number of SETA-Employer and Strategic partnerships established.
Definition	• The indicator measures the number of partnerships established with employers and other strategic partners. • The objectives of SETA-employer partnerships are to improve skills planning and cooperate on the workplace placement of learners. • The number of strategic partnerships addresses the sector change drivers and other national imperatives with clearly outlined outcomes to drive EWSETA's sector impact.
Source of data	• Collaborative Agreements and/or Partnership Agreements

Method of calculation or assessment	• Simple count of number of Collaborative Agreements and/or Partnership Agreements. • Only partnerships where there are current projects are counted.
Means of verification	• Collaborative Agreements and/or Partnership Agreements • Funding Agreements
Assumptions	• Willingness of employers to partner with EWSETA.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: National • Description of spatial impact: N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Quarterly
Desired performance	• Five partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.23 Number of SETA-Employer partnerships established.
Definition	• The objectives of SETA-employer partnerships are to improve skills planning and cooperate on the workplace placement of learners.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of number of SLA.
Means of verification	• SLAs
Assumptions	• COVID-19 related closures of workplaces are lifted to allow learning to take place
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative (Year End)
Reporting cycle	• Quarterly
Desired performance	• Five partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.24 Number of Strategic Partnerships established.
Definition	• The number of strategic partnerships addresses the sector change drivers and other national imperatives with clearly outlines outcomes to drive EWSETA's sector impact.
Source of data	• SLAs/MoAs
Method of calculation or assessment	• Simple count of number of SLA/MoAs.
Means of verification	• Signed of SLAs/MoAs with strategic partners
Assumptions	• Strategic partners are willing and able (e.g. co-fund) to work with EWSETA on implementing key strategic projects
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Six partnerships entered annually.
Indicator responsibility	• Planning, Reporting and Monitoring Executive

Indicator title	3.25 Number of Inter-SETA partnerships established.
Definition	The indicator measures the number of partnerships established with other SETAs.

Source of data	Collaboration and/or Partnership Agreements
Method of calculation or assessment	Simple count of number of Collaboration and/or Partnership Agreements
Means of verification	Signed Collaboration and/or Partnership Agreements with other SETAs
Assumptions	SETA partners are willing and able (e.g., co-fund) to work with EWSETA on implementing key strategic projects
Disaggregation of beneficiaries (where applicable)	Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	To improve collaboration amongst SETAs
Indicator responsibility	Planning, Monitoring and Evaluation Executive

Indicator title	3.26 Number of TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces.
Definition	The purpose is to measure the number: • TVET students placed in WIL programmes. • University students placed in WIL programmes
Source of data	• Workplaced-Based Learning Programme
Method of calculation or assessment	• Simple count of learners enrolled in WIL programmes (
Means of verification	• Workplace-Based Learning Agreement
Assumptions	• Availability of workplaces
Disaggregation of beneficiaries (where applicable)	• Target for women: 40 – 50%% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of learners placed in workplaces
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.27 Number of TVET and University students requiring Work Integrated Learning completed their workplace learning.
Definition	The purpose of the indicator is to measure: • No. of TVET students that completed WIL programme. • No. of university students that completed WIL programme
Source of data	• . Letter of completion from implementing institution.
Method of calculation or assessment	Simple count of learners who completed WIL programmes • Employers send learner letter of completion to the EWSETA as part of a final payment requirement. • The EWSETA verifies information received
Means of verification	• Completion Letter from the implementing institution
Assumptions	• Learner dropout rate is minimal
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly

