



ANNUAL PERFORMANCE PLAN 2025/26





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Dr Nobuhle Nkabane
**Minister: Higher Education
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Mr Buti Manamela
**Deputy Minister: Higher
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Dr Mimmy Gondwe
**Deputy Minister: Higher
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FOREWORD BY THE MINISTER

The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act (Act No. 97 of 1998) as amended, which amongst others, directs the SETAs to develop Sector Skills Plans (SSPs). In their SSPs, the 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 not in Education, Employment or Training (NEET), standing at over 3.6 million in the second quarter of 2024.

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, and must always be reflected

in our SETA interventions. Though the MTDP has three strategic priorities, which link well with the White Paper for Post-School Education and Training and the National Development Plan, such as:

- Inclusive growth and job creation.
- Reduce poverty and tackle the high cost of living and
- Building a capable, ethical, and developmental state.

The National Plan for Post-School Education and Training (NPPSET) will play a central role in ensuring that the Medium-Term Development Plan (MTDP) is not constrained by the skills development, which is framed within the broader goals and priorities of the National Development Plan (NDP), foregrounding the national efforts to address the triple challenges of unemployment, inequality, and poverty (and gender-based violence). The National Plan for Post-School Education and Training has six goals, which are the drivers for the system as referred to below:

1. An integrated, coordinated, and articulated PSET system.
2. Expanded access to PSET opportunities.
3. A responsive PSET system with appropriate size and shape.
4. Improved relations between education and training institutions and the world of work.
5. Improved quality of PSET provision and
6. Improved efficiency and success of the PSET system.

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020, pointing out 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, 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 ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes using 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 implementing 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 and workplace-based learning opportunities.

For the 2025/26 financial year, the entire SETA system has set the following targets as part of expanding post-school opportunities:

The SETA will enter into the Service Level Agreement with the Department's Director-General and commit to achieving 75% of all targets (especially related to learning programs) by the end of December, with the remaining 25% achieved in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) clearly commits to implementing our skills development priorities and targets during the 2025/26 financial year.

DR. NP NKABANE, MP
EXECUTIVE AUTHORITY OF HIGHER EDUCATION AND TRAINING





ACCOUNTING AUTHORITY STATEMENT

The Accounting Authority of the Energy and Water Sector Education and Training Authority (EWSETA) is pleased to submit the Strategic Plan for 2025/26–2029/30 to the Department of Higher Education and Training (DHET). EWSETA is one of the 21 Sector Education and Training Authorities established under Section 9 of the Skills Development Act No. 97 of 1998. It remains committed to addressing the skills needs of the energy and water sectors. This Strategic Plan is developed in accordance with the Revised Framework for Strategic Plans and Annual Performance Plans issued by the Department of Planning, Monitoring and Evaluation.

The new Strategic Plan aligns with the National Skills Development Plan (NSDP) 2030 and incorporates the latest Medium-Term Development Plan (MTDP) 2024–2029 priorities, reflecting EWSETA's role in supporting South Africa's socio-economic development through targeted skills initiatives. We submit the plan in accordance with the requirements of the DHET and the Public Finance Management Act Number. 1 of 1999 (the PFMA) and National Treasury Regulations. The plan provides a comprehensive situational analysis, updates on legislative and other mandates, and outlines the strategic priorities for the 2025/26 – 2029/30 period. Success indicators are clearly defined and aligned with the desired outcomes, ensuring that EWSETA's efforts contribute meaningfully to the national agenda.

The Strategic Plan also takes into consideration provisions in the DHET Service Level Agreement. Through this, the Strategic Plan also emphasises the importance of adapting to new challenges and opportunities, particularly in ensuring that our initiatives are responsive to both current and future demands.

The Accounting Authority of EWSETA fully endorses this Strategic Plan and looks forward to continued collaboration with the DHET and other stakeholders in achieving our collective goals over the next five years.

A handwritten signature in black ink, appearing to read 'L. Moorosi'.

Dr. Limakatso Moorosi
Chairperson: EWSETA Accounting Authority

CHIEF EXECUTIVE OFFICER STATEMENT

As we move into the new era guided by our 2025-2030 Strategic Plan, EWSETA remains dedicated to the vision of the National Skills Development Plan (NSDP) to foster an educated, skilled, and capable workforce for South Africa. Our newly developed strategy aligns closely with national priorities well-articulated within National Development Plan, the Medium-Term Development Plan as well as other priorities of ensuring, a just energy transition and water secure country. We must continue to reflect our unwavering commitment to developing skills in the energy and water sectors that are critical to the nation's socio-economic development agenda.

Our strategy for the next five years focuses on deepening the SETA's presence and impact, building on strategic relationships previously established, and expanding our skills development influence within the energy and water sector. We will enhance our understanding of the entire value chain across both sectors, ensuring that our initiatives are responsive to the evolving demands of industry and society. The strategy recognises the role of technology in skills development and the technological advancement in the energy and water sector and details the SETA's vision and mission to ensure efforts are aligned to national technologic aspirations.

The central focus of the strategy is human development for improved lives for all. This is embedded in the ultimate impact to ensure inclusive economic participation.

The four strategic pillars, which will be our guiding compass as we navigate the challenges and opportunities ahead:

- 1 Drive a high-performance culture
- 2 Credible skills planning mechanism
- 3 Innovative skills delivery
- 4 Support for the SMME and informal sector

The above strategic pillars rest of a solid foundation of strong partnerships and strategic communication enabling sector coordination; influence; advocacy; national presence.

We are confident and are committed to ensuring that the implementation of this strategy with all our stakeholders will lead to tangible outcomes that not only fulfil our mandate but also contribute significantly to building an ethical, capable state. Through focused leadership, adequate resource allocation, and unwavering dedication, we will ensure that EWSETA continues to be a key driver of skills development in South Africa for Energy & Water, enabling economic growth, employment creation, and social development. Together, we will build a skilled and capable workforce that supports a sustainable future for all.



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 2025/26.

OFFICIAL RESPONSIBLE FOR PLANNING

Mr. Teslim Mohammed Yusuf
Date: 18 February 2025

CHIEF EXECUTIVE OFFICER

Ms. Mpho Mookapele
Date: 18 February 2025

INTERIM CHIEF FINANCIAL OFFICER

Mr. Solomon Mphakathi
Date: 18 February 2025

APPROVED BY ACCOUNTING AUTHORITY

Dr. Limakatso Moorosi
Accounting Authority Chairperson
Date: 18 February 2025

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
DMRE	Department of Mineral Resources and Energy
DoE	Department of Energy
DoL	Department of Labour
ECSA	Engineering Council of South Africa
e-QPR	Electronic Quarterly Performance Report
ERP	Enterprise Resource Planning
EWSETA	Energy and Water Sector Education and Training Authority
GHSC	Green Hydrogen Commercialisation Strategy
GNU	Government of National Unity
HEI	Higher Education Institution
HRDS-SA	Human Resource Development Strategy for South Africa
IST	Inter-SETA Transfer
MIS	Management Information System
MTDP	Medium Term Development Plan
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEET	Not in Employment, Education or Training

NGO	Non-Governmental Organisation
NGP	New Growth Path
NPO	Non-Profit Organisation
NSA	National Skills Accord
NSA	National Skills Authority
NSDP	National Skills Development Plan
POPIA	Protection of Personal Information Act
PSET	Post School Education and Training System
QPR	Quarterly Performance Report
REIPPPP	Renewable Energy Independent Power Producer Procurement Programme
RPL	Recognition of Prior Learning
SETMIS	Sector Education and Training Management Information System
SEZ	Special Economic Zone
SIC	Standard Industrial Classification
SIPs	Strategic Infrastructure Projects
SLA	Service Level Agreement
SONA	State of the Nation Address
SP	Strategic Plan
SPOL	Sectoral Priority Occupations List
STATS SA	Statistics South Africa
STEAM	Science, Technology, Engineering, the Arts and Mathematics
TVET	Technical and Vocational Education and Training
UoT	University of Technology
WIL	Work Integrated Learning
WPPSET	White Paper for Post-School Education and Training





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 1998

The EWSETA derives its mandate from the Skills Development Act, Act No 97 of 1998 (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

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:

- a) 20% of the levies, interest and penalties collected in respect of a SETA to the National Skills Fund.
- b) 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.
- c) 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.
- d) 80% of DG is for PIVOTAL Grant and 20% is reserved for non-PIVOTAL projects.
- e) 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 (NDP) envisions a South Africa where, by 2030, the nation will have a stable and sufficient supply of electricity and liquid fuels, ensuring that economic activities and the well-being of the population are not compromised. The NDP sets ambitious targets, such as providing at least 95% of the population with access to grid or off-grid electricity and generating a significant portion of the country's energy from renewable sources. Specifically, it aims for gas and renewable resources—like wind, solar, and hydroelectric power—to contribute at least 20,000 MW of the additional 29,000 MW of electricity needed by 2030.

The plan recognises water as a critical resource for reducing poverty and inequality, and for driving inclusive economic growth and development. It emphasises the need for conservation and sustainable management of natural resources, through the establishment of Catchment Management Agencies (CMAs) and the creation of regional water utilities, through the implementation of appropriate policies and interventions. This emphasises the need to increase research into innovative water solutions, such as reuse and desalination, and highlights the importance of developing a skilled workforce capable of managing these initiatives.

The realisation of the NDP's vision will require a significant increase in skilled professionals and technical workers. The construction of additional capacity and the management of new energy and water plants will demand more engineers

and skilled professionals, while the maintenance of existing infrastructure will necessitate an increase in the number of trained artisans. Existing artisans will need to update their skills to keep pace with technological advancements. The expansion of the green economy will also create new opportunities for environmentally skilled technical workers.

Furthermore, the NDP highlights the importance of supporting programmes that encourage the establishment of new businesses in the energy sector, thereby contributing to the diversification of ownership. The management and implementation of conservation and recycling measures for natural resources, such as water, will also require a new wave of skilled professionals capable of delivering these essential services.

The EWSETA Strategic Plan 2025-2030 will play a role in aligning its initiatives with these national priorities, ensuring that South Africa not only meets its energy, and water needs but also creates a skilled and adaptable workforce ready to drive the country's future development.

2.2 MEDIUM TERM DEVELOPMENT PLAN

The new Medium-Term Development Plan (MTDP) 2024-2029 sets a comprehensive framework for South Africa's developmental priorities under the leadership of the newly formed Government of National Unity (GNU). This plan reflects the administration's commitment to addressing the country's pressing socio-economic challenges, particularly around unemployment, inequality, poverty, and economic growth, while building a more capable and ethical state. The MTDP represents a strategic shift from the previous Medium-Term Strategic Framework (MTSF) 2019-2024, incorporating lessons learned from the previous administration while responding to the evolving socio-political landscape post-pandemic and under new leadership.

The MTDP aims to address the most urgent needs of South Africa by focusing on three strategic priorities:

1. **Inclusive Growth and Job Creation:** With unemployment remaining persistently high, particularly among youth, the MTDP prioritises economic recovery through job creation. The plan emphasises investments in infrastructure, manufacturing, renewable energy, and small-to-medium enterprise (SMME) development to drive economic growth.
2. **Reducing Poverty and Tackling the High Cost of Living:** This priority seeks to alleviate the conditions of extreme poverty by improving access to essential services like clean water, energy, healthcare, and housing. It also addresses the rising cost of living, which disproportionately affects lower-income households, by implementing targeted social safety nets and broadening access to education and skills development.
3. **Building a Capable, Ethical, and Developmental State:** The government is committed to enhancing the state's capacity to deliver efficient services by prioritising institutional reforms, fighting corruption, and improving governance across all levels of the public sector. Strengthening state capacity is critical for sustaining development and ensuring that economic gains are distributed equitably.

The transition from the MTSF 2019-2024 to the MTDP 2024-2029 reflects the changing dynamics within South Africa's governance and economic landscape. Unlike the MTSF, which was heavily focused on recovery from the pandemic and addressing immediate socio-economic challenges, the MTDP is designed to look towards creating a resilient, future-ready economy. The new plan also places a greater emphasis on public-private partnerships, recognising the private sector's role in economic recovery and job creation.

The EWSETA's strategic alignment to the draft MTDP 2024-2029 is central to its role in supporting South Africa's socio-economic development. Although the MTDP is still in draft form, the priorities provide a framework that guides national development efforts and influences EWSETA's strategic focus.

1. **Inclusive Growth and Job Creation:** EWSETA plays a pivotal role in addressing unemployment through skills development and training, particularly in the energy and water sectors. By aligning its programmes with national job creation efforts, EWSETA will contribute to the creation of employment opportunities and support the industrialisation and economic diversification that are core objectives of the MTDP.
2. **Reducing Poverty and Tackling the High Cost of Living:** EWSETA's commitment to empowering marginalised groups, particularly youth, women, and people with disabilities, is closely aligned with this priority. By improving access to quality education and facilitating skills training, EWSETA will support poverty reduction and enhance economic opportunities for disadvantaged communities.
3. **Building a Capable, Ethical, and Developmental State:** Through the provision of quality skills programmes, EWSETA will contribute to strengthening the public service and improving governance, particularly in the delivery of essential services such as energy and water. Additionally, its role in fostering innovation and resilience in these sectors will support the broader goal of state capacity-building outlined in the MTDP.

2.3 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

NSDP 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

2.4 2024 OPENING OF PARLIAMENT ADDRESS

The Opening of Parliament Address on 18 July 2024 by President Cyril Ramaphosa outlined critical national priorities that have a direct impact on the role and strategy of the EWSETA in the years ahead. The President's emphasis on energy, infrastructure development, vocational training, and skills development aligns with the core focus areas of EWSETA's Strategic Plan for 2025-2030.

Firstly, the President's commitment to "massively increasing the scale of investment in infrastructure" in South Africa highlights the need for skilled professionals across sectors, particularly in energy and water. This will drive EWSETA to intensify its efforts in developing a skilled workforce that can support these large-scale infrastructure projects. Additionally, the renewable energy revolution mentioned by the President underscores the importance of advancing skills development within green energy sectors, and EWSETA must align with building capabilities in sustainable technologies such as hydrogen fuel cells.

Furthermore, the focus on the Just Energy Transition Investment Plan, which sets out to invest R1.5 trillion in a just transition, speaks directly to EWSETA's role in ensuring that workers and communities, especially in coal-producing regions, are re-skilled and up-skilled for new opportunities in the renewable energy sector. EWSETA will need to focus on creating vocational programmes that address these needs, ensuring that affected communities are not left behind.

The expansion of vocational and technical training in schools and post-school institutions, as stated by the President, reinforces EWSETA's mandate to drive demand-led skills development. By collaborating with TVET colleges and industry stakeholders, EWSETA can ensure that learning programmes are aligned with industry needs, particularly in critical sectors like energy and water.

Additionally, water security is under significant threat due to historical underinvestment in bulk water resources and distribution infrastructure. Just as businesses rely on essential services like water and electricity to function, a growing economy depends on a skilled workforce. The institutional reforms in the water sector, including better regulation and investment in bulk water infrastructure, present another critical area where EWSETA can contribute to the creation of conducive learning environments, ensuring access to adequate safe sanitation, clean water. EWSETA will need to focus on developing technical skills in water management to support these reforms and enhance the efficiency of water services across the country.

EWSETA's Annual Performance Plan has accounted for these national priorities, ensuring that skills development in energy, water, and infrastructure supports the broader economic and social development goals of South Africa.

2.5 NATIONAL PLAN FOR POST SCHOOL EDUCATION AND TRAINING

The National Plan for Post-School Education and Training (NPPSET) 2021–2030 is an essential roadmap that lays the foundation for transforming South Africa's post-school education and training (PSET) system. Its aim is to create an integrated, coordinated, and inclusive PSET system that is aligned with national priorities, fostering equitable access, improved quality, and stronger alignment with labour market demands.

The NPPSET 2021–2030 outlines six key system goals that are critical for South Africa's post-school education and training sector. EWSETA's Annual Performance Plan aims to ensure that it aligns closely with these goals, driving that the energy and water sectors are adequately supported by a skilled and competent workforce. These six system goals are:

1. **An integrated, coordinated and articulated PSET system:** By nurturing clear coordination and articulation within the PSET system, EWSETA aims to streamline its training programmes in the energy and water sectors to ensure they are effective and meet national needs.
2. **Expanded access to PSET opportunities:** EWSETA supports increased enrolment and participation in skills training and is committed to providing diverse and affordable learning opportunities, thereby increasing access to post-school education, especially for marginalised groups.
3. **A responsive PSET system:** EWSETA ensures that its qualifications are relevant to the needs of the energy and water sectors, adapting to emerging trends such as green energy and sustainability.
4. **Improved relations between education and training institutions and the world of work:** EWSETA facilitates stronger links between educational institutions and industry employers. This is achieved through workplace-based learning (WBL) and collaborative research initiatives, which help to bridge the gap between skills training and practical application.
5. **Improved quality of PSET provision:** EWSETA is focused on enhancing the quality of teaching, learning, and research in its accredited institutions. The SETA provides support for the professional development of educators to ensure that PSET providers can offer high-quality education and training.
6. **Improved efficiency and success of the PSET system:** By increasing throughput in qualifications and improving exit outcomes, EWSETA contributes to the overall success of the PSET system. Its programmes are designed to ensure that graduates are well-prepared for the demands of the workplace and are able to contribute meaningfully to South Africa's economic growth.