Desired performance	• Increased number of learners completing their work placement.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.28 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces.
Definition	• Work based placement of TVET students participating in WIL programme
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners enrolled in WIL programmes(quantitative)
Means of verification	• Workplace Based Agreement
Assumptions	• Approve WIL projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increase number of learners completing qualifications
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.29 Number of TVET students completed their Work Integrated Learning placements.
Definition	• No. of TVET students completed WIL programme.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners who completed WIL programmes
Means of verification	• Completion Letter from the Host Employer
Assumptions	• Implemented WIL projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Increase number of learners completing qualifications
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.30 Number of university students requiring Work Integrated Learning to complete their qualifications placed in workplaces.
Definition	• No. of university students participating in WIL programme
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of university learners enrolled in WIL programmes(quantitative)
Means of verification	• Workplace Based Agreement
Assumptions	• Approved WIL projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increase number of learners completing qualifications
Indicator responsibility	• Planning, Reporting & Monitoring

Indicator title	3.31 Number of university students completed their Work Integrated Learning placements.
Definition	• No. of university students completed WIL programme
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners who completed WIL programmes (quantitative)
Means of verification	• Completion Letter from the Host Employer
Assumptions	• Implemented WIL projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% • Target for children: N/A • Target for youth: 85% • Target for people with disabilities: 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Increase number of learners completing qualifications
Indicator responsibility	• Chief Operations Officer

Indicator title	3.32 Number of unemployed learners enrolled Internships.
Definition	• The indicator measures the number of unemployed learners participating in internships programmes. • An internship is a period of workplace-based learning for the purposes of allowing a person who has completed a post-school qualification to gain workplace experience or exposure to enhance competence and/or employability.
Source of data	• Workplace-Based Learning Programme Agreement.
Method of calculation or assessment	• Simple count of unemployed learners enrolled in Internships
Means of verification	• Workplace-Based Learning Programme Agreement.
Assumptions	• Employers open their workplaces for interns.
Disaggregation of beneficiaries (where applicable)	• Target for women: 40% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: National • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of unemployed learners accessing workplaces
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.33 Number of unemployed learners completed Internships.
Definition	• The indicator measures the number of unemployed learners completing internship programmes. • An internship is a period of workplace-based learning for the purposes of allowing a person who has completed a post-school qualification to gain workplace experience or exposure to enhance competence and/or employability.
Source of data	• Letter of completion from implementing institution.
Method of calculation or assessment	• Simple count of unemployed learners completed Internships
Means of verification	• Letter of completion
Assumptions	• Implemented Internships projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year

Reporting cycle	• Quarterly
Desired performance	• Increase number of unemployed learners accessing workplaces
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.34 Number of unemployed learners enrolled Skills programmes.
Definition	• No of learners participating in Skills Programmes • A skills programme is a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. • It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed
Source of data	• • Workplace-Based Learning Programme Agreement.
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Workplace-Based Learning Programme Agreement
Assumptions	• There is a clear demand and, the right combination of skills programmes that sector critical skills.
Disaggregation of beneficiaries (where applicable)	• Target for women: 40% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Unemployed learners have access to occupational qualification
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.35 Number of unemployed learners completed Skills programmes.
Definition	The indicator measures the number of learners complete Skills Programmes • A skills programme is a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. • It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed
Source of data	• Statements of Results issued by the SETA
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statements of Results
Assumptions	• Collaboration Agreements with other SETAs for programmes not within EWSETA scope are in place.
Disaggregation of beneficiaries (where applicable)	• Target for women: 40% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative year-to-date
Reporting cycle	• Quarterly
Desired performance	• Unemployed learners have successfully completed skills programmes
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.36 Number of unemployed learners enrolled Learnerships programmes.
Definition	• The indicator measures the number of learners that have been enrolled in a Learnership Programme • A learnership is a period of workplace-based learning culminating in an occupational qualification or part-qualification.
Source of data	• Workplace-Based Learning Programme Agreement
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Workplace-Based Learning Programme Agreement
Assumptions	• Workplaces are opened up for training

Disaggregation of beneficiaries (where applicable)	• Target for women: 40% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Unemployed learners have access to occupational qualification
Indicator responsibility	• Skills Delivery and Quality Assurance ExecutiveChief Operations Officer.

Indicator title	3.37 Number of unemployed learners completed Learnerships programmes.
Definition	• The indicator measures the number of learners that have completed Learnership Programmes • A learnership is a period of workplace-based learning culminating in an occupational qualification or part-qualification.
Source of data	• Certificates issued by the SETA
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Certificates
Assumptions	• Learner dropout rates are minimal
Disaggregation of beneficiaries (where applicable)	• Target for women: 40% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Unemployed learners have completed occupational qualification
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.38 Number of unemployed learners enrolled for Candidacy programmes.
Definition	• Candidacy is a period of workplace-based learning undertaken by a graduate as part of the requirement for registration as a professional in the required professional designation as stipulated by a professional body. • Candidacy programmes will include both employed and unemployed learners.
Source of data	• Work-Based Learning Programme Agreement
Method of calculation or assessment	• Simple count of learners (quantitative). The implementing agency uploads learner information on the InteGreat system. The EWSETA verifies information uploaded.
Means of verification	• Workplace-Based Learning Programme Agreement
Assumptions	• Workplaces and mentors are available for the uptake of candidate learners.
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 50% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative year-to-date.
Reporting cycle	• Quarterly
Desired performance	• Increase in number of unemployed learners enrolled for candidacy programme
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.39 Number of unemployed learners completed Candidacy programmes.
Definition	• Candidacy is a period of workplace-based learning undertaken by a graduate as part of the requirement for registration as a professional in the required professional designation as stipulated by a professional body. • Candidacy programmes will include both employed and unemployed learners
Source of data	• Proof of registration with the relevant professional body.

Method of calculation or assessment	• Simple count of learners who have professional registration. • The relevant professional body issues a registration certificate/letter to the candidate and forwards a copy of the certificate/letter to the EWSETA.
Means of verification	• Proof of Registration with Professional Body
Assumptions	• Learner dropout rate is minimal.
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 50% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative year-to-date
Reporting cycle	• Quarterly
Desired performance	• Increase in number of learners completing candidacy programmes
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.40 Number of registered professionals entered Continuous Professional Development (CPD) interventions.
Definition	The indicator measures the number of employed learners in the energy and water sector enrolled for CPD interventions contributing towards maintaining their professional registration. Continuing Professional Development describes the learning activities professionals engage in to develop and enhance their abilities. CPD can mean everything from taking a training course or attending an educational event, to studying for new qualifications or learning new aspects of a job.
Source of data	• Registration Form.
Method of calculation or assessment	• Simple count of professionals who enter for CPD programmes.
Means of verification	• Funding Agreement/ Proof of registration • Professional body's membership certificate
Assumptions	• CPD training and certificates are offered by Professional Bodies • Professionals are willing and able to maintain their professional designation
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation imperatives: N/A • Description of spatial impact; N/A
Calculation type	• Cumulative year-to-date
Reporting cycle	• Quarterly
Desired performance	• Increased number of registered professionals entering Continuous Professional Development (CPD)
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.41 Number of learners supported with short courses.
Definition	No. of learners participating in short courses (including non-accredited courses) Participation means enrolment and completion of a short course. A short course is a learning programme through which a learner/student may or may not be awarded credits towards a qualification or a part-qualification, depending on the purpose of the programme.
Source of data	Short course enrolment form; Certificate of Attendance
Method of calculation or assessment	Simple count of learners (quantitative) Service Providers enrol learners and submit the completed to the EWSETA. On completion the Service Providers awards certificates of attendance to learners and copies are forwarded to EWSETA.
Means of verification	Funding Agreement Certificate of attendance
Assumptions	There is a demand for Short Courses
Disaggregation of beneficiaries (where applicable)	Target for women: 54% and above Target for children: N/A Target for youth: 15 – 20% Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Calculation type	Cumulative year to date