2.6 RECONCEPTUALISED HUMAN RESOURCES DEVELOPMENT STRATEGY FOR SOUTH AFRICA 2024-2033

The Reconceptualized Human Resource Development Strategy for South Africa 2024-2033 (HRDS-SA) is a strategic framework developed to address the critical human resources and skills development needs of South Africa. This strategy aims to build a capable developmental state by focusing on the intersection of education, training, and employment to ensure sustainable growth and equity. The strategy emphasises a collaborative approach to human resource development (HRD), acknowledging that various stakeholders—including government departments, private sectors, and educational institutions—must work together to address the country's socio-economic challenges. The EWSETA will contribute to addressing key national challenges by:

1. **Focusing on Youth Employability:** EWSETA's programmes in apprenticeships, learnerships, and internships will contribute to improving the employability of NEET youth.
2. **Improve the responsiveness of the PSET system to skills demand:** EWSETA's initiatives to address critical skills shortages in the energy and water sectors are consistent with the HRDS-SA's goal to improve the responsiveness of the PSET system.
3. **Improving Governance and Leadership:** By focusing on capacity building within the energy and water sectors, EWSETA will align with the HRDS-SA's emphasis on improving governance, leadership, and management in the public sector.

2.7 DISTRICT DEVELOPMENT MODEL

The District Development Model (DDM) is a strategic framework adopted by the South African government to enhance service delivery and promote greater cooperation between national, provincial, and local government levels. It is designed to solve the inefficiencies caused by government departments operating in silos, thereby improving coordination and impact on key developmental challenges such as poverty, inequality, and unemployment.

For EWSETA's Annual Performance Plan, alignment with the DDM is necessary. The DDM promotes the development of "One Plans" that harmonise government programmes, budgeting, and planning to create more impactful and coherent service delivery. EWSETA, by aligning with this approach, can better target its skills development initiatives in energy and water sectors to ensure they are responsive to local district needs, particularly in terms of economic positioning and spatial restructuring. This will enhance the impact of EWSETA's programmes, ensuring they are locally relevant and contributing to the overarching goals of reducing inequality and unemployment.

2.8 SOUTH AFRICAN ECONOMIC RECONSTRUCTION AND RECOVERY PLAN (ERRP)

The South African Economic Reconstruction and Recovery Plan (ERRP) was introduced as a response to the economic challenges posed by the COVID-19 pandemic. It outlines measures aimed at revitalising the economy, creating jobs, and promoting sustainable growth. Key focus areas of the ERRP include infrastructure development, investment in the green economy, and support for small businesses and local industries.

For EWSETA, the ERRP is highly relevant as it aligns with the need to develop a skilled workforce capable of supporting these economic priorities. The strategic plan will include initiatives that address the skills requirements in areas such as renewable energy and water management, which are central to the ERRP. By aligning with the ERRP, EWSETA will contribute to the country's broader efforts to rebuild the economy, create jobs, and promote long-term sustainability.

2.9 ECONOMIC RECONSTRUCTION AND RECOVERY PLAN (ERRP) SKILLS INTERVENTIONS

The Skills Strategy 2022 in support of the ERRP provides a comprehensive framework for aligning the country's skills development initiatives with its economic goals. The strategy focuses on addressing the skills shortages that are critical to the successful implementation of the ERRP and outlines interventions to improve employability, support job creation, and preserve existing jobs.

The strategy is built on two dimensions:

Dimension 1: Provision of Targeted Education and Training (E&T) Programmes

This includes expanding short skills programmes (both accredited and non-accredited), enhancing workplace-based learning (WBL), and revising qualifications to align with emerging economic demands. The goal is to build agile, flexible programmes that respond directly to the needs of the labour market, ensuring that workers can meet the new skills demands brought about by technological advancements and economic shifts.

Dimension 2: Enabling and Supporting Education-to-Work Transitions

This dimension focuses on ensuring smooth transitions from education to employment. Key interventions include strengthening entrepreneurship development programmes, embedding skills planning into economic planning processes, and facilitating the use of the National Pathway Management Network (NPMN) to help young South Africans find employment opportunities.

The EWSETA's Annual Performance Plan will align closely with the Skills Strategy's focus on supporting South Africa's economic recovery. As part of the broader ERRP, EWSETA is well-positioned to drive skills development in critical sectors such as energy and water. This includes expanding training for green economy skills, promoting renewable energy technologies, and addressing skills gaps in water management resource and sanitation —areas crucial for achieving economic resilience. Additionally, EWSETA supports the ERRP's focus on workplace-based learning by facilitating partnerships with industry stakeholders. These partnerships are key to providing learners with the practical experience required to succeed in the energy and water sectors. Furthermore, EWSETA's programmes are designed to address the demand for upskilling and reskilling in response to technological advancements and the transition to a green economy. This supports the ERRP's goals of preventing job losses and preparing workers for new opportunities.

By addressing skills shortages and enhancing education-to-work transitions, EWSETA acknowledges the role it plays in driving South Africa's economic reconstruction and recovery.

3. UPDATES TO RELEVANT COURT RULINGS

The DHET issued Directive 11/2020 providing the Department's position and interpretation of the court ruling on the Business Unity South Africa (BUSA) case. According to the circular, there is currently no regulated percentage for SETAs to pay out the Mandatory Grants to qualifying employers. SETAs continue to pay and accrue Mandatory Grants at 20% in the absence of a regulated percentage.



B

**OUR
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4. UPDATED SITUATIONAL ANALYSIS

The EWSETA is now entering the first year of its newly developed Strategic Plan for 2025-2030. As part of the 2025/26 planning cycle, changes in the organisation's operating environment guide the annual revision of the APP. A formal environmental assessment is conducted annually to ensure that EWSETA remains aligned with 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, Theory of Change, etc.) are utilised by the organisation to identify critical factors that may hinder the achievement of strategic objectives or present new opportunities. The Situational Analysis considers both external and internal environments, providing essential context for implementing EWSETA's strategic activities in this first year of the new strategic plan cycle.

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

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
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)

Between 2020/21 and 2023/24, there has been an average annual increase of companies operating in the sector of roughly 6,91%, with the most notable average growth in the total number of registered entities observed in the generation of renewable energy subsector (12,93%), followed by marketing of electricity (10,59%), transmission of energy (9,44%), construction of Pylons for electric transmission lines (7,68%), and manufacture of gas; distribution of gaseous fuels through mains (7,02%) over the 2020/21 to 2023/24 period. Other noteworthy subsectors concerning average annual growth over the same period included the generation of energy (6,58%), distribution of purchased electric energy only (6,32%), and project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks, and systems (6,11%).

The two subsectors consisting of the largest share of EWSETA-registered companies operating in the sector in 2023/24 comprised project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks, and systems (688 companies, or 21,08% of all registered organisations), and generation of energy (639 companies, i.e., 19,58%). Both subsectors

together accounted for almost half (40,67%) of all EWSETA-registered organisations in 2023/24 and consistently maintained the most registered companies between 2020/21 and 2023/24. Based on the trends, a continued upward trajectory in the number of organisations, and considering the country's need for energy and water security, the sector will likely continue to attract new business and more skills development opportunities over the coming years.

4.1.2 SOUTH AFRICAN CONTEXT: DEMOGRAPHIC PROFILE

Understanding the demographic profile of South Africa is crucial for informed and evidence-based decision-making within EWSETA. By factoring in macro-environmental factors, EWSETA ensures that its strategic responses are both relevant and impactful, particularly in addressing the pressing challenges of unemployment, inequality, and poverty. A comprehensive grasp of the country's demographic dynamics allows EWSETA to tailor its initiatives to the specific needs of the energy and water sectors, ensuring that skills development efforts are

aligned with the evolving socio-economic landscape. This approach not only supports the organisation's mandate but also contributes to broader national objectives, fostering sustainable growth and development across South Africa.

4.1.2.1 Population Estimates

As of mid-year 2024, South Africa's population is estimated to have reached approximately 63 million, marking a significant increase of around 835,000 individuals, or 1.33%, from the previous year. This data, published by Statistics South Africa (Stats SA), reflects the continued population growth in the country despite ongoing socio-economic challenges.

The demographic profile remains consistent, with approximately 51% of the population being female. The Black African population continues to make up the majority, constituting about 81% of the total population, while the White population is estimated at 7.8%, the Coloured population at 8.8%, and the Indian/Asian population at 2.6%.

South Africa's population is characterised by a youthful demographic, with around 28.3% of the population being

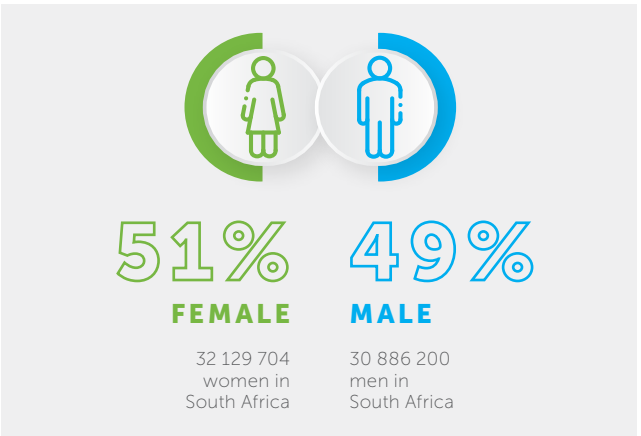
under the age of 15, and 9.2% being aged 60 or older. This demographic structure underscores the importance of targeted skills development initiatives to cater to the growing workforce, particularly in critical sectors like energy and water. The rising population also amplifies the demand for these essential services, making the role of EWSETA in bridging the skills gap ever more vital (Stats SA, 2024). The table and figure below provide a view of the demographics.

Table 3: Mid-year population estimates for South Africa by population group, 2024.

Population Group	Total	% of Total Population
Black African	51.5M	81.7%
Coloured	5.3M	8.5%
Indian/Asian	1.6M	2.6%
White	4.5M	7.2%
Total	63M	100%

Source: Mid-year population estimates of 2024, Statistics South Africa (Stats SA)

Figure 1: Population split by sex, 2024.

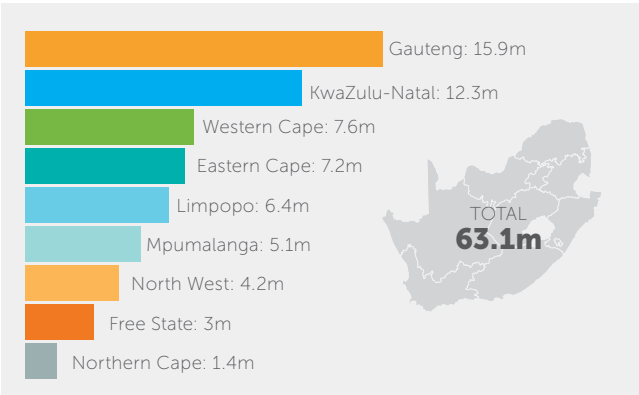


Source: Mid-year population estimates of 2024, Statistics South Africa (Stats SA)

4.1.2.2 Provincial Estimates

As of mid-2024, Gauteng continues to be the most populous province in South Africa, with approximately 15.9 million people residing there, representing 25.3% of the country’s total population. KwaZulu-Natal follows as the second most populous province with around 12.3 million people, accounting for 19.5% of the national population. The Northern Cape remains the province with the lowest population, housing about 1.4 million people, which constitutes roughly 2.2% of the total population (Stats SA, 2024). These population distributions are significant for strategic planning and resource allocation, particularly in sectors such as energy, water, and skills development, where demographic pressures directly impact service delivery and policy implementation.

Figure 2: Population by Province in 2024



Source: Mid-year population estimates of 2024, Statistics South Africa (Stats SA)

4.1.2.3 Internal and International Migration Streams

South Africa deals with significant internal and international migration patterns, which are central to the country’s urbanisation and demographic changes. Migration remains a key demographic process that influences the age structure and geographic distribution of the population across provinces.

For the period 2021–2026, Gauteng is projected to experience the largest inflow of internal migrants, with an estimated 1.4 million people expected to move to the province, driven by its economic opportunities and higher employment prospects. The Western Cape is also a significant destination, with an anticipated inflow of around 492,000 migrants during the same period. These trends highlight the ongoing migration from rural to urban areas, contributing to the urbanisation process, where people move in search of better economic prospects and living conditions.

International migration has also had a notable impact, with Gauteng being the primary destination for international migrants due to its economic strength and diverse opportunities. The Western Cape ranks second as a preferred location for international migrants. This influx of international migrants is expected to continue influencing the demographic landscape of these provinces (Stats SA, 2024). These migration trends underscore the need for robust planning and service delivery, particularly in urban centres where the concentration of people can strain existing infrastructure and resources.

4.1.2.4 Skills Development, inclusive and accessible to Persons with disabilities

Incorporating disability demographics into planning is essential 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.

EWSETA is responsible for ensuring that its skills development programs are inclusive and accessible to Persons with Disabilities (PWDs). This includes adapting training materials, providing accessible learning environments, and offering specialized support where needed. Inclusion of PWDs in national skills planning, particularly within the energy and water sectors under the EWSETA, is essential for

ensuring that all members of society have equitable access to education, training, and employment opportunities. Promoting inclusivity not only addresses social justice but also helps to harness the full potential of the workforce, contributing to economic growth and innovation.

4.1.3 THE SOUTH AFRICAN ECONOMY

The South African economy has continued to grapple with a series of challenges that have significantly impacted the country’s education and training landscape. Persistent issues such as high unemployment rates, sluggish economic growth, and structural inequalities have been exacerbated by the aftershocks of the COVID-19 pandemic.

As the economy slowly recovers, it faces new and ongoing pressures that influence the energy and water sectors, including the critical task of addressing the skills gaps within these industries. This section provides an overview of key economic indicators and offers insights into the current state of the South African economy, with particular emphasis on how these factors impact the prospects for learners and employers within the energy and water sectors.

4.1.3.1 Gross Domestic Product

South Africa’s Gross Domestic Product (GDP) continues to reflect the country’s complex economic challenges. As of the first quarter of 2024, South Africa’s GDP grew by 0.4% quarter-on-quarter, seasonally adjusted, following a 1.3% contraction in the previous quarter. This modest growth indicates the ongoing struggle for economic recovery amidst persistent structural issues such as high unemployment, energy shortages, and political uncertainty.

In real terms, the GDP for the year 2023 was estimated at R5.6 trillion, a slight improvement from the previous year’s figures but still below pre-pandemic levels. The economy remains vulnerable, with key sectors like mining, manufacturing, and agriculture facing significant

headwinds, including fluctuating commodity prices and climate-related challenges. However, some resilience has been noted in the financial and trade sectors, which have shown positive contributions to the GDP.

These economic conditions have direct implications for the education and training sectors, particularly in the energy and water industries, where the need for skilled professionals is crucial to supporting economic growth and addressing the country’s development challenges (Statistics South Africa, 2024; Reserve Bank of South Africa, 2024).

Table 4: 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	0.7	1.1	1.5

Source: IMF Data Mapper, October 2024

4.1.3.2 Industry Performance

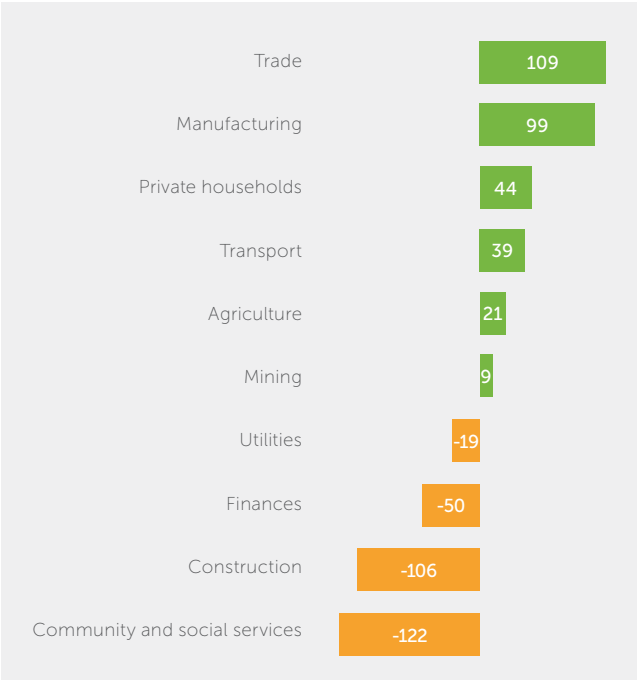
In the first quarter of 2024, South Africa’s employment landscape exhibited mixed trends across various sectors. The trade sector led the way with a significant increase of 109,000 jobs, reflecting a 3.2% growth, driven primarily by a recovery in retail and wholesale trade activities. The manufacturing sector also saw a notable rise in employment, adding 99,000 jobs, which represents a 6.6% increase, as the sector benefited from a rebound in production and export activities, particularly in food and beverages, as well as motor vehicles.