Reporting cycle	Quarterly
Desired performance	Increased number of learners accessing short courses
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.42 Number of learners entered short courses.
Definition	No. of learners participating in short courses (including non-accredited)
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count of learners (quantitative)
Means of verification	SLA/ MOA/MOU
Assumptions	Demand for Short Courses
Disaggregation of beneficiaries (where applicable)	Target for women: 54% and above Target for children: N/A Target for youth: 85% and above Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Calculation type	Cumulative for the year
Reporting cycle	Quarterly
Desired performance	Increased number of learners accessing short courses
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.43 Number of learners completed short courses.
Definition	No. of learners participating in short courses
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count of learners (quantitative)
Means of verification	Certificate of attendance/ competence
Assumptions	Approved Industry-led Short Courses projects
Disaggregation of beneficiaries (where applicable)	Target for women: 54% and above Target for children: N/A Target for youth: 85% and above Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Calculation type	Cumulative for the year
Reporting cycle	Quarterly
Desired performance	Increased number of learners completing short courses
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.44 Number of workers enrolled in Learnerships programmes.
Definition	• No. of workers participating in Learnership Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Workplace-Based Learning Programme Agreement
Assumptions	• Approved Learnership project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 15% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of learners enrolled in Learnerships
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.45 Number of workers completed Learnerships programmes.
Definition	• No. of workers completed Learnership Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Certificates
Assumptions	• Implemented Learnership programmes project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of learners completing Learnerships
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.46 Number of workers granted Bursaries (new entries).
Definition	• No. of workers participating in Bursary Programmes
Source of data	• Bursary Agreement
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Bursary Agreement
Assumptions	• Cooperation with employers for timeous implementation of interventions
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 15% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of workers entered.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.47 Number of workers granted Bursaries (continuing).
Definition	• No. of workers participating continuing in Bursary Programmes
Source of data	• Statement of results
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of results
Assumptions	• Learner dropout rates are minimal.
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 15% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To meet the set Annual Performance Plan targets on number of workers entered.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.48 Number of workers granted Bursaries completed their studies.
Definition	• No. of workers completed Bursary Programmes
Source of data	• SETMIS (QMR)

Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of Results
Assumptions	• Implemented Bursary project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of workers completing bursary programmes
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.49 Number of workers enrolled Skills programmes.
Definition	• No. of workers participating in Skills Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Work-Place Based Agreement
Assumptions	• Approved Skills Programmes projects
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of workers enrolled in Skills Programmes
Indicator responsibility	• Chief Operations Officer.

Indicator title	3.50 Number of workers completed Skills programmes.
Definition	• No. of workers complete in Skills Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of Results
Assumptions	• Implemented Skills Programme project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of workers completing Skills Programmes
Indicator responsibility	• Chief Operations Officer.

Indicator title	3.51 Number of workers enrolled AET programmes.
Definition	• No. of workers participating AET Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Workplace-Based Agreement

Assumptions	• Approved AET project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of workers enrolled in AET programmes.
Indicator responsibility	• Chief Operations Officer.

Indicator title	3.52 Number of workers completed AET programmes.
Definition	• No. of workers complete AET Programmes
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners (quantitative)
Means of verification	• Statement of Results
Assumptions	• Implement AET project
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased number of workers completing AET programmes
Indicator responsibility	• Chief Operations Officer

Indicator title	3.53 Number of Federations /Trade Unions supported through the relevant skills training interventions.
Definition	• No. of Federations /Trade Unions participating in relevant skills training interventions
Source of data	• SETMIS (QMR) • Commitment schedule
Method of calculation or assessment	• Simple count of SLAs (quantitative)
Means of verification	• Signed Service Level Agreements
Assumptions	• Approved Federations /Trade Unions project
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• To support Federations /Trade Unions through skills training interventions
Indicator responsibility	• Chief Operations Officer.

Indicator title	3.54 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.
Definition	• No. of established or emergent cooperatives funded for skills that enhance enterprise growth and development
Source of data	• Records of established or emergent cooperatives trained.
Method of calculation or assessment	• Simple count of established or emergent cooperatives trained.
Means of verification	• Signed partnership agreement (MoU, SLA, MoAs)
Assumptions	• Projects approved toward implementation of training interventions to support established or emergent cooperatives

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• To increase number of cooperatives enterprise growth through skills development
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.55 Number of cooperatives funded for skills that enhance enterprise growth and development.
Definition	• No. of cooperatives funded for skills that enhance enterprise growth and development
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Records of cooperatives trained (quantitative).
Means of verification	• Signed partnership agreement (MoU, SLA, MoAs)
Assumptions	• Projects approved toward implementation of training interventions to support Co-operatives
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• To increase number of cooperatives enterprise growth through skills development
Indicator responsibility	• Chief Operations Officer

Indicator title	3.56 Number of small businesses funded for skills that enhance growth and development.
Definition	• No. of small businesses funded for skills that enhance growth and development
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Records of Small Businesses trained (quantitative).
Means of verification	• Signed partnership agreement (MoU, SLA, MoAs)
Assumptions	• Projects approved toward implementation of training interventions to support Small Businesses
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Increase in number of SMME economic participation through skills development
Indicator responsibility	• Chief Operations Officer

Indicator title	3.57 Number of people trained on entrepreneurships supported to start their businesses.
Definition	• The indicator refers to the total number of entrepreneurs trained by the EWSETA that have received support from the EWSETA to start their own business
Source of data	• DG application Database
Method of calculation or assessment	• By counting the numbers of entrepreneurs supported by the EWSETA to start their own businesses after having received training
Means of verification	• Award letters
Assumptions	• Approved DG project

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Impact on development of entrepreneurs in the sector
Indicator responsibility	• Chief Operations Officer

Indicator title	3.58 Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities.
Definition	• No. of CBOs/ NGOs/ NPOs supported through training interventions
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Records of CBOs/ NGOs/ NPOs trained (quantitative).
Means of verification	• Signed partnership agreement (MoU, SLA, MoAs)
Assumptions	• Projects approved toward implementation of training interventions to support CBOs/ NGOs/ NPOs
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Impact on development of CBOs/ NGOs/ NPOs
Indicator responsibility	• Chief Operations Officer

Indicator title	3.59 Number of SETA offices established and maintained in TVET colleges.
Definition	• Number of SETA offices established and maintained in TVET Colleges
Source of data	• MOU(A)/Collaborative Agreement • Lease Agreement • Assert Register • Payroll
Method of calculation or assessment	• A simple count
Means of verification	• Fully signed Lease Agreement between/MOA of the SETA and TVET
Assumptions	• Available budget for office maintenance and personnel • Availability of Office Space
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Increased collaboration with TVET Colleges
Indicator responsibility	• Corporate Services

Indicator title	3.60 Number of Centres of Specialisation supported.
Definition	• Number of partnerships with TVET and Employers
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of Service Level Agreements with TVET and Employers
Means of verification	• Signed Service Level Agreements and Memorandum of Agreement with TVET and Employers
Assumptions	• We assume that there are employers that are workplace approved and accredited TVETs

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Improved capacity of public TVETs that will serve as Centres of Specialisation for the identified trades
Indicator responsibility	• Chief Operations Officer/Planning, Reporting & Monitoring

Indicator title	3.61 Number of TVET Managers/Lecturers exposed to the industry through Skills programmes.
Definition	• The indicator measures the number of TVET Managers/Lecturers exposed to the industry through Skills programmes.
Source of data	• • Workplace-based Learning Agreement Funding Agreement
Method of calculation or assessment	• Simple count of supported lecturers (quantitative)
Means of verification	• Workplace-based Learning Agreement/SLA
Assumptions	• Approved intervention
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Improved capacity of TVET lecturers through Skills Programmes
Indicator responsibility	• Chief Operations Officer/Planning, Reporting & Monitoring