Private households experienced an employment increase of 44,000 jobs, a 3.9% growth, likely due to a rise in demand for domestic services as households gradually recovered from the economic downturn. The transport sector also contributed positively with 39,000 additional jobs, marking a 3.8% increase, driven by improved logistics and transportation services.

On the other hand, several sectors faced declines. The community and social services sector saw the largest decrease, shedding 122,000 jobs, a 3.1% drop, reflecting ongoing challenges in public service employment. The construction industry continued to struggle, losing 106,000 jobs, an 8.0% decline, as investment in infrastructure remained subdued. The finance sector also saw a reduction of 50,000 jobs, a 1.7% decrease, and the utilities sector recorded a loss of 17,000 jobs, a significant 14.1% contraction, highlighting ongoing difficulties in these industries.

These employment trends underscore the uneven recovery across different sectors, with some industries showing resilience while others continue to face substantial challenges in the post-pandemic economic landscape.

Figure 3: Employment Trends per industry in 2024.



Source: Quarterly Labour Force Survey, Q1 2024 (Stats SA)

4.1.3.3 Unemployment

As of the first quarter of 2024, South Africa's unemployment rate remains a significant concern, reflecting the ongoing challenges in the labour market. According to the Quarterly Labour Force Survey by Statistics South Africa, the official unemployment rate stands at 32.9%, a slight decrease from the previous quarter, but still alarmingly high. This figure translates to approximately 7.8 million unemployed individuals out of an active workforce of about 23.7 million people.

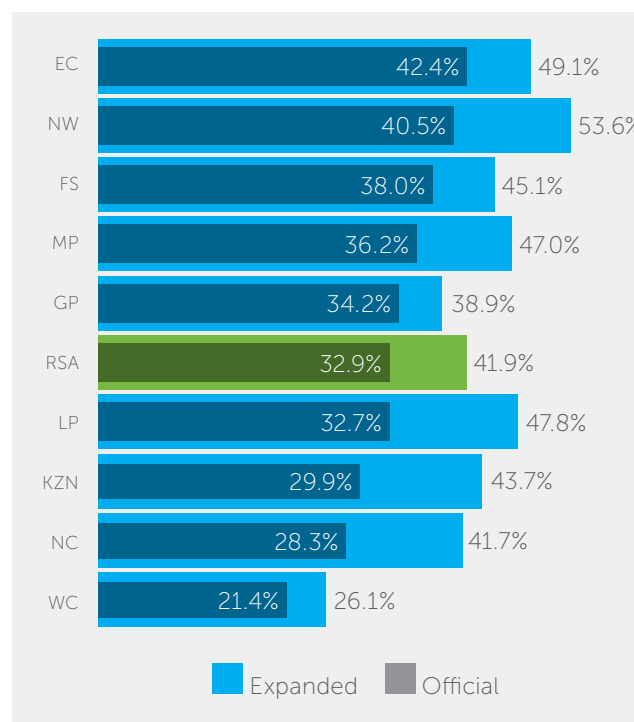
Youth unemployment continues to be particularly severe, with the rate for individuals aged 15-24 years reaching 61%, underscoring the difficulties young people face in accessing job opportunities. Structural unemployment remains deeply entrenched due to factors such as low economic growth, a skills mismatch in the labour market, and limited job creation in key sectors. The unemployment rate is exacerbated by ongoing issues such as energy supply constraints, which hinder industrial growth and, consequently, job creation. The informal sector has absorbed some of the unemployed, but it remains insufficient to address the scale of the problem. Government and private sector efforts to stimulate employment, particularly through initiatives targeting skills development and entrepreneurship, are critical to addressing this persistent issue.

The Eastern Cape recorded the highest official unemployment rate at 42.4%, with the expanded unemployment rate reaching a staggering 49.1%. This highlights the severe economic challenges faced by the province, including limited industrial activity and high poverty levels. The North West province follows closely with an official unemployment rate of 40.5% and an expanded rate of 53.6%, indicating substantial underemployment and discouraged work seekers. Free State and Mpumalanga also show high levels of unemployment, with official rates of 38.0% and 36.2% respectively, and expanded rates of 45.1% and 47.0%.

In contrast, Gauteng, the economic hub of the country, has a slightly lower official unemployment rate of 34.2%, but the expanded rate is still significant at 38.9%, reflecting the ongoing challenges in absorbing the large workforce. The Western Cape continues to fare better than other provinces, with the lowest official unemployment rate at 21.4%, and an expanded rate of 26.1%, benefiting from a more diversified economy and stronger private sector employment.

These provincial disparities underscore the need for tailored regional economic policies and interventions to address the unique challenges faced by each province and to promote more equitable economic development across the country.

Figure 4: Unemployment Rate per Province in 2024



Source: Quarterly Labour Force Survey, Q1 2024 (Stats SA)

4.1.3.4 Employment Trends in the Electricity, Gas and Water Supply Industry

In 2024, the electricity, gas, and water supply industry in South Africa experienced fluctuations in employment, reflecting broader economic challenges. According to the latest data from Statistics South Africa, the total number of employees in this industry stood at approximately 57,000 as of June 2024, representing a slight decrease of 1,000 jobs compared to the same period in 2023. This decline was primarily attributed to reductions in employment within the electricity generation and water supply sub-sectors, which have been under pressure due to ongoing energy supply challenges and infrastructure constraints.

These employment trends are indicative of the broader issues facing the industry, including the need for investment in infrastructure, the development of renewable energy sources, and the modernisation of water supply systems to meet growing demand and mitigate the effects of climate change.

4.1.3.5 Energy

As outlined in the ERRP, several critical sub-interventions are essential to bolster energy security. These include the restructuring of Eskom to create a transmission company, securing an additional 550 megawatts (MW) of power, and connecting additional capacity from Independent Power Producers (IPPs). Notably, the plan envisions the connection of 1,338 MW of IPP capacity through Bid Window 4 by mid-2024, with further capacity to be unlocked through legislative changes. The government's commitment to advancing renewable energy sources, as articulated in the Integrated Resource Plan 2019 and draft 2023 (IRP), remains central to achieving a diversified energy mix that includes wind, solar, and gas.

The energy transition, a significant focus of the ERRP, introduces both risks and opportunities, particularly in the shift from coal-based energy production to more

sustainable and lower-carbon technologies. This transition will require substantial investment in new skills and technologies and must be managed in a way that ensures a “Just Transition” - one that supports the socio-economic upliftment of communities affected by the decline of coal-based industries.

Furthermore, initiatives such as the establishment of a Liquid Natural Gas (LNG) bunkering facility in Coega, which promises to provide a cleaner and more affordable alternative to diesel for power generation, highlight the strategic moves towards greener energy solutions. The LNG project, coupled with the International Energy Agency’s (IEA) roadmap for achieving net-zero emissions by 2050, underscores the global shift towards decarbonisation and the critical role that South Africa must play in this transformation.

The ERRP’s focus on energy security is inextricably linked to the need for a skilled workforce capable of driving these initiatives forward. For the EWSETA, this presents an opportunity and a responsibility to ensure that the South African workforce is equipped with the necessary skills to support the energy sector’s transition and to contribute meaningfully to the country’s economic recovery. Through targeted education and training programmes, the EWSETA must continue to develop the competencies and knowledge required to meet the evolving demands of the energy sector and to facilitate South Africa’s transition towards a more sustainable, efficient, and resilient energy future.

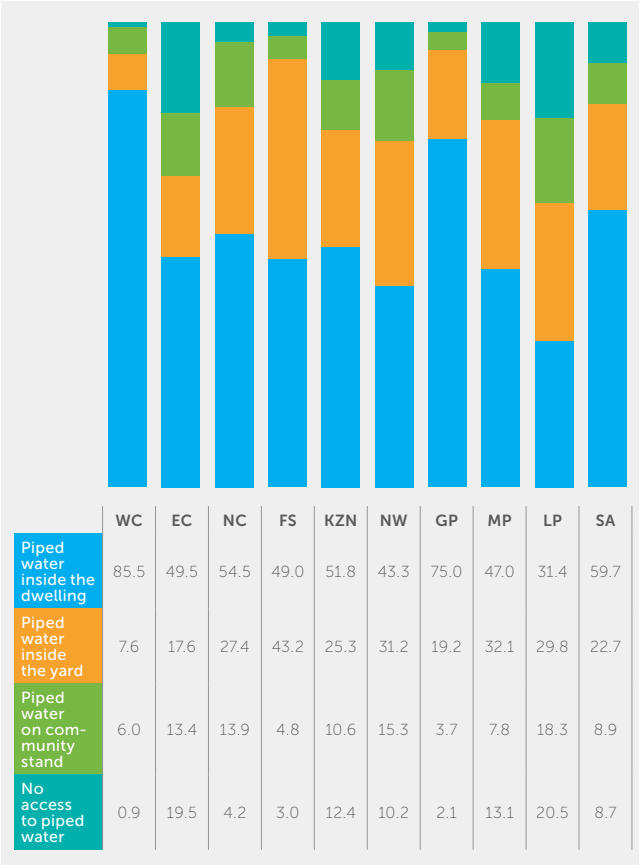
4.1.3.6 Water and Sanitation

Over the years since 2002, there has been significant progress in sanitation access across South Africa. The percentage of households with upgraded sanitation facilities, including flush toilets and pit toilets with ventilation pipes, rose from 61,7% to 83,3% by 2023. Flush toilet usage increased to 66,0%, while pit toilets with ventilation pipes

rose to 17,3%. Notable increases were observed in the Eastern Cape, Limpopo, and KwaZulu-Natal provinces.

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. The figure below provides a breakdown of access to water by province.

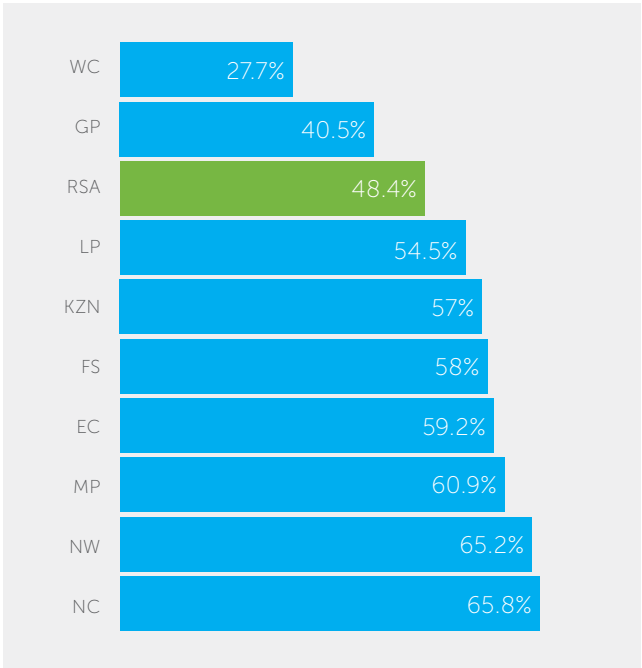
Figure 5: Percentage distribution of households by access to piped water and province, Census 2022



Source: Census 2022, Statistics South Africa (Stats SA)

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. 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 the figure below.

Figure 6: Percentage distribution of households that reported water interruptions by province, Census 2022



Source: Census 2022, Statistics South Africa (Stats SA)

Water security remains a fundamental concern in South Africa, as highlighted by ongoing challenges and the water deficit facing the nation. According to Section 27(1)(b) of the South African Constitution, access to sufficient water is a basic human right, and without adequate engagement and action, the country faces severe threats to both human and environmental health. The Department of Water and Sanitation (DWS) estimates that South Africa could face a water deficit of up to 17% by 2030 if current usage trends persist, exacerbated by climate change and inefficient water management practices.

In response to these challenges, the government through President Ramaphosa on the 24th of August 2024 approved the National Water Resources Infrastructure Agency (NWRIA) Bill, with the aim of boosting development and finance in water and sanitation. This should result in the development, operations, and maintenance of critical water infrastructure. The agency's establishment is a direct response to the need for a more coordinated and efficient approach to water resource management, as the country continues to grapple with droughts, pollution, and aging infrastructure.

Moreover, the National Water and Sanitation Master Plan (NWSMP) outlines key priorities for the sector until 2030, focusing on resilient and fit-for-use water supply, universal access to water and sanitation, equitable sharing of water resources, and effective infrastructure management. These priorities align with the broader goals of the ERRP, which emphasises the importance of securing the nation's water supply to support economic growth and stability.

To achieve these objectives, significant investments in water infrastructure, skills development, and innovative technologies are required. The EWSETA's role in this context is to ensure that the workforce is equipped with the necessary skills to support the water sector's evolving needs, particularly in areas such as water conservation, infrastructure management, and the development of alternative water sources. By collaborating with

government, industry, and educational institutions, the EWSETA can contribute to a sustainable and resilient water future for South Africa.

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.

4.1.3.8 Skills Development Landscape

As South Africa navigates the complexities of a post-COVID economy, the landscape of skills development is evolving rapidly, driven by both persistent challenges and emerging trends. The conclusion of the National Skills Development Strategy III (NSDS III) in 2020 marked the transition to the National Skills Development Plan (NSDP) 2030, which now serves as the guiding framework for the country's 21 Sector Education and Training Authorities (SETAs) until 2030. The NSDP aims to address South Africa's critical skills shortages

by aligning skills development with national economic priorities, particularly in sectors vital to infrastructure development and economic recovery.

The Need for Upskilling and Reskilling

One of the most pressing issues is the widening skills gap, driven by the accelerated adoption of new technologies and the shift towards a digital economy. As industries integrate advanced technologies, from automation to artificial intelligence, the demand for upskilling and reskilling has become paramount. This is particularly critical in sectors like energy and water, where technological advancements are driving the need for new competencies. The challenge for South Africa is to ensure that its workforce is not left behind in this global shift. Initiatives like the Youth Employment Service (YES) programme are vital, as they provide young South Africans with the skills and work experience needed to bridge the gap between education and employment, thereby addressing the high youth unemployment rate.

Embracing Digital Learning and Microlearning

The trend towards microlearning and the adoption of Learning Experience Platforms (LXPs) are transforming how skills are acquired. These platforms cater to the modern learner's need for flexible, bite-sized content, often influenced by the pervasive reach of social media platforms like TikTok. LXPs provide personalised learning paths that are tailored to individual needs, allowing employees to engage with content that is directly relevant to their roles. This approach is crucial in ensuring that the workforce remains agile and responsive to the fast-paced changes in industry requirements.

Data-Driven Learning and Integration of HRIS

The integration of Human Resource Information Systems (HRIS) with learning platforms is revolutionising how organisations approach skills development. Data-driven learning strategies enable companies to identify specific skills gaps and tailor training programmes to meet these needs. This personalised approach ensures that

employees are not only receiving relevant training but are also progressing along career paths that align with their aspirations and the organisation's goals. For SETAs like EWSETA, this means developing training initiatives that are both data-informed and strategically aligned with national economic priorities.

The Impact of Cybersecurity and Generative AI

With the increased reliance on digital platforms comes the heightened risk of cyberattacks. Cybersecurity has therefore become a critical area of focus, necessitating the development of robust training programmes that equip the workforce with the skills needed to protect against these threats. Additionally, the rapid adoption of generative AI, spurred by breakthroughs like ChatGPT, is reshaping the workplace. The ability to harness AI's potential while managing its risks will require a workforce that is both technically proficient and adaptable.

Other trends include:

- **Blended Learning Models:** Blended learning, which combines online digital media with traditional face-to-face classroom methods, is becoming more prevalent. This approach offers flexibility and accessibility, making it easier for individuals to pursue education and training while balancing other commitments. Blended learning models are particularly effective in reaching learners in remote or underserved areas.
- **Focus on Soft Skills:** As automation and AI take over routine tasks, soft skills such as critical thinking, creativity, communication, and emotional intelligence are becoming increasingly valuable. Skills development programmes are placing greater emphasis on these competencies, which are essential for adaptability and success in a rapidly changing work environment.
- **Micro-credentials and Certifications:** Micro-credentials and short courses are gaining traction as a way to quickly acquire specific skills. These credentials

are often more flexible and accessible than traditional degrees and can be tailored to meet the immediate needs of employers. They are particularly popular in technology and other rapidly evolving fields where new skills are constantly emerging.

- **Inclusive Skills Development:** There is a growing recognition of the need for inclusive skills development programmes that address the barriers faced by marginalised groups, including women, youth, people with disabilities, and those from disadvantaged backgrounds. Programmes are increasingly designed to be accessible to all, with a focus on promoting diversity, equity, and inclusion in the workplace.
- **Workplace Learning and Apprenticeships:** On-the-job training, apprenticeships, and other forms of workplace learning are becoming more integrated into formal education systems. These approaches allow learners to gain practical experience while earning a qualification, making them more employable and better prepared for the demands of the job market.
- **Globalisation and Cross-Border Collaboration:** As the world becomes more interconnected, there is an increasing need for skills that are transferable across borders. This trend is driving collaboration between educational institutions, governments, and industries in different countries to develop standardised qualifications and training programmes that are recognised globally.

These trends reflect a shift towards more flexible, personalised, and technology-driven approaches to skills development, which are essential for meeting the needs of the modern workforce. As South Africa continues to navigate its socio-economic challenges, these trends will play a crucial role in shaping the future of education and employment in the country. For EWSETA, these trends underscore the need for a strategic realignment of its skills

development initiatives. The focus must be on creating a workforce that is not only skilled in current technologies but also prepared for future industry shifts. This involves a balanced approach that includes both formal qualifications and shorter, targeted skills programmes.

Furthermore, EWSETA's role in supporting the green economy transition through training in renewable energy and water management is critical. As South Africa moves towards more sustainable practices, the demand for skilled workers in these areas will continue to grow. By aligning its training programmes with these national priorities, EWSETA can play a pivotal role in ensuring that South Africa's workforce is ready to meet the challenges of the future.

4.1.3.9 Energy Outlook

South Africa's energy outlook is shaped by several factors, including the country's reliance on coal, efforts to transition to renewable energy, challenges in the electricity supply, and policy initiatives aimed at securing a sustainable energy future. We have seen dynamic shifts in the energy sector, epitomised by the spectre of load shedding based on lack of electricity generation capacity, mostly prevalent in first quarter of 2024. The immediate action of Eskom and other role players has seen a steady improvement in the energy availability factor. The Electricity Regulation Amendment Bill was passed on Thursday, 16 May 2024 by the Parliament of the Republic of South Africa. The Bill provides for an independent National Transmission Company that will impartially manage the transition to the competitive electricity market. South Africa is exploring the potential of green hydrogen as a future energy source, with plans to produce and export green hydrogen, leveraging its renewable energy resources. Increased. There have been significant investments in solar and wind projects, with a target to add several gigawatts of renewable energy capacity in the coming years. The development of energy storage solutions is gaining attention as a means to stabilise

the grid and support the integration of variable renewable energy sources.

South Africa's oil and gas outlook is shaped by its position as a relatively minor player in global oil and gas production, but with significant potential for growth in the coming years due to recent discoveries and ongoing exploration activities. South Africa has very limited oil production, with most of its crude oil needs met through imports. The country has a small upstream sector, and production is minimal. Natural gas production is also limited, with the majority of the gas used in the country coming from the offshore Mossel Bay field (operated by PetroSA) and imports from Mozambique. Recent years have seen significant offshore discoveries, particularly in the Outeniqua Basin and the Brulpadda and Luiperd fields by TotalEnergies. These discoveries have the potential to boost South Africa's natural gas production significantly and possibly lead to future oil production.

The energy outlook from a skills perspective has seen a shift from the traditional skills and competency base to the demand for certain skills evolving, creating both opportunities and challenges. There is an increased demand for specialised skills. As we continue to expand our renewable energy capacity, there will be a significant increase in demand for specialised skills in renewable energy, energy storage, smart grids, and energy efficiency. Continuous learning and adaptation to the rapid pace of technological change in the energy sector means that continuous learning and adaptation will be essential. Professionals in the energy sector will need to engage in lifelong learning to keep up with new technologies and methods. Finally, there will be a need for strategic workforce planning to ensure that the skills available in the labour market align with the evolving needs of the energy sector, particularly in the context of the broader economic and environmental goals as well as a demand-led model, that responds to emerging needs.



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 5: 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 table briefly summarises the energy sector's future outlook in the South African context.

Table 6: 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 CO₂.

Aspect	Future-related outcomes
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 restructuring 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/aging 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 7: 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 table below briefly summarises the water sector's future outlook in the South African context.

Table 8: The future of water in South Africa (aspects and planned future-related outcomes)

Aspect	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 increases. - Therefore, learning interventions addressing new and emerging skill needs will continue to be crucial.
Energy Efficient Treatment Works	- Water Treatment Works account for approximately 17% of the total energy consumed by South African municipalities. (Willie, et. al., 2020) and (Aziz, et. al., 2019) posit that the first step is performing an energy audit to determine the energy usage and provide appropriate technologies to reduce energy demand. - Installation of a High-Speed Turbo compressor enables efficient smart aeration systems which reduce energy consumption by approximately 42%. In addition, Tsekouras et al. (2022) proposed that Microbial fuel cells (MFCs) would provide distributed power generation and will be viable in the near future when they are integrated into the structure of the WWTP.
Compulsory National Standards for Process Controller and water services works	- Regulation 3630 gazetted June 2023 - Operations at all South African Water and Wastewater Treatment Works must be overseen by Process Controllers with relevant qualifications and experience to ensure compliance with best-practice principles. - This will professionalise the wastewater treatment works and improve quality of water provision.

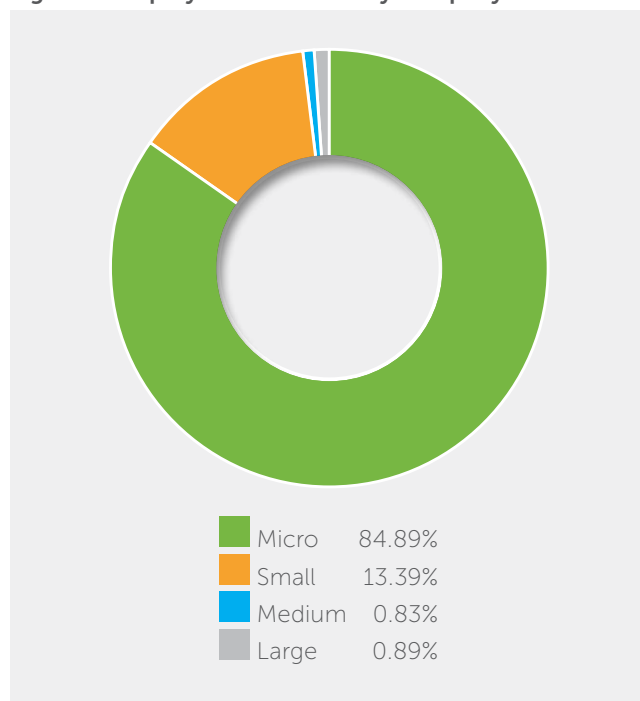
4.1.3.11 Employer Profile

According to the SARS database analysis conducted in January of 2024, there were around 3,263 organisations registered with the EWSETA across the fifteen (15) energy and water subsectors. Over the years, there has been a steady increase in the number of organisations registered with EWSETA.

Employer distribution by company size

The figure below shows the company sizes across the energy and water sector expressed in percentages. Note how disproportionately the micro-sized enterprises outweigh all other company-size categories registered with the EWSETA.

Figure 7: Employer distribution by company size.



Source: Adapted from SARS SDL Database (2023/24)

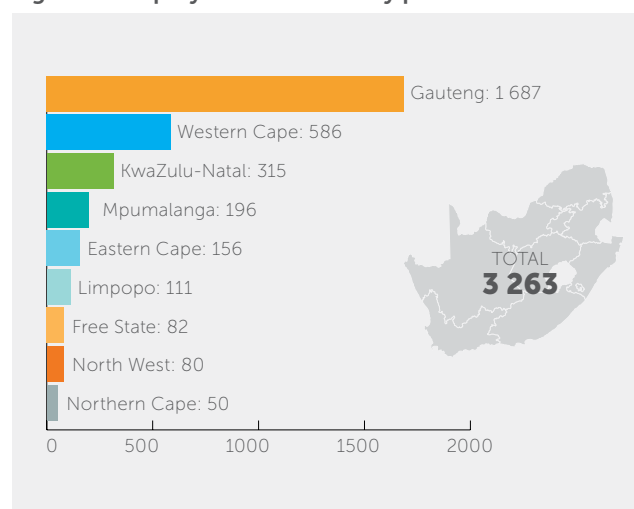
Based on the accompanying figure, of the 3,263 total EWSETA-registered energy and water sector companies, the vast majority constituted micro-sized enterprises (84,89%). Small companies constituted 13,39% of the registered organisations in the same period, while large and medium-sized entities accounted for only 1,72% combined.

Furthermore, most of the EWSETA-registered companies are non-levy paying, thereby presenting a challenge for the EWSETA when considering the relatively small levy base. Be as it may, the EWSETA must continue to deliver skills to the sector with the limited financial resources available.

Employer distribution by province

By extrapolation, the SARS Skills Development Levy (SDL) database analysis revealed the provincial spread of the EWSETA-registered companies. Again, it is crucial to note that the SARS data considers the head office location of each company and not necessarily the geographical spread of the respective companies' operations across provinces and sectors/subsectors.

Figure 8: Employer distribution by province.



Source: Adapted from SARS SDL Database (2023/24)

The ongoing trend of most energy and water sector businesses' head offices in the Gauteng province continued into 2024. This observation is unsurprising since Gauteng is deemed the economic hub of South Africa. However, such a dynamic may pose skills development challenges. Thus, the EWSETA must strive to support skills development needs across all provinces, irrespective of the geographic profile of employers. For instance, certain regions constituting a relatively low number of companies, such as Northern Cape (50 companies), North West (80), and Free State (82), must be supported, irrespective of the number of entities operating in these provinces.

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

With low-performance outputs concerning GDP contributions and high unemployment rates in South Africa, the electricity, gas & water supply industry faces challenges sustaining and ultimately increasing employment rates in the coming years. The table below compares the employment levels within the electricity, gas & water supply industries and subsectors.

Table 9: Employment by industry/subsector (2018 to 2023)

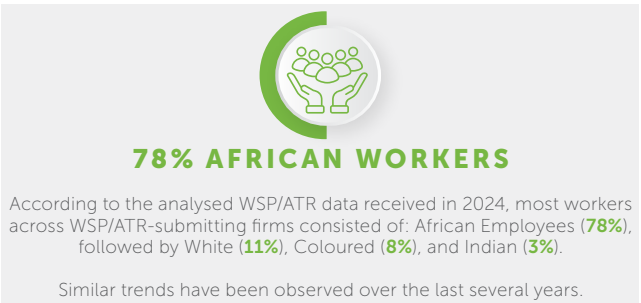
Industry	2018 (March)	2019 (March)	2020 (March)	2021 (March)	2022 (March)	2023 (March)	Variance (2018 and 2023)
Community, social & personal services	2688000	2711000	2787000	2813000	2979000	2851000	6,06%
Mining & quarrying	450000	459000	456000	459000	460000	477000	6,00%
Financial intermediation, insurance, real estate, & business services	2236000	2357000	2350000	2158000	2343000	2327000	4,07%
Wholesale & retail trade	2127000	2258000	2276000	2114000	2125000	2146000	0,89%
Manufacturing	1199000	1227000	1204000	1109000	1185000	1194000	-0,42%
Electricity, gas, & water supply	63000	60000	61000	57000	59000	58000	-7,94%
Transport, storage, & communication	465000	484000	500000	450000	417000	410000	-11,83%
Construction	610000	618000	562000	484000	536000	507000	-16,89%
Total	9838000	10174000	10196000	9644000	10104000	9970000	-

Source: Adapted from (STATS SA, 2018) | (STATS SA, 2019a) | (STATS SA, 2020b) | (STATS SA, 2021b) | (STATS SA, 2022b) | (STATS SA, 2023c)

Race representation of workers in the sector

A sustained pattern of a workforce represented by mostly (black) African workers has persisted over the last five years. However, unemployment amongst (black) Africans remains relatively high - a significant concern for South Africa.

Figure 9: Race representation of workers in the sector



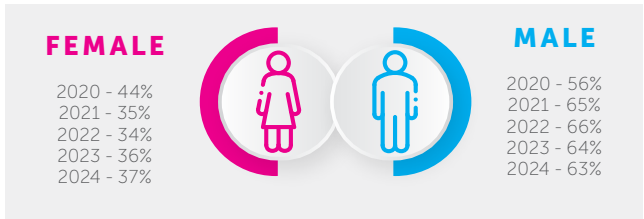
Source: (EWSETA WSP data, May of 2023)

Gender representation of workers in the sector

The general pattern of male workers outweighing female employees in terms of representativity in the workplaces of companies submitting WSPs/ATRs to the EWSETA over the years has been an ongoing trend. This observation does not necessarily mean all companies have a similar profile of workers; however, it does suggest a gender imbalance in particular cases.

Gender equality remains paramount in EWSETA skills planning and skills delivery. It is crucial to note that previous EWSETA research studies have suggested an equitable onboarding of female learners onto various learning programmes.

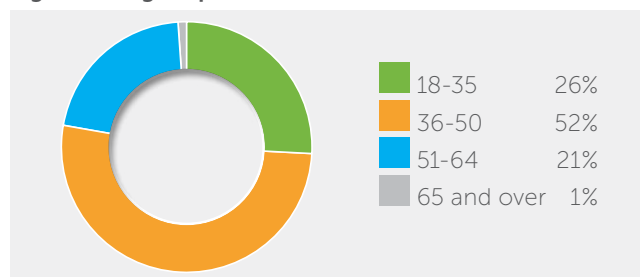
Figure 10: Gender representation of workers in the sector



Source: (EWSETA WSP data, May of 2023)

Age representation of workers in the sector

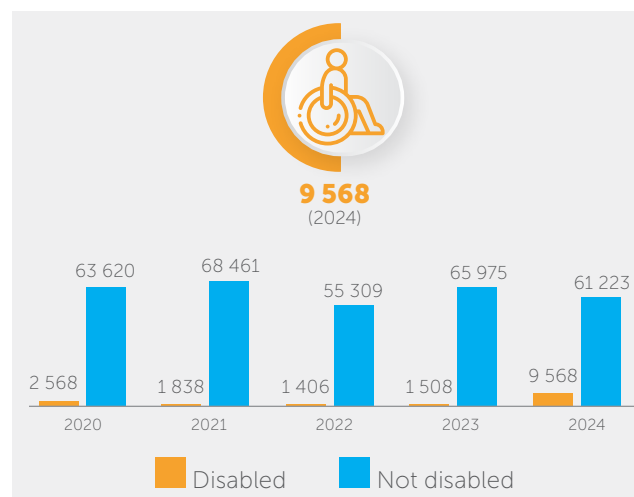
With significant employment challenges, those under 35 account for the highest unemployment rate in South Africa. This observation relates to the age profile of workers across WSP/ATR-submitting firms in the sector, where only close to one-quarter (26%) of employees represent youth workers. This trend has persisted for several years.

Figure 11: Age representation of workers in the sector

Source: (EWSETA WSP data, May of 2023)

Disability representation of workers in the sector

As with previous years, workers living with disabilities continue to account for a disproportionately low percentage of employees across organisations submitting WSPs/ATRs to the EWSETA, accounting for 14% of the staff complement. However, it was interesting to note that in previous years, the representation of workers with disabilities ranged from roughly 2,2% - 3,9% during the 2018 to 2023 period. The reasons for the notable variation of the data in the 2024 WSP/ATR submissions compared to previous years are unclear. Nonetheless, the EWSETA must continue to promote equality, irrespective of disability status, age, gender, or race.

Figure 12: Disability representation of workers in the sector

Source: (EWSETA WSP data, May of 2023)



Broad occupational groups of sector employees

The table below summarises the distribution of employees across the major occupational groups and provinces.

Table 10: Broad occupational groups of sector employees by major OFO group

Major OFO Group ID (1-8)	Major OFO Group Name	EC	FS	GP	KZN	L	MP	NW	NC	WC	Total
1	Managers	181	206	2528	368	276	865	168	120	791	5503
2	Professionals	252	341	7324	652	468	1712	179	131	1097	12156
3	Technicians And Associate Professionals	732	1004	6815	1753	1513	4799	743	506	3171	21036
4	Clerical Support Workers	524	513	4354	968	806	1857	443	251	957	10673
5	Service And Sales Workers	34	108	1094	87	142	517	53	21	107	2163
6	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	447	467	3461	735	804	1393	454	363	808	8932
7	Plant And Machine Operators and Assemblers	37	32	549	111	28	53	51	97	150	1108
8	Elementary Occupations	551	502	3915	990	528	763	660	329	981	9219
Grand Total		2758	3173	30040	5664	4565	11959	2751	1818	8062	70790

Source: (EWSETA WSP data, May of 2023)

Over the years, the Gauteng province has accounted for the single highest number of employees across the WSP/ATR-submitting firms, and in 2024, Gauteng-based employers reported around 30,040 workers. Furthermore, Technicians and Associate Professionals continued to represent the largest share of workers by Major OFO Group (i.e., Major OFO Group 3) compared to other groups, accounting for 21,036 employees, followed by Professionals (12,156 employees, Major OFO Group 2).

Major OFO Groups 1 – 3 combined accounted for more than half (55%) of the workers reported in 2024. This observation correlates with the highly technical and professional nature of the sector, supporting the need for skills within the higher-level Major OFO Groups.

4.1.3.13 Green Hydrogen Economy

South Africa identifies green hydrogen as an essential component of its energy transition plan and towards the global commitment to decarbonise its economy. South Africa has the competitive advantage to produce and export green hydrogen energy in line with Cabinet approved 2007 Hydrogen South Africa Strategy (HySA).

The Department of Science and Innovation (DSI) launched the Hydrogen Society Roadmap (HYRM) on 17 February 2022, setting out a vision for an inclusive hydrogen society in South Africa. This roadmap aims to foster collaboration between government, industry, labour, and communities. In alignment with this vision, EWSETA has partnered to facilitate skills development and provide quality guidance in hydrogen fuel cell technology. Prioritising the registration of relevant skills programmes is essential to ensure effective skills delivery in this emerging field.