Indicator title	3.62 Number of TVET Lecturers exposed to the industry through Skills programmes.
Definition	• Number of TVET Lecturers supported through skills programmes
Source of data	• SETMIS (QMR) • Collaborative Agreement/MOU(A)
Method of calculation or assessment	• Simple count of supported lecturers (quantitative)
Means of verification	• Workplace-based Learning Agreement/SLA
Assumptions	• Approved intervention
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Improved capacity of TVET lecturers through Skills Programmes
Indicator responsibility	• Chief Operations Officer/Planning, Reporting & Monitoring

Indicator title	3.63 Number of TVET College Managers receiving training on curriculum related studies.
Definition	• No. of TVET managers participate in curriculum training related studies (soft & technical skills)
Source of data	• SETMIS (QMR) • Collaborative Agreements/MOU)
Method of calculation or assessment	• Simple count of lecturers enrolled (quantitative)
Means of verification	• Workplace-based Agreement /SLA
Assumptions	• Approved DG projects

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Increased capacity of TVET Managers through training
Indicator responsibility	• Chief Operations Officer

Indicator title	3.64 Number of TVET college Lecturers awarded Bursaries.
Definition	• No. of TVET College Lecturers participating in Bursary Programmes
Source of data	• SETMIS (QMR) • Collaborative Agreements/MOU(A)
Method of calculation or assessment	• Simple count of TVET College Lecturers (quantitative)
Means of verification	• Bursary Agreement
Assumptions	• Approved Bursary project
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increase capacity of TVET lecturers through bursary funding
Indicator responsibility	• Chief Operations Officer

Indicator title	3.65 TVET colleges infrastructure development (equipment/workshops).
Definition	• No. of support to TVET through infrastructure development
Source of data	• Annual Performance Report • Collaborative Agreement/MOU(A)
Method of calculation or assessment	• Records of support implemented at TVET
Means of verification	• Signed partnership agreement (MoU(A)/ SLA/CA • Award Letter)
Assumptions	• Approved DG funding
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: Transformation of Rural TVET College • Description of spatial impact: Accessibility of Rural TVET College to participate in EWSETA Skills Development Interventions
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Improved capacity of TVET infrastructure
Indicator responsibility	• Chief Operation Officer

Indicator title	3.66 Number of CET College Managers/Lecturers awarded skills development programmes.
Definition	• No. of TVET college managers and/or lecturers awarded skills development programmes
Source of data	• Collaborative Agreement/MOU(A)
Method of calculation or assessment	• Simple count of managers and/or lecturers enrolled
Means of verification	• Workplace-based Agreement/SLA
Assumptions	• Approved DG projects

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased capacity of CETC Managers and lecturers through training
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.67 Number of CET college lecturers awarded skills development programmes.
Definition	• No. of lecturers participate in skills development programmes
Source of data	• SETMIS (QMR) • Collaborative Agreement/MOU(A)
Method of calculation or assessment	• Simple count of lecturers enrolled (quantitative)
Means of verification	• Workplace-based Agreement/SLA /MOA
Assumptions	• Approved Lecturer Development projects
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Improved capacity of CET Lecturers through skills development support
Indicator responsibility	• Chief Operations Officer

Indicator title	3.68 CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT).
Definition	• No. of support to CET through infrastructure development
Source of data	• SETMIS (QMR) • Collaborative Agreement/MOU(A)
Method of calculation or assessment	• Records of support implemented at CET
Means of verification	• Signed partnership agreement (MoU(A)SLA/CA) • Award Letter
Assumptions	• Approved DG funding
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: Transformation of Rural CET College • Description of spatial impact: Accessibility of Rural CET College to participate in EWSETA Skills Development Interventions
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Improved capacity of CETC infrastructure
Indicator responsibility	• Planning, Reporting & Monitoring Executive

Indicator title	3.69 Number of CET College Managers receiving training on curriculum related studies.
Definition	• No. of TVET managers participate in curriculum training related studies (soft & technical skills)
Source of data	• SETMIS (QMR) • Collaborative Agreement/MOU(A)
Method of calculation or assessment	• Simple count of lecturers enrolled (quantitative)
Means of verification	• Workplace-based Agreement/SLA
Assumptions	• Approved DG projects

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased capacity of CETC Managers through training
Indicator responsibility	• Chief Operations Officer.