The South African Green Hydrogen Commercialisation Strategy (GHCS), approved by the South African government on October 19, 2023, is designed to leverage the country's natural resources, including renewable energy sources and platinum group metals, to develop a competitive and low-carbon economy. It encompasses multiple pillars such as export markets, domestic markets, investment, economic development, local industry capability, and just transition. The strategy is interconnected with renewable energy, requiring substantial investments to propel the green hydrogen economy. The GHCS will require a workforce skilled in hydrogen-related technologies, renewable energy systems, engineering, and project management. In alignment with its scope, the EWSETA's focus will be on the downstream sectors and industries that use green hydrogen and/or hydrogen fuel cells (e.g., power generation).

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 11: Stakeholder Matrix

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
Higher Education and Training	- 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 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 with TVETs and/or Industry - Build strategic partnership with South African Forum for Community Colleges (SAFCC) - Forge partnerships with Community Education and Training Colleges (CETCs)
SETA's	- Resource sharing and optimisation for efficiency - Jointed efforts for economic impact Better decision making with broader insights	- Enter into strategic partnerships with relevant SETAs - Develop knowledge hubs and share data and information. Standard content and interventions consistent across collaborating SETA's
Research councils	- Support to roll out short courses. - Co-fund learners (postgraduate bursaries) - Internship funding - Co-fund research projects (skills)	- Build up internal research capacity. - Include research outcomes in operational processes. - Create holistic partnerships (research, bursaries, community projects, research chairs)

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
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 advanced technology)	• Identify strategic partners. • Identify co-funding opportunities. • Develop international partnership strategy. • Leverage upon international knowledge, lessons learned and research
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 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 • 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

A PESTEL analysis is a strategic tool used to identify and analyse the external factors that can impact the operations and strategy of an organisation. For the Energy and Water Sector Education and Training Authority (EWSETA), understanding these macro-environmental factors is crucial in navigating the challenges and opportunities in 2024 and beyond. Below is a comprehensive analysis of the political, economic, social, technological, environmental, and legal factors that will shape EWSETA's strategy.

4.1.5.1 Political Factors

South Africa's political environment remains a significant influence on the landscape of skills development, especially with the new Government of National Unity (GNU) in place and a recently appointed Minister of Higher Education, Science, and Technology. These changes are likely to bring about shifts in policy, which could impact EWSETA's strategic focus. The government's ongoing anti-corruption and fraud initiatives, along with its commitment to addressing service delivery through community engagement, underline the importance of transparency and accountability in public institutions. Additionally, the potential impact of geopolitical conflicts on global security could influence South Africa's foreign relations and trade, indirectly affecting sectors like energy and water, where international partnerships are critical.

South Africa like most progressive nations subscribes to the United Nations Sustainable Development Goals (SDGs). This represents a global agenda aimed at addressing the world's most pressing challenges, including poverty, inequality, climate change, and environmental degradation. Adopted by all United Nations Member States in 2015, the 17 SDGs are a call to action for all countries to work collaboratively towards a more sustainable, equitable, and prosperous future by 2030. For EWSETA, the Sustainable Development Goals (SDGs) provide a framework that aligns seamlessly

with our mandate to develop skills in the energy and water sectors. Specifically, SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), and SDG 13 (Climate Action) are directly relevant to EWSETA's strategic objectives.

Africa Agenda 2063 is the African Union's long-term strategic framework for transforming the continent into a global powerhouse of the future. It focuses on inclusive economic growth, sustainable development, and the empowerment of youth and women. For EWSETA, aligning with Africa Agenda 2063 means ensuring that its strategic plan contributes to these continental goals by developing the skills needed for industrialisation, innovation, and socio-economic transformation. This includes prioritising the development of technical skills in the energy and water sectors, which are critical for supporting Africa's infrastructure development and sustainable growth. Additionally, EWSETA will focus on creating opportunities for youth and women, aligning its initiatives with the broader goals of gender equality and social inclusion, which are central to Africa Agenda 2063.

The African Energy Commission (AFREC) is the continent's specialised energy agency, under the AU Commission for Infrastructure and Energy, in charge of coordinating, harmonising, protecting, conserving, developing, rational exploitation, commercialising and integrating energy resources on the African continent. AFREC's work closely aligns with Agenda 2063. AFREC plays a crucial role in coordinating energy policies that support the goals outlined in Agenda 2063, particularly in promoting energy security, economic growth, and climate action. AFREC advocates for increased investments in renewable energy technologies like solar, wind, hydro, and geothermal which are essential for providing clean and affordable electricity, thereby enhancing energy access across Africa.

Furthermore, in keeping abreast with development on the continent, the African Continental Free Trade Area (AfCFTA) which aims to create a single market for goods, services, and investment across Africa, provides an opportunity to enhance intra-African trade and drive economic integration. For EWSETA, developing a workforce equipped with the skills necessary to support trade and industrialisation across the continent.

The initiatives highlighted necessitate a robust focus on skills development in several areas such as policy and regulatory analysis, policy design, and coordination skills.

Table 12 below summarises the PESTAL analysis undertaken.

Table 12: PESTEL Analysis

Factor	Impact
POLITICAL 	1. New Government of National Unity (GNU) and updates in policy direction. 2. Escalating unrest and instability affecting programme continuity. 3. Service-delivery protests impacting public confidence. 4. Anti-corruption initiatives driving stricter compliance. 5. Geopolitical conflicts influencing international partnerships. 6. Growing concerns caused by Israel/Palestine conflict. 7. Impact of BRICS Partnership. 8. UN SDGs 9. Africa Agenda 2063 10. African Continental Free Trade Area (AfCFTA)

Factor	Impact
ECONOMIC 	1. COVID-19's ongoing impact on the economy. 2. Low investor confidence limiting sectoral investment. 3. Increased retrenchments leading to skill shortages. 4. Market fluctuations affecting equipment costs. 5. GDP decline necessitating resource prioritisation. 6. The growing crisis caused by load shedding, load reduction, and water shedding
SOCIAL 	1. High unemployment and inequality creating demand for targeted programmes. 2. Social unrest and crime affecting community stability. 3. Rising cost of living limiting education participation. 4. Brain drain depleting talent pools. 5. Disparity in access to opportunities for marginalised groups. 6. Escalating cost of living and indebtedness 7. Learning-on-demand (international institutions, modular based) and micro-learning (short content) 8. Increased mental health pressures on employers and employees 9. Longer working-life: re-skilling/up-skilling

Factor	Impact
TECHNOLOGY 	1. Accelerated digital innovation transforming the sector. 2. Emerging technologies (especially AI) disrupting traditional work processes. 3. Cybersecurity risks requiring robust measures. 4. Pressure to upgrade ICT infrastructure for 4IR. 5. Big Data offering opportunities for improved decision-making. 6. Growing usage of digital currency
ENVIRONMENT 	1. Climate change impacting resource availability. 2. Dependence on fossil fuels challenging carbon reduction efforts. 3. Shift to renewable energy creating new skills demands. 4. Environmental degradation affecting economic stability. 5. Funding needs for decarbonisation initiatives. 6. International agreements on Climate Change 7. Climate Change Act 22 of 2024
LEGAL 	1. Implementation of POPIA requiring compliance. 2. District Development Model (DDM) influencing collaboration. 3. Changes in energy regulation affecting strategic direction. 4. Water and sanitation policy gaps necessitating alignment. 5. Potential land reform laws impacting infrastructure development. 6. New draft SETA Grant Regulations 7. Energy regulation changes – Integrated Resource Plan (IRP)

4.1.5.2 Socio-Economic Factors

The South African economy continues to navigate several challenges, including the lingering effects of the COVID-19 pandemic, which has exacerbated unemployment and reduced investor confidence. The ongoing economic instability, characterised by a slow GDP growth rate and market fluctuations, underscores the necessity for a focused and strategic approach to skills development in critical sectors like energy and water. The increased retrenchment rates and loss of key technical skills further complicate the landscape, requiring EWSETA to prioritise initiatives that address these gaps. Furthermore, the shrinking middle class and declining disposable income levels highlight the importance of making educational initiatives more accessible and affordable.

4.1.5.3 Social Factors

The South African economy faces several challenges, including the lingering effects of the COVID-19 pandemic, which has exacerbated unemployment and reduced investor confidence. The ongoing economic instability, characterised by a slow GDP growth rate and market fluctuations, underscores the necessity for a focused and strategic approach to skills development in critical sectors like energy and water. The increased retrenchment rates and loss of key technical skills further complicate the landscape, requiring EWSETA to prioritise initiatives that address these gaps. Furthermore, the shrinking middle class and declining disposable income levels highlight the importance of making educational initiatives more accessible and affordable.

South Africa's socio-economic challenges, including the high levels of unemployment, poverty, and inequality, remain central to EWSETA's strategic planning. The rise in social unrest and instability, influenced by factors such as gender-based violence and economic disparity, necessitates targeted skills development programmes

aimed at empowering marginalised communities. The demographic profile of South Africa, with a large, youthful population, emphasises the need for inclusive and accessible education and training opportunities. Additionally, the brain drain to more mature economies continue to pose a challenge, making it imperative for EWSETA to focus on retaining and developing local talent, particularly in sectors critical to national development.

The International Labour Organization (ILO) establishes global standards that govern labour practices, including those related to vocational training, skills development, and workplace safety. These conventions and recommendations aim to promote decent work, ensure fair treatment, and uphold workers' rights across all sectors. For EWSETA, aligning with ILO standards is crucial in fostering a workforce that is not only skilled but also protected and empowered. This alignment ensures that training programmes adhere to international best practices, supporting equitable employment opportunities and safe working conditions in the energy and water sectors.

4.1.5.4 Legal Factors

The legal landscape in South Africa continues to evolve, with significant implications for EWSETA. The implementation of the Protection of Personal Information Act (POPIA) and other regulatory changes in the education and energy sectors require ongoing compliance efforts. The DDM which seeks to integrate and align government services at the district level, also has important implications for EWSETA's operations, particularly in terms of collaboration with local government and other stakeholders. Additionally, potential reforms in energy regulation and land reform laws could impact the strategic direction and operational priorities of EWSETA, making it essential to stay informed and adaptable.

NEW DRAFT SETA GRANT REGULATIONS

The draft SETA Grant Regulations, introduced for public comment in 2023, represent a shift in the framework governing the disbursement of skills development funding in South Africa. These regulations emphasise a reallocation of funds towards long-term, formal qualifications primarily offered by public institutions, with a reduced focus on short-term, skills-based programmes that have traditionally been critical in meeting the immediate needs of the labour market. This policy shift aligns with the government's broader strategy to enhance the role of public education providers in delivering accredited qualifications and to address the long-standing issues of unemployment through structured educational pathways.

EWSETA recognises that the shift in focus towards long-term qualifications offered by public institutions may lead to reduced funding for its existing short-term skills programmes. This change presents an opportunity for EWSETA to re-evaluate its funding priorities and align its programmes more closely with the new regulatory framework. While this may mean placing less emphasis on more flexible, short-term training solutions, EWSETA remains committed to ensuring its offerings are adaptable to the evolving needs of the energy and water sectors.

The reduction in the mandatory grant from the skills levy may result in lower levels of employer participation, particularly among small and medium-sized enterprises (SMEs). With potentially less financial incentive to invest in submitting Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs), EWSETA understands that industry engagement in skills development may be impacted. To mitigate this, EWSETA will work closely with employers to demonstrate the value of continued collaboration in shaping training programmes that meet industry requirements.

The new emphasis on formal qualifications within the regulatory framework may challenge EWSETA's ability to swiftly address the immediate skills needs of the energy and water sectors. Recognising the importance of shorter, targeted training programmes in developing specialised technical skills, EWSETA is committed to exploring innovative ways to ensure a balanced approach that meets both long-term and immediate industry demands.

Finally, the focus on public institutions in the new regulations may impact EWSETA's partnerships with private training providers, potentially reducing the diversity and specialisation of available training programmes. EWSETA acknowledges the critical role that both public and private providers play in delivering sector-specific skills and is dedicated to advocating for a more inclusive approach that leverages the strengths of all training institutions to address the unique needs of the energy and water sectors.

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 13 summarises the strengths and opportunities the EWSETA can strategically leverage to enhance performance; and the weaknesses and threats to be anticipated and mitigated.

Table 13: SWOT Analysis.

STRENGTHS 	• Knowledge of the industry: Authority • Long-standing relationships with key stakeholders • Transformed organisation (Operations) • Strong governance • Strategic alignment • Strong institutional memory • Comprehensive programme offerings • High completion rates of programmes • Positive employer feedback	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) • Position EWSETA as "Employer of Choice" • Leverage organisational redesign • Enhancing digital learning platforms • Increased visibility and outreach
WEAKNESSES 	• Skills gap in the organisation (challenging operating climate) • Loss of key skills • Poor response to wellness (mental health, etc.) • Focus on technical skills vs employability • High dependence on face-to-face • Red tape outside the organisations • Compliance vs impact • Improvement on customer centricity • Lack of adequate focus • Administrative delays (stipend payments and certifications) • Limited post-programme support • Limited geographical footprint	THREATS 	• 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 world-of-working

4.2.2 SOAR ANALYSIS

The SOAR analysis depicted in Table 14 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 14: SOAR Analysis.

STRENGTHS  • Knowledge of the industry: Authority • Long-standing relationships with key stakeholders • Transformed organisation (Operations) • Strong governance • Strategic alignment • Strong institutional memory • Comprehensive programme offerings • High completion rates of programmes • Positive employer feedback	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) • Position EWSETA as "Employer of Choice" • Leverage organisational redesign • Enhancing digital learning platforms • Increased visibility and outreach	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 • 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
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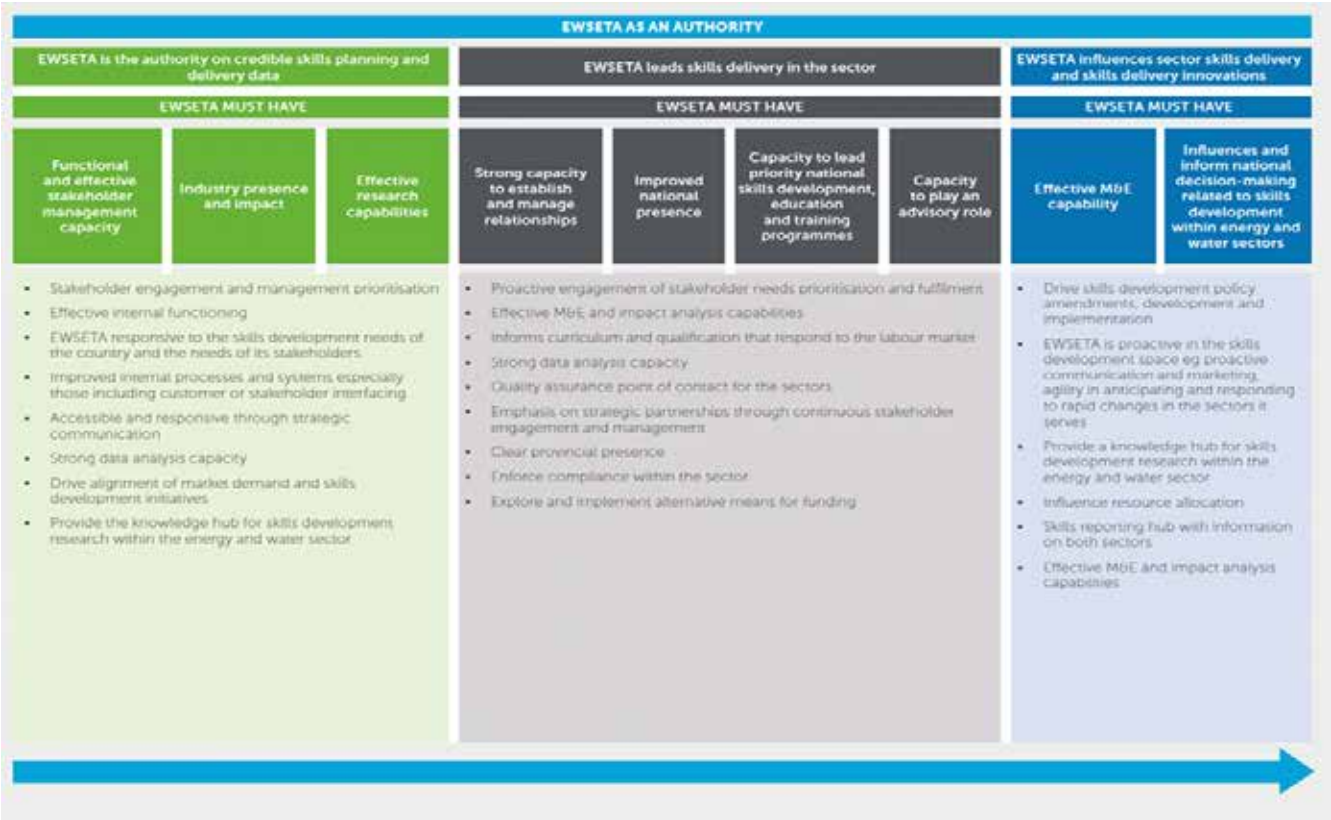
4.2.3 OPERATING MODEL AND ORGANISATIONAL DESIGN

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.