Indicator title	3.70 Number of CET learners accessing AET programmes.
Definition	• No of learners participating in youth, adult language and numeracy skills to enable further training
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners enrolled (quantitative)
Means of verification	• Workplace based Agreement
Assumptions	• Approved AET Agreement/SLA
Disaggregation of beneficiaries (where applicable)	• Target for women: 54% and above • Target for children: N/A • Target for youth: 85% and above • Target for people with disabilities: 1 - 4%
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative for the year
Reporting cycle	• Quarterly
Desired performance	• Increased CET learners entering AET programmes
Indicator responsibility	• Chief Operations Officer

Indicator title	3.71 Number of Career Development Events in urban areas on occupations in high demand.
Definition	• EWSETA participation in physical and digital/online career guidance events aimed at learners in urban areas
Source of data	• Invitation • Post-event report • Signed registers or digital analytics report
Method of calculation or assessment	• Simple count
Means of verification	• Invitation • Post-event report • Signed registers or digital analytics report
Assumptions	• Access to learners for physical events • Learner access to digital devices and data for digital/online events • Available budget • Available EWSETA Human Resources
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Physical count
Reporting cycle	• Quarterly
Desired performance	• Increased knowledge of careers available in the water and energy sectors
Indicator responsibility	• Corporate Services Executive

Indicator title	3.72 Number of Career Development Events in rural areas on occupations in high demand.
Definition	• EWSETA participation in physical and digital/online career guidance events aimed at learners in rural areas
Source of data	• Invitation • Post-event report • Signed registers or digital analytics report

Method of calculation or assessment	• Simple count
Means of verification	• Invitation • Post-event report • Signed registers or digital analytics reports
Assumptions	• Access to learners for physical events • Learner access to digital devices and data for digital/online events • Available budget • Available EWSETA Human Resources
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Physical count
Reporting cycle	• Quarterly
Desired performance	• Increased knowledge of careers available in the water and energy sectors
Indicator responsibility	• Corporate Services Executive

Indicator title	3.73 Number of Career Development Practitioners trained.
Definition	• Physical and/or online/digital training of Career Development Practitioners on careers available in the energy and water sectors
Source of data	• Invitation • Post-event report • Signed registers or digital analytics reports
Method of calculation or assessment	• Simple count
Means of verification	• Invitation • Post-event report • Signed registers or digital analytics reports
Assumptions	• Access to Career Development Practitioners for physical events • Access to digital devices and data for digital/online events by Career Development Practitioners • Available budget • Available EWSETA Human Resources
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Physical count
Reporting cycle	• Quarterly
Desired performance	• Capacitation of Career Development Practitioners with knowledge of careers available in the water and energy sectors
Indicator responsibility	• Corporate Services Executive

Indicator title	3.74 Number of capacity building workshops on Career Development Services initiated.
Definition	• EWSETA participation in physical and digital/online capacity building workshops for career development practitioners
Source of data	• Invitation • Post-event report • Signed registers or digital analytics reports
Method of calculation or assessment	• Simple count
Means of verification	• Invitation • Post-event report • Signed registers or digital analytics reports
Assumptions	• Access to Career Development Practitioners for physical capacity building workshops • Access to digital devices and data for digital/online capacity building workshops by Career Development Practitioners • Available budget • Available EWSETA Human Resources
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A

Calculation type	• Physical count
Reporting cycle	• Quarterly
Desired performance	• Increased knowledge of careers available in the water and energy sectors
Indicator responsibility	• Corporate Services Executive

Indicator title	3.75 Develop and Implement Career Guidance Portal.
Definition	• Career Guidance information made available through a digital platform
Source of data	• System User reports
Method of calculation or assessment	• Simple count
Means of verification	• Number of Portal visits
Assumptions	• User access to the Portal
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Simple count
Reporting cycle	• Annually
Desired performance	• Users have access to EWSETA career guidance information through Career Portal
Indicator responsibility	• Corporate Services Executive