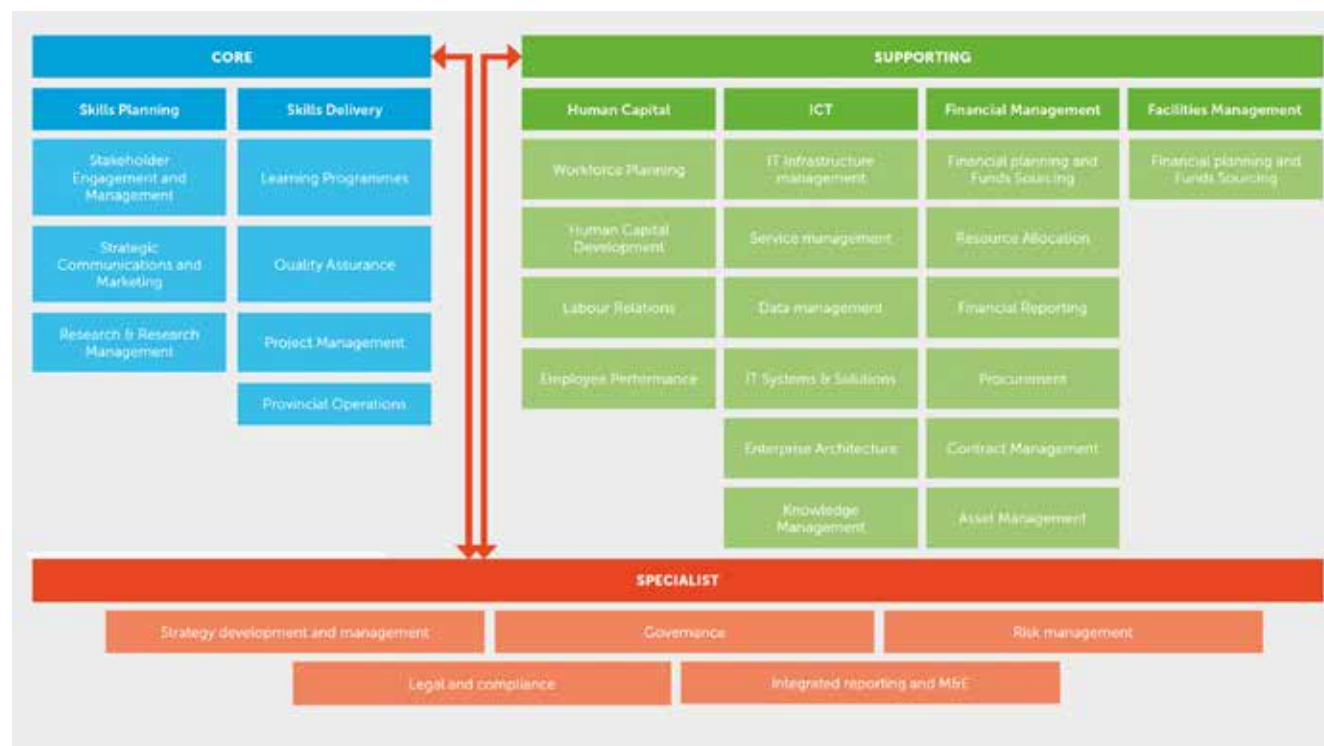
Table 13 to the right depicts three of the key areas that underpin the role of the EWSETA as an "Authority" and ultimately informing the final Operating Model that was developed:

Figure 13: 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 organisation's 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. It is important to define who will be responsible for ensuring 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, as shown in Figure 14.

Figure 14: EWSETA Operating Model





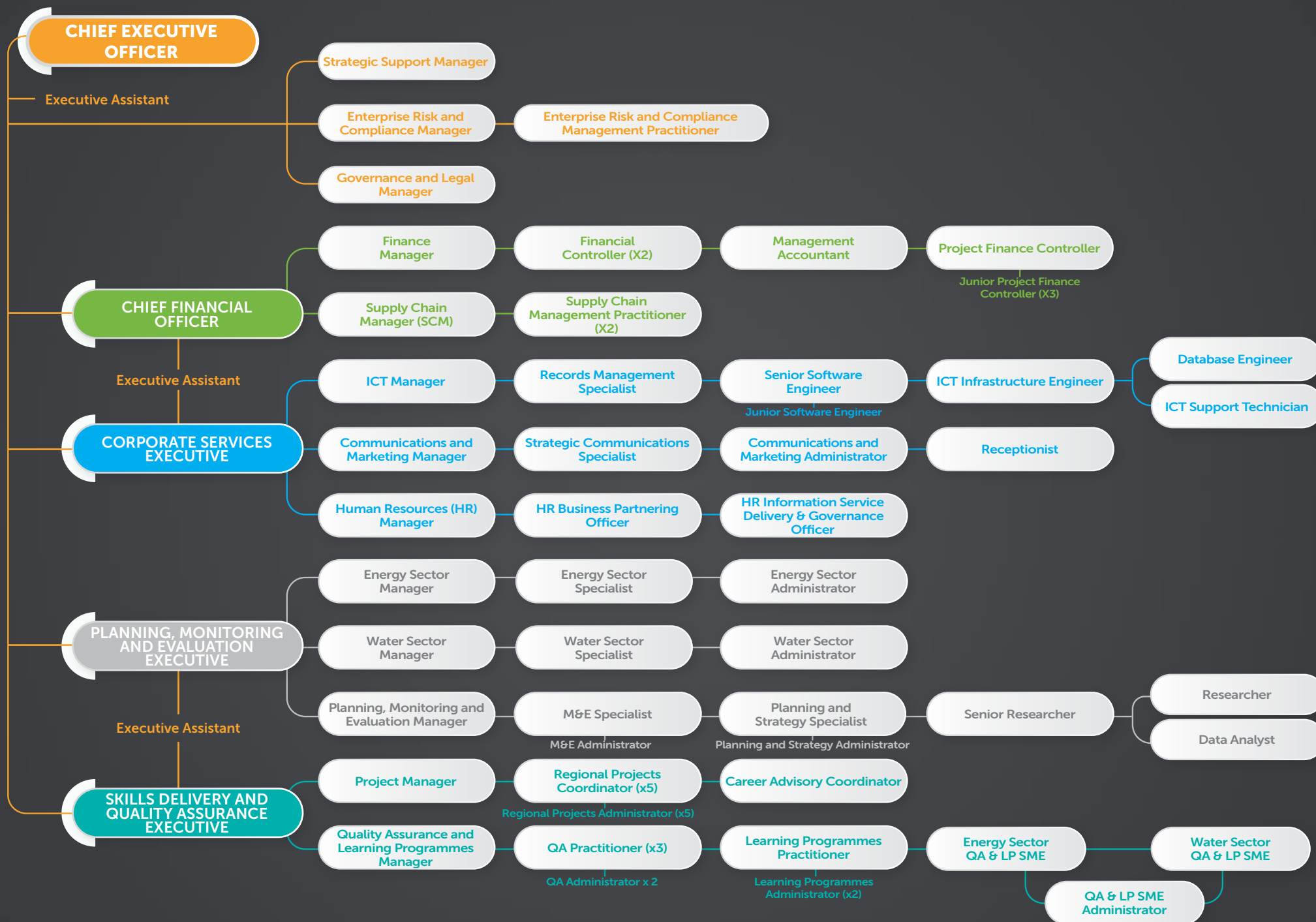
An Organisational structure is a visual representation describing what employees do, whom they report to, and how decisions are made across the organisation. The EWSETA would need to be structured in a manner that replicates the design principles of the operating model by enabling improved operational 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 into 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 overleaf depicts the current EWSETA organisational structure.



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

The impact of COVID-19 on today's workforce has been profound and continues to evolve, with several key trends emerging according to recent data from the World Economic Forum (WEF). These trends may impact EWSETA's workforce directly and therefore, as an organisation that is striving for high-performance but certainly not at the detriment of our employees, an enabling and positive work environment is key.

Accelerated Digital Transformation: The pandemic accelerated the adoption of digital technologies, leading to a significant shift in the types of skills demanded in the workforce. According to the WEF, by 2025, 85 million jobs may be displaced by automation, while 97 million new roles could emerge, necessitating a massive reskilling and upskilling of the global workforce. Workers are now expected to have digital literacy, adaptability, and continuous learning mindsets to remain competitive. EWSETA remains cognisant of this and aside from embedding a digital transformation response into our skills delivery for the sector, will similarly be focusing on upskilling our own workforce to be better able to respond to the new technologies that will enhance our operational environment.

Remote Work and Hybrid Models: COVID-19 has reshaped traditional workplace models, with remote work becoming

a permanent fixture for many organisations. The WEF reports that 84% of employers are rapidly digitalizing work processes, including a significant expansion of remote work. This shift has led to increased flexibility but also challenges such as maintaining productivity, ensuring employee engagement, and addressing the mental health impacts of isolation and burnout. EWSETA can continue operations remotely due to our enhanced ICT infrastructure and systems; however, we are back at the workplace to ensure employee engagement, productivity and performance are not compromised. Line managers remain sensitive to the needs of their team and do consider remote work requests where they are justified. Being back in the office allows us to build on our organisational culture in a more engaged, collaborative and present manner.

Health and Safety Prioritisation: The pandemic has placed health and safety at the forefront of workforce management. For EWSETA, the focus on health has driven a greater emphasis on employee well-being and mental health support through our established ICAS Employee Wellness Programme and the "Yenza Kahla" Employee Engagement Plan.

Talent Mobility: COVID-19 has influenced talent mobility, with many workers re-evaluating their career choices and seeking roles that offer more flexibility, stability, or alignment with personal values. Through the Organisational Design process, we ensured that all job profiles were developed with a "meaningful work" lens, giving each resource the

ability to utilize their strengths and competencies optimally across the broader organisation. Additionally, the reviewed and approved Total Rewards Strategy has made every effort to ensure market-related remuneration, attractive rewards schemes and performance-based incentives that aim to attract and retain high talent.

4.2.5 KEY SKILLS CHANGE DRIVERS

Many factors influence the profile and operations of the energy and water sector, including factors such as the economy, technology, electricity load-shedding, the rising costs of doing business, and so forth. Furthermore, national strategies and plans play a role in determining many different aspects of the sector, which ultimately influences the supply and demand for skills.

The following section summarises key change drivers and some of the most crucial national strategies and plans influencing skills supply and demand in the energy and water sector over the next five years. Note that all the change drives indicated below are demand-related, driven by sector needs.

Table 15: Major Change Drivers

Major Change Driver & Description	Research Informing the Change Drivers	Change Driver Implications on the Supply or Demand for Skills	Implications for skills development mechanisms required in relation to change driver
CHALLENGING ECONOMIC CONDITIONS The downturn in the economy places pressure on factors such as business productivity, unemployment, poverty, and ultimately, skills development.	Qualitative data derived from sector-related stakeholders, WSP data analysis, and secondary data derived from literature sources	DEMAND RELATED: - There is a decline in the demand for skills development due to companies focusing on survival instead of business growth in a stagnant economy. - High levels of unemployment coupled with low job creation invariably diminishes skills development since education and training efforts are undermined by a lack of jobs. - A reduction in the demand for education and training may lead to reduced education and training activities, thereby impacting EWSETA performance. - Limited budget for skills development because the main priority is on ensuring business survival. - SUPPLY RELATED: - A decline in skills development activities (i.e. supply) may hinder labour market development, which may in turn negatively impact on the sector's labour market competitiveness.	SUPPLY RELATED: - Over the coming five years, provide more training in the support functions of a business, such as business management and business leadership, to enhance effective decision-making in difficult economic times. - Provide education and training in fields such as entrepreneurship to help businesses, particularly small enterprises, adapt to challenging circumstances and seek new/additional revenue streams. - Provide technical education and entrepreneurship training to improve business competitiveness in a difficult economy. - Provide additional education and training support facilitating innovation, research & development (i.e., R&D), and industry-specific market research to identify new business opportunities in technical fields to support competitive advantage.
NEW TECHNOLOGIES / TECHNOLOGICAL ADVANCEMENT Significant changes in the technological designs, products, tools, systems, applications, equipment procedures, processes, methods, etc., compel businesses to adopt advancements and remain competitive.	Topical research, qualitative data derived from sector-related stakeholders, WSP data analysis, and secondary data derived from literature sources	DEMAND RELATED: - Increased demand for relevant skills as new technologies emerge in relation to the sector. - Increased investment in new technologies may reduce the scope of education and training due to budget limitations (i.e., since technological changes can be costly). - Therefore, training may be limited to new technologies introduced within the respective organisations (or even at the sector level) at the expense of other crucial education and training imperatives, thereby reducing the scope of incumbents educated and trained in other disciplines/fields. - The reallocation of education and training resources to support technological advancements could therefore reduce the impact of skills delivery in certain disciplines/fields, thereby reducing education and training outputs in terms of supply. SUPPLY RELATED: - However, the increased supply of technologically competent workers may enhance the overall productivity and competitiveness of the sector, thereby potentially increasing the demand for such incumbents.	SUPPLY RELATED: - Education and training interventions needed to re-skill staff on the use of new technologies and methods. - Computer integration and digitalisation signal the need for changes in job tasks and related skills requirements, thereby requiring skilling and/or re-skilling of incumbents in digital technologies designed to enhance job processes, responsibilities, and procedures in the work environment. - Updating existing curricula to meet industry standards and knowledge and skills requirements.

Major Change Driver & Description	Research Informing the Change Drivers	Change Driver Implications on the Supply or Demand for Skills	Implications for skills development mechanisms required in relation to change driver
ELECTRICITY LOAD SHEDDING The impact of power load shedding is apparent all over the country since it affects residential homes, businesses, industries, sectors, and ultimately, the South African economy.	Qualitative data derived from sector-related stakeholders, WSP data analysis, and secondary data derived from literature sources	DEMAND RELATED: - A subdued economy with little to no growth caused by factors such as electricity load shedding has resulted in business operational/productivity problems, reducing the demand for education and training in response to declining business revenue. - On a positive note, the power grid in its current form may encourage more alternative energy businesses to come on board, thereby increasing the demand for alternative energy skills. SUPPLY RELATED: - Entrepreneurship will likely become increasingly important in an ailing economy further challenged by high unemployment.	DEMAND RELATED: - Some businesses may adapt to new, alternative energy sources, thereby prompting the demand for alternative energy-related qualifications. SUPPLY RELATED: - Entrepreneurship training to support alternative energy opportunities, expand on new business opportunities, and contribute to addressing unemployment may be required in the short-to-medium term.
CLIMATE CHANGE Climate change has adverse effects, especially when considering drought, and that South Africa is already considered a water-scarce country.	Topical research, qualitative data derived from sector-related stakeholders, WSP data analysis, and secondary data derived from literature sources	DEMAND RELATED: - Reduced water supply may lead to a reduction in the demand for water-related skills. - On the other hand, technological advancements in the water sector may introduce new business opportunities aimed at curbing the adverse effects of climate-related issues such as drought, thereby requiring an increase in the supply of water professionals with innovative skills. SUPPLY RELATED: - Innovation, combined with technological advancements, may increase the supply of much-needed incumbents equipped with the prerequisite knowledge and skills.	SUPPLY RELATED: - Qualifications combining core knowledge components with innovation skills would serve to enhance learner capabilities in response to the growing need for innovative solutions designed to overcome water-scarcity issues. Therefore, enhancing existing curricula to incorporate innovation skills is paramount. - Increasing the supply of qualified incumbents to deal with the challenges associated with water-scarcity issues a crucial. - Increasing the supply of learners capable of inventing new water conservation technologies and systems. - Increasing the pool of learners with the knowledge and expertise to develop water recycling processes and systems for residential, commercial, and industrial use. - Improving water catchment and harvesting through appropriate water-related learning programmes. - Educating and training more learners in the field of building and implementing energy efficient desalination plants. - Hosting awareness campaigns across communities to change water consumption habits.

Major Change Driver & Description	Research Informing the Change Drivers	Change Driver Implications on the Supply or Demand for Skills	Implications for skills development mechanisms required in relation to change driver
RISING COSTS OF DOING BUSINESS The rising costs of doing business in South Africa has caused organisations to implement cost-saving or cost-cutting measures.	Qualitative data derived from sector-related stakeholders, WSP data analysis, and secondary data derived from literature sources	DEMAND RELATED: - Cost-cutting strategies may lead to the downsizing of the workforce in the form of, e.g., retrenchments, which lead to lower demand for workers and skills across certain disciplines. - Businesses faced with significant financial challenges may resort to deprioritising skills development and other related interventions as a measure to save jobs, leading to a reduction in the skills supply pipeline. - Businesses may choose to “freeze” jobs and salaries in curbing costs, thereby reducing the demand for new workers while diminishing remuneration incentives. SUPPLY RELATED: - N/A	SUPPLY RELATED: - Emphasis must be placed on leadership and management skills in times of financial distress. Short courses and skills programmes may provide top-up skills focusing on business efficiencies. - Entrepreneurship training may help organisations explore new business ventures and source new revenue streams. - Education and training in energy and water efficiency and conservation strategies could help reduce overhead costs. For example, retrofitting buildings and facilities with energy and water efficient solutions may curb costs over the long-term.