Indicator title	3.76 Number of STEAM support programme.
Definition	• The indicator measures the number of programmes that the EWSETA undertakes to support STEAM related subjects • STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. • Examples of STEAM projects are: Matric Intervention programmes, Adopt-A-School, Art competitions relevant to the energy and water sector; initiatives in support of government initiatives such as WASH and Water Week.
Source of data	Collaborative Agreements/MOU(A)
Method of calculation or assessment	Simple count of STEAM programmes
Means of verification	Funding Agreement/Collaborative Agreement
Assumptions	Access and approval to implement programmes
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	Rural and townships
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	Improved performance on STEAM related subjects
Indicator responsibility	Corporate Services Executive

10.4 QUALITY ASSURANCE

Indicator title	4.1 No of workplaces approved.
Definition	• Workplace approvals for the purpose of Workplace Based Learning
Source of data	• Quality Assurance Quarterly Reports
Method of calculation or assessment	• Simple count of workplace approved (quantitative)
Means of verification	• Workplace Approval Letters
Assumptions	• Submission of workplace applications by the sector

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• To place learners on Workplace Based Learning Programmes
Indicator responsibility	• Chief Operations Officer

Indicator title	4.2 No of Skills Development Providers accredited.
Definition	Skills Development Providers accredited to give quality training for EWSETA registered qualifications
Source of data	Quality Assurance Quarterly Reports
Method of calculation or assessment	Simple count of accredited SDP approved (quantitative)
Means of verification	SDP Accreditation Letters
Assumptions	Accreditation from Request from SDP
Disaggregation of beneficiaries (where applicable)	Target for women: N/A Target for children: N/A Target for youth: N/A Target for people with disabilities: N/A
Spatial transformation (where applicable)	Contribution to spatial transformation priorities: N/A Description of spatial impact: N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	To have quality and adequate SDPs for EWSETA registered qualifications
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	4.3 Percentage of applications for certificate received and processed within 60 days.
Definition	• Timely processing of learner certificates from date of application
Source of data	• Quarterly Quality Assurance Reports
Method of calculation or assessment	• Simple count of application for certificate (quantitative) • Number of applications processed within 60 days/ total number of applications received X 100
Means of verification	• Applications for certificates and printed certificates
Assumptions	• Submission of certification applications by the Skills Development Providers • System in place for processing of certificates
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• To certify learners timeously upon completion of training
Indicator responsibility	• Chief Operations Officer

Indicator title	4.4 No of qualifications developed.
Definition	• The indicator refers to the number of qualifications to develop or in-development
Source of data	• Completed QCTO qualifications application to develop/realign or review
Method of calculation or assessment	• No of qualification submitted to the QCTO for registration
Means of verification	• Acknowledgement from the QCTO
Assumptions	• Qualifications needs identified by sector

Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Annually
Desired performance	• Registered qualifications that respond to the labour market needs
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.5 No of skills programmes developed.
Definition	• Skills programmes developed using the QCTO methodology
Source of data	• • Annual Performance Report
Method of calculation or assessment	• • Completed QCTO Skills Programme Application form
Means of verification	• Signed SLA between the QDF and the DQP
Assumptions	• Industry has indicated the need for the Skills programme under development
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Annually
Desired performance	• Meeting the APP target
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.6. No of QAS addendum developed.
Definition	• Development of QAS Addendum against the registered qualifications
Source of data	• Registered Occupational Qualifications
Method of calculation or assessment	• Draft QAS Addendum submitted to QCTO
Means of verification	• Signed TOR
Assumptions	• Registered qualification
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for children: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Occupational Qualifications has assessment specifications according to various curriculum components
Indicator responsibility	• Skills Delivery and Quality Assurance Executive


EW SETA
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