4.2.6 OVERVIEW OF THE 2025/26 BUDGET AND MTEF ESTIMATES

Table 16: Budget and MTEF Estimates

Consolidated Budget	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 R'000
Administration (10.5%)	40 686	43 709	48 229	46 039	48 157	50 372	52 689
Government Levies	3 188	4 261	4 587	3 665	3 834	4 010	4 195
Mandatory Grants (20%)	77 706	83 260	91 867	87 693	91 727	95 947	100 360
Discretionary Grants (49.5%)	230 520	208 984	234 381	217 041	227 025	237 468	248 391
Investment Income	13 243	24 467	41 855	37 975	39 722	41 549	43 460
Other Income	135	112	439	126	132	138	144
Total Revenue	365 478	364 792	421 358	392 539	410 596	429 483	449 240
Accommodation	149	1 169	1 407	1 083	1 133	1 185	1 239
Advertising	108	742	982	1 060	1 109	1 160	1 213
Annual General Meetings	258	217	442	471	492	515	539
Bank charges	81	81	74	148	155	162	170
Catering / Meeting expenses	65	94	149	197	206	216	226
Cleaning	429	394	421	625	654	684	716
Consulting fees	6 810	12 326	11 934	9 800	10 251	10 722	11 216
Covid expenditure	215	50	27	-	-	-	-
Digitisation and Digitisation of EWSETA processes	-	-	-	-	-	-	-
Document management expenses	1 825	1 524	539	698	730	764	799
Employee affiliation fees	44	114	51	77	81	85	89
Employee assistance programme	147	295	264	150	157	164	172
Employee relations	2	129	82	177	185	194	203
Entity memberships and affiliation fees	63	102	70	200	209	219	229
External audit fees	4 755	3 715	3 583	4 450	4 655	4 869	5 093
Forensic Audit	124	19	119	200	209	219	229
Facility management	143	2	-	11	11	12	12
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Groceries / Staff welfare	269	77	139	159	166	174	182
MIS investment	-	-	-	1 500	1 569	1 641	1 717
Insurance	511	498	575	721	754	789	825
Interest paid	-	-	1	-	-	-	-
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IT costs	1 505	1 562	4 167	3 500	3 661	3 829	4 006
Legal fees	361	1 163	940	2 200	2 301	2 407	2 518
Marketing	1 615	2 832	2 997	2 934	3 069	3 210	3 358
Moving costs	12	-	10	-	-	-	-
Municipal rates, sewerage and dustbins	263	252	280	143	149	156	163
Operating lease rental (Only rental)	670	878	722	1 069	1 118	1 170	1 223

Consolidated Budget	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 R'000
Organisational development	518	1 297	1 038	-	-	-	-
Printing & stationery / Postage and courier	547	685	554	742	776	812	849
QCTO costs	1 439	2 019	2 259	2 396	2 506	2 621	2 742
Provincial operations	63	229	401	100	105	109	114
Rent paid	3 724	3 819	3 850	4 021	4 206	4 400	4 602
Repairs and maintenance	51	85	144	141	147	154	161
Salaries	27 036	24 691	24 204	34 510	36 098	37 758	39 495
Security	720	846	911	455	476	498	521
Small assets	74	34	5	34	35	37	39
Sponsorships	854	1 806	2 720	3 072	3 213	3 361	3 516
Staff recruitment	407	48	1 034	750	785	821	858
Staff training	774	429	1 674	2 500	2 615	2 735	2 861
Subscriptions and licences	2 607	1 507	2 634	2 236	2 339	2 446	2 559
Telephones (fixed lines)	169	144	667	478	500	523	547
Telephones (mobile and data)	432	467	940	466	487	510	533
Travel expenses	562	1 886	2 650	2 061	2 156	2 255	2 359
Water & electricity	303	285	285	308	322	337	352
Board training and Evaluations	268	133	290	400	418	438	458
Workshops / Conferences / Seminars	903	824	1 569	1 934	2 023	2 116	2 214
BEE expenditure	-	-	-	100	105	110	115
Building Disposal Costs	-	-	-	-	-	-	-
Total admin expenditure	65 305	72 491	80 296	92 338	96 585	101 028	105 675
CAPITAL EXPENDITURE							
Computer equipment (new computers and servers)	922	767	1 899	1 120	1 172	1 225	1 282
Intangible assets (new Security software)	-	1 846	-	1 378	1 441	1 508	1 577
Leasehold improvements (HO space plan)	-	-	-	-	-	-	-
Motor vehicles	-	-	-	-	-	-	-
Office equipment	34	17	63	100	105	109	114
Office furniture and fittings	-	-	-	100	105	109	114
Buildings - work in progress	-	-	-	-	-	-	-
Total capital expenditure	956	2 630	1 962	2 698	2 822	2 952	3 088
Total Expenditure	270 706	341 079	374 377	392 539	410 596	429 483	449 240
Programme 1: Administration	65 305	72 491	80 296	92 338	91 973	101 028	105 675
Programme 2: Skills planning and monitoring	76 382	81 595	83 215	85 889	90 894	93 973	98 295
Programme 3: Learning Programmes and projects	124 651	181 254	204 773	201 445	212 487	220 404	230 542
Programme 4: Quality Assurance	3 412	3 108	4 130	10 170	12 419	11 127	11 639
Capital Expenditure	956	2 630	1 962	2 698	2 822	2 952	3 088
Budget Deficit / Surplus	94 772	23 713	46 981	0,00	- 0,00	- 0,00	- 0,00

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 a 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 17: Sectoral Priority Occupations List

OFO Code	Occupation	Specialisation / Alternative Title	Intervention Planned by the SETA	NQF Level	NQF Aligned?
2021-215101	Electrical Engineer	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/A	N
			HET Placement: National Diploma in Electrical Engineering	N/A	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/A	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	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/A	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/A	N
			Candidacy: Workplace experience of 3 years is required (for ECSA professional registration)	N/A	N

OFO Code	Occupation	Specialisation / Alternative Title	Intervention Planned by the SETA	NQF Level	NQF Aligned?
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
2021-132104	Engineering Manager	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
2021-214401	Mechanical Engineer	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
		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
		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
2021-251201	Software Developer	Software Designer	Bursary: Bachelor of Information Technology in Information Systems	7	Y
			Bursary: Bachelor of Information Technology Honours in Information Systems	8	Y
		Software Engineer	Bursary: Bachelor of Information Technology in Information Systems	7	Y
			Internship: Software Developer	N/A	N
			Bursary: Bachelor of Information Technology Honours in Information Systems	8	Y
			Internship: Software Developer	N/A	N
2021-132102	Manufacturing Operations Manager	Industrial Production Manager	Bursary: Bachelor of Science	7	Y
			Bursary: Bachelor of Science Honours	8	Y
			Internship: Industrial Production	N/A	N
		Operations Manager (Production)	Bursary: Bachelor of Science	7	Y
			Bursary: Bachelor of Science Honours	8	Y
			Internship: Operations Management (Production)	N/A	N

OFO Code	Occupation	Specialisation / Alternative Title	Intervention Planned by the SETA	NQF Level	NQF Aligned?
2021-311801	Draughtsperson	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
			Candidacy: Professional Architectural Draughtsperson (PAD)	N/A	N
		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
			Candidacy: Professional Architectural Draughtsperson (PAD)	N/A	N
2021-671101	Electrician	Electrical Contractor	National Certificate (N3): Engineering Studies	3	Y
			Learnership: Electrical Engineering	4	Y
			Apprenticeship: Electrician	4	Y
		Electrical Wireman	National Certificate (N3): Engineering Studies	3	Y
			Learnership: Electrical Engineering	4	Y
			Apprenticeship: Electrician	4	Y
		Electrician (Engineering)	National Certificate (N3): Engineering Studies	3	Y
			Learnership: Electrical Engineering	4	Y
			Apprenticeship: Electrician	4	Y
		Electrician (General)	National Certificate (N3): Engineering Studies	3	Y
			Learnership: Electrical Engineering	4	Y
			Apprenticeship: Electrician	4	Y
		High Voltage Switchgear Electrician	Apprenticeship: Electrician	4	Y

OFO Code	Occupation	Specialisation / Alternative Title	Intervention Planned by the SETA	NQF Level	NQF Aligned?
2021-132301	Construction Project Manager	Building and Construction Manager	Bursary: Bachelor of Engineering in Civil Engineering	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Philosophy in Engineering Management	10	Y
			Internship: Construction Project Manager	N/A	N
		Construction Manager	Bursary: Bachelor of Engineering in Civil Engineering	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Philosophy in Engineering Management	10	Y
			Internship: Construction Project Manager	N/A	N
		Construction Project Director	Bursary: Bachelor of Engineering in Civil Engineering	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Philosophy in Engineering Management	10	Y
			Internship: Construction Project Manager	N/A	N
		Construction Site Manager	Bursary: Bachelor of Engineering in Civil Engineering	8	Y
			Bursary: Master of Engineering in Engineering Management	9	Y
			Bursary: Doctor of Philosophy in Engineering Management	10	Y
			Internship: Construction Project Manager	N/A	N
2021-132105	Power Generation Operations Manager	Biomass Power Plant Manager	Government Certificate of Competency (GCC): Department of Minerals and Energy Affairs; or Department of Labour (Factories)	N/A	N
		Concentrated Solar Power (CSP) Plant Manager	Government Certificate of Competency (GCC): Department of Minerals and Energy Affairs; or Department of Labour (Factories)	N/A	N
		Wind Energy Operations Manager	Government Certificate of Competency (GCC): Department of Minerals and Energy Affairs; or Department of Labour (Factories)	N/A	N

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.



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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
1. Improved SETA performance.	Quarterly SETA Good Governance reports	1.1 No. of SETA good governance reports in line with the Governance template from DHET with 100% achievement.	4 Quarterly SETA good governance reports submitted to DHET.	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 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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
1. Improved SETA performance.	Audit Report	1.2 AGSA audit opinion.	Unqualified audit	Unqualified audit	Unqualified audit opinion in the 2022/23 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
1.2 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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
1. Improved SETA performance.	Improved staff retention.	1.3 Employee Engagement Score	N/A	N/A	N/A	N/A	50-70%	50-70%	Above 70%

5.1.3.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.3 Employee Engagement Score	50-70%	-	-	-	50-70%

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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
1. Improved SETA performance.	Positioning the EWSETA as a thought leader and skills development partner for the sector.	1.4 Number of thought leadership initiatives conducted	N/A	N/A	N/A	N/A	4	6	8
		1.5 Stakeholder Satisfaction survey	N/A	N/A	N/A	N/A	Annual Stakeholder Satisfaction Survey conducted	Annual Stakeholder Satisfaction Survey conducted	Annual Stakeholder Satisfaction Survey conducted

5.1.4.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.4 Number of publications or thought leadership initiatives conducted	4	1	1	1	1
1.5 Stakeholder Satisfaction Survey	Annual Stakeholder Satisfaction Survey conducted	-	-	-	1

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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
1. Improved SETA performance.	Improved ICT Governance	1.6 Effective ICT Governance	N/A	N/A	90 % of ICT Governance Operationalised	100% Governance Operationalised	100% ICT Governance Operationalised	100% ICT Governance Operationalised	100% ICT Governance Operationalised

5.1.5.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.6 Effective ICT Governance	100% ICT Governance Operationalised	-	-	-	Governance Charter Implemented 100%

5.1.5.3 Explanation of planned performance over the medium-term period

The Administration programme is dedicated to cultivating a high-performance, ethical culture within EWSETA, in alignment with the Revised Medium Term Development Plan's Priority 1: building a capable, ethical, and developmental state.

EWSETA has made significant progress in rolling out its Operating Model and refining its organisational structure to enhance its effectiveness as a sector authority. As part of this ongoing effort, EWSETA is committed to filling the remaining vacancies in its approved organisational structure with competent professionals who will be

instrumental in delivering consistent, high-quality results. To measure the effectiveness of our focus on driving a high-performance organization and culture, EWSETA will use this new strategic period to measure our employees' satisfaction levels to monitor and improve our employee value proposition.

Beyond human capital, EWSETA will continue to strengthen its capabilities in key areas such as information and communications technology and governance, financial management, risk management, compliance, and monitoring and evaluation to drive overall performance. In terms of ICT governance, one of the key strategic priorities is the continuation of the implementation of the approved Enterprise Architecture roadmap and the delivery of our

Governance Framework and Charter as per the roles and responsibilities therein.

Enhanced stakeholder engagement remains a strategic priority for EWSETA as we build on the momentum of the past five years, solidifying our role as the leading authority and thought leader in skills development and training within the energy and water sectors. Through sustained efforts, including sponsorships, active participation in sector and government events as a thought-leader, workshops, colloquiums, roadshows, targeted public relations initiatives, opinion pieces, and a robust digital marketing, we will ensure meaningful engagement with stakeholders across all strategic communication touchpoints.

5.1.6 PROGRAMME RESOURCE CONSIDERATIONS

5.1.6.1 Trends in Expenditure

Sub programmes	Programme 1: Administration						
	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 R'000
Accommodation	149	1 169	1 407	1 083	1 133	1 185	1 239
Advertising	108	742	982	1 060	1 109	1 160	1 213
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Covid expenditure	215	50	27	-	-	-	-
Digitisation and Digitilisation of EWSETA processes	-	-	-	-	-	-	-
Document management expenses	1 825	1 524	539	698	730	764	799
Employee affiliation fees	44	114	51	77	81	85	89
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External audit fees	4 755	3 715	3 583	4 450	4 655	4 869	5 093
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Groceries / Staff welfare	269	77	139	159	166	174	182
MIS investment	0	-	-	1 500	1 569	1 641	1 717
Insurance	511	498	575	721	754	789	825
Interest paid	-	-	1	-	-	-	-
Internal audit fees	2 037	1 342	717	2 310	2 416	2 527	2 643
IT costs	1 505	1 562	4 167	3 500	3 661	3 829	4 006
Legal fees	361	1 163	940	2 200	2 301	2 407	2 518
Marketing	1 615	2 832	2 997	2 934	3 069	3 210	3 358
Moving costs	12	-	10	-	-	-	-
Municipal rates, sewerage and dustbins	263	252	280	143	149	156	163
Operating lease rental (Only rental)	670	878	722	1 069	1 118	1 170	1 223
Organisational development	518	1 297	1 038	-	-	-	-
Printing & stationery / Postage and courier	547	685	554	742	776	812	849
QCTO costs	1 439	2 019	2 259	2 396	2 506	2 621	2 742
Provincial operations	63	229	401	100	105	109	114

Programme 1: Administration							
Sub programmes	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 R'000
Rent paid	3 724	3 819	3 850	4 021	4 206	4 400	4 602
Repairs and maintenance	51	85	144	141	147	154	161
Salaries	27 036	24 691	24 204	34 510	36 098	37 758	39 495
Security	720	846	911	455	476	498	521
Small assets	74	34	5	34	35	37	39
Sponsorships	854	1 806	2 720	3 072	3 213	3 361	3 516
Staff recruitment	407	48	1 034	750	785	821	858
Staff training	774	429	1 674	2 500	2 615	2 735	2 861
Subscriptions and licences	2 607	1 507	2 634	2 236	2 339	2 446	2 559
Telephones (fixed lines)	169	144	667	478	500	523	547
Telephones (mobile and data)	432	467	940	466	487	510	533
Travel expenses	562	1 886	2 650	2 061	2 156	2 255	2 359
Water & electricity	303	285	285	308	322	337	352
Board training and Evaluations	268	133	290	400	418	438	458
Workshops / Conferences / Seminars	903	824	1 569	1 934	2 023	2 116	2 214
BEE expenditure		-	-	100	105	110	115
Building Disposal Costs	-	-	-	-	-	-	-
Total admin expenditure	65 305	72 491	80 296	92 338	96 585	101 028	105 675
CAPITAL EXPENDITURE							
Computer equipment (new computers and servers)	922	767	1 899	1 120	1 172	1 225	1 282
Intangible assets (new Security software)		1 846	-	1 378	1 441	1 508	1 577
Leasehold improvements (HO space plan)			-	-	-	-	-
Motor vehicles	-	-	-	-	-	-	-
Office equipment	34	17	63	100	105	109	114
Office furniture and fittings	-		-	100	105	109	114
Buildings - work in progress	-		-	-	-	-	-
Total capital expenditure	956	2 630	1 962	2 698	2 822	2 952	3 088
	66 261	75 121	82 258	95 036	99 407	103 980	108 763

Programme One expenditure is set to increase over the medium-term period mainly due to inflation. There are, however, targeted interventions that EWSETA will pursue as part of its 2025 - 2030 Strategic Plan towards becoming a high-performance organisation that finds expression through the increase in administrative costs over the medium-term period. Spend will be directed at amplifying EWSETA's Operating Model to enable improved efficiency and service delivery. Funding has been allocated to filling the remaining vacancies per the Organisational Structure with competent professionals who will be instrumental in delivering consistent and high-quality results. The increasing investment in staff training is indicative of EWSETA's commitment to fostering a culture of learning and excellence within the organisation. EWSETA will also continue to strengthen its capabilities in key areas such as information and communications technology and governance, financial management, risk management, compliance, and monitoring and evaluation to drive overall performance. Enhanced stakeholder engagement remains a strategic priority for EWSETA as evidenced by the increasing spending on activities such as travel, marketing, sponsorships, workshops, conferences and seminars. These interventions are aimed at sustaining meaningful engagement with stakeholders across all strategic communication platforms.

5.2 PROGRAMME 2: SKILLS PLANNING

National skills planning is a strategic process aimed at aligning South Africa's education, training, and workforce development systems with the current and future needs of the economy. In South Africa, national skills planning is crucial for addressing, supporting economic growth, unemployment, and ensuring that the workforce possesses the skills required to meet the demands of various industries, including the rapidly evolving energy sector.

PURPOSE

The purpose of this programme is to ensure that the skills development initiatives within both sectors covered by the EWSETA are aligned with the current and future needs of the labour market. Furthermore, ensuring that there are credible mechanisms for identifying skills gaps, forecasting future skills demands, and developing strategies to address these needs effectively.

WORKPLACE 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 sectors.

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.

Effective national skills planning is vital for South Africa's economic growth, social inclusion, and ability to adapt to a rapidly changing global landscape. By focusing on aligning skills development with industry needs, enhancing education and training quality, and promoting inclusive growth, South Africa can build a skilled workforce that is prepared to meet the challenges and opportunities of the future.

5.2.1 SUB-PROGRAMME 2.1: WORKPLACE 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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
2. Tailored Learning Programmes and Qualifications aligned with sector needs.	WSPs and ATRs approved for small firms	2.1 Number of WSPs and ATRs approved for small firms	141	142	173	170	186	190	200
	WSPs and ATRs approved for medium firms	2.2 Number of WSPs and ATRs approved for medium firms	33	31	45	45	45	45	45
	WSPs and ATRs approved for large firms	2.3 Number of WSPs and ATRs approved for large firms	32	29	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	186	-	186	-	-
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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
2. Tailored Learning Programmes and Qualifications aligned with sector needs.	Annual Sector Skills Plan	2.4 Sector Skills Plan reviewed and approved	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 2026/27 approved.	Annual SSP 2027/28 approved.	Annual SSP 2028/29 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 agreements signed	2 research agreements (energy + water) implemented	2 research agreements (energy + water) implemented	1 research agreement implemented	1 research agreement implemented	1 research agreement implemented	1 research agreement implemented
	Implemented research agenda	2.6 % implementation of research agenda	N/A	N/A	N/A	N/A	80%	80%	80%

5.2.2.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
2.4 Sector Skills Plan reviewed and approved	Annual SSP 2025/26 approved.	First Draft SSP submitted.	Final Draft SSP submitted.	-	-
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 % implementation of research agenda	80%	-	-	-	80%

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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
2. Tailored Learning and Qualification Programmes Aligned with Sector Needs	Monitoring reports	2.7 No of monitoring 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.	4 Quarterly Monitoring Reports submitted to DHET.
	Impact assessment reports produced	2.8 Number of Impact Assessment reports produced	N/A	N/A	N/A	N/A	1 end-term assessment report 1 tracer study	1 tracer study 1 evaluation study	1 tracer study 1 evaluation study

5.2.3.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
2.7 No of monitoring reports	4 Quarterly Monitoring Reports submitted to DHET.	1 quarterly report	1 quarterly report	1 quarterly report	1 quarterly report
2.8 Number of Impact Assessment reports produced	1 end-term assessment report 1 tracer study	-	1 end-term assessment report	-	1 tracer study

5.2.3.3 Explanation of planned performance over the medium-term period

Skills Planning

The EWSETA Sector Skills Plan (SSP) is the cornerstone for strategic skills development, guided by a robust research agenda. This plan is integrated with the Strategic Plan (SP) and the Annual Performance Plan (APP), ensuring a unified and comprehensive approach to planning. This alignment enables the EWSETA to make informed decisions on appropriate skills development interventions tailored for the energy and water sectors.

The Strategic Plan amplifies the focus on skills planning by clearly defining the strategic objectives. It translates these objectives into actionable priorities, addressing various sector-specific challenges, including those related to women, youth, and individuals with disabilities, all through a skills development perspective.

For example, a key priority in the SSP is advancing the transformation agenda by supporting increased female learner enrolments and completion rates. Additionally, the SSP aims to boost enrolment rates for learners with disabilities in energy and water sector-related programmes. The EWSETA is also committed to fostering youth development, exemplified by its support for the Presidential Youth Employment Intervention (PYEI) through targeted skills development initiatives.

To achieve its strategic goals, the EWSETA will continue to:

- Monitor and evaluate skills development priorities through a comprehensive M&E framework.
- Enhance and effectively implement the Research Agenda.
- Collect and utilise reliable data for skills planning.
- Encourage increased submissions of Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) from the sector.

- Build partnerships that support the EWSETA's medium-term objectives.
- Strive to address national imperatives within the energy and water sectors.

Monitoring and Evaluation

The EWSETA will in the medium-term work towards a robust, data-driven decision-making monitoring and evaluation system. This will be driven through three phases.

In the first year, the EWSETA will focus on laying the groundwork for a robust M&E system. This begins with a commitment from leadership to prioritise M&E as a critical tool for accountability, learning, and improvement. Key actions during this phase include:

- Invest in training key staff on M&E principles, methodologies, and tools. This will ensure that everyone, from top management to field staff, understands the importance of M&E and is equipped to contribute effectively.
- Collaborate with stakeholders to develop a comprehensive M&E framework. This framework will outline the key performance indicators (KPIs), data collection methods, timelines, and roles and responsibilities. It will also define the logic model or theory of change that links organisational activities to desired outcomes.
- Implement pilot M&E activities in select projects to test the framework, identify gaps, and make necessary adjustments. This iterative process will help fine-tune the system before full-scale implementation.
- Integrating M&E activities with other organisational processes, such as strategic planning, budgeting, and reporting. This will ensure that M&E is not an isolated function but a central component of the EWSETA's operations.

As the EWSETA moves into its second year, the focus shifts to scaling the M&E system across all departments and projects. This phase is characterised by the expansion of data collection and analysis efforts, as well as the use of M&E data to inform decision-making. The following will be done:

- Roll out the M&E framework across all projects and departments, ensuring that data collection is consistent, reliable, and comprehensive. This includes standardising tools, templates, and processes for data collection.
- Invest in data management systems that can handle the increased volume of data. Develop or refine data analysis protocols to ensure that insights are timely and relevant. This might involve adopting new technologies or software that facilitate real-time data analysis and reporting.
- Establish feedback loops to ensure that the insights generated from M&E activities are communicated back to stakeholders, including staff, management, and external partners. This will foster a culture of continuous learning and improvement.
- Use the insights gained from M&E to adjust organisational strategies and interventions. This might involve reallocating resources, changing project designs, or shifting focus areas based on what the data reveals about what works and what doesn't.

In the final year of the three-year plan, the EWSETA will focus on optimising the M&E system to ensure it is sustainable and capable of evolving with the organisation's needs.

The EWSETA will further embed M&E into the organisation's decision-making processes, ensuring that data-driven insights are central to strategic planning, resource allocation, and performance management. We will also seek external validation of the M&E system through evaluations, and audits. This will not only provide

an objective assessment of the system's effectiveness but also identify areas for further improvement.

Over the next three years, the EWSETA will build, scale, and optimise a monitoring and evaluation system that is not only effective in tracking performance but also integral to

the organisation's continuous improvement and strategic growth. By embedding M&E into the organisation's DNA, the system will support data-driven decision-making, ensure accountability, and contribute to the achievement of the organisation's mission and goals.

5.2.4 PROGRAMME RESOURCE CONSIDERATIONS

5.2.4.1 Trends in Expenditure

Programme 2: Skills Planning							
Sub programmes	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 R'000
Workplace Skills Plans and Annual Training Reports	73 111	74 110	82 107,217	79 148	82 789	86 597	90 580
Sector Skills Plan	-	0	-	1 000	1 046	1 094	1 144
Research (including Research Chair)	3 271	7 485,10	1 108,194	4 686	4 902	5 128	5 363
Monitoring and Evaluation (incl. Tracer Study)	-	0	-	1 055	1 103	1 154	1 207
	76 382	81 595	83 215	85 889	89 840	93 973	98 295

The EWSETA Strategy highlights the importance of EWSETA establishing itself as the authority for credible skills planning and delivery of data. In addition, there is a focus on greater industry participation in the skills planning processes for the sector. The introduction of a senior researcher, monitoring and evaluation unit and the inclusion of business partnering capabilities in the energy and water sector departments ensure that closer collaboration and partnering with critical stakeholders add value to our skills planning data collection, management, and analysis.

5.3 PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

PURPOSE

The purpose of this programme is to design, implement and manage adequate, appropriate and high-quality skills interventions that contribute towards economic growth, employment creation and social development for individuals within the energy and water sectors. Ultimately, through its diverse range of initiatives, Programme 3 positions EWSETA as a critical player in shaping the future of South Africa's workforce within the energy and water sectors.

Throughout all its interventions, Programme 3 places a strong emphasis on empowering marginalised groups especially youth, women, and people with disabilities by increasing access to relevant and timely skills development opportunities. In doing so, the programme ensures that these groups are not left behind in the broader efforts to develop South Africa's workforce.

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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
3. 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.	23%	39%	39%	30%	25%-35%	25%-35%	25%-35%
	Discretionary grant budget allocated to developing intermediate-level skills.	3.2 Percentage of discretionary grant budget allocated at developing intermediate-level skills.	46%	38%	50%	50%	45%-55%	45%-55%	45%-55%
	Discretionary grant budget allocated at developing elementary-level skills.	3.3 Percentage of discretionary grant budget allocated at developing elementary-level skills.	31%	9%	11%	20%	15%-25%	15%-25%	15%-25%
	Learners who completed EWSETA programmes absorbed into employment or self-employment.	3.4 Number of learners who completed EWSETA programmes absorbed into employment or self-employment.	110	53	-	N/A	100	100	100
	Learners in JET skills produced	3.5 No of learners with JET skills produced	N/A	N/A	N/A	N/A	300	400	500
	Learners with JET skills produced	3.6 % of learners with JET skills absorbed	N/A	N/A	N/A	N/A	30%	40%	50%

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Established or emergent cooperatives trained on sector and national priority occupations or skills and funded for skills that enhance enterprise growth and development.	3.7 Number of established or emergent cooperatives supported.	-	-	-	10	10	15	15
	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 SMMEs supported.	-	-	-	25	25	40	40
	Rural Development Projects initiated.	3.9 Number of Rural Development Projects initiated.	20	20	22	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.	25%-35%	-	25%-35%	25%-35%	25%-35%
3.2 Percentage of discretionary grant budget allocated at developing intermediate-level skills.	45%-55%	-	45%-55%	45%-55%	45%-55%
3.3 Percentage of discretionary grant budget allocated at developing elementary-level skills.	15%-25%	-	15%-25%	15%-25%	15%-25%
3.4 Number of learners who completed EWSETA programmes absorbed into employment or self-employment.	100	-	-	-	100
3.5 No of learners with JET skills produced	300	-	100	100	100
3.6 % of learners with JET skills absorbed	30%	-	-	-	30%
3.7 Number of established or emergent cooperatives supported	10	-	-	-	10
3.8 Number of SMMEs supported	25	-	-	10	15
3.9 Number of Rural Development Projects initiated.	20	5	5	5	5

5.3.1.3 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
3. Increased access for occupations in high demand within the energy and water sector	Artisan learners enrolled	3.10 Number of artisan learners enrolled.	540	1 081	802	311	550	550	550
	Artisan learners completed	3.11 Number of artisan learners completed.	859	775	149	145	440	440	440
	Unemployed learners granted Bursaries (new enrolments)	3.12 Number of unemployed learners granted Bursaries (new enrolments).	261	542	563	300	300	300	300
	Unemployed learners granted Bursaries completed their studies	3.13 Number of unemployed learners granted Bursaries completed their studies.	42	10	70	50	100	100	100
	Learners enrolled RPL/ARPL	3.14 Number of learners enrolled RPL/ARPL.	443	618	984	618	900	900	900
	Learners completed RPL/ARPL	3.15 Number of learners completed RPL/ARPL.	23	156	251	156	500	600	675
	TVET/CET partnerships established	3.16 Number of public colleges (TVET/CET) partnerships established.	-	-	3	3	3	3	3
	HEI partnerships established	3.17 Number of HEI partnerships established.	5	5	-	2	2	2	2
	SETA-Employer and Strategic partnerships established	3.18 Number of SETA-Employer and Strategic partnerships established.	-	-	12	9	10	10	10
	SETA-SETA partnerships established	3.19 Number of Inter-SETA partnerships established.	N/A	2	2	2	2	2	2

5.3.1.4 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.10 Number of artisan learners enrolled.	550	40	170	170	170
3.11 Number of artisan learners completed.	440	0	140	150	150
3.12 Number of unemployed learners granted Bursaries (new enrolments).	300	0	0	0	300
3.13 Number of unemployed learners granted Bursaries completed their studies.	100	0	0	0	100
3.14 Number of learners enrolled RPL/ARPL.	900	0	300	300	300
3.15 Number of learners completed RPL/ARPL.	500	100	100	200	100

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.16 Number of public colleges (TVET/CET) partnerships established.	3	0	0	0	3
3.17 Number of HEI partnerships established.	2	0	0	0	2
3.18 Number of SETA-Employer and Strategic partnerships established.	10	0	0	0	10
3.19 Number of Inter-SETA partnerships established.	2	0	0	0	2

5.3.1.5 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
4. Increased skills capacity through workplace-based learning	TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces	3.20 Number of TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	N/A	N/A	193	953	500	500	500
	TVET and University students requiring Work Integrated Learning completed their workplace learning	3.21 Number of TVET and University students requiring Work Integrated Learning completed their workplace learning.	N/A	N/A	-	123	250	250	250
	Unemployed learners enrolled Internships.	3.22 Number of unemployed learners enrolled Internships.	68	242	335	300	200	200	200
	Unemployed learners completed Internship.	3.23 Number of unemployed learners completed Internships.	27	36	154	225	100	100	100
	Unemployed learners enrolled Skills programmes.	3.24 Number of unemployed learners enrolled Skills programmes.	216	448	434	2 146	400	400	400
	Unemployed learners completed Skills programmes.	3.25 Number of unemployed learners completed Skills programmes.	393	252	607	280	300	300	300
	Unemployed learners enrolled Learnerships programmes.	3.26 Number of unemployed learners enrolled Learnerships programmes.	754	558	986	1 125	800	800	800
	Unemployed learners completed Learnerships programmes.	3.27 Number of unemployed learners completed Learnerships programmes.	593	702	767	600	600	600	600
	Unemployed learners enrolled for Candidacy programmes.	3.28 Number of learners enrolled for Candidacy programmes.	0	30	143	225	150	150	150
	Unemployed learners completed Candidacy programmes.	3.29 Number of learners completed Candidacy programmes.	0	20	31	150	100	100	100

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
4. Increased skills capacity through workplace-based learning	Learners supported with short courses	3.30 Number of learners supported with short courses.	N/A	N/A	406	300	500	500	500
	Workers enrolled in learnership programmes	3.31 Number of workers enrolled in Learnerships programmes.	141	154	156	225	150	150	150
	Workers completed learnership programmes	3.32 Number of workers completed Learnerships programmes.	257	506	141	129	100	100	100
	New entrant workers granted bursaries	3.33 Number of workers granted Bursaries (new entries).	64	110	232	90	90	90	90
	Workers granted bursaries complete studies	3.34 Number of workers granted Bursaries completed their studies.	22	32	31	30	30	30	30
	Workers enrolled for skills programmes	3.35 Number of workers enrolled Skills programmes.	482	902	504	1 434	700	700	700
	Workers complete skills programmes	3.36 Number of workers completed Skills programmes.	1 300	1 260	874	1 233	500	500	500

5.3.1.6 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.20 Number of TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces.	500	0	250	250	0
3.21 Number of TVET and University students requiring Work Integrated Learning completed their workplace learning.	250	0	125	125	0
3.22 Number of unemployed learners enrolled Internships.	200	0	0	0	200
3.23 Number of unemployed learners completed Internships.	100	0	0	100	0
3.24 Number of unemployed learners enrolled Skills programmes.	400	100	100	100	100
3.25 Number of unemployed learners completed Skills programmes.	300	50	50	100	100
3.26 Number of unemployed learners enrolled Learnerships programmes.	800	200	200	200	200
3.27 Number of unemployed learners completed Learnerships programmes.	600	200	200	200	0
3.28 Number of learners enrolled for Candidacy programmes.	150	0	50	50	50
3.29 Number of learners completed Candidacy programmes.	100	0	50	50	0
3.30 Number of learners supported with short courses.	500	150	150	200	0

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.31 Number of workers enrolled in Learnerships programmes.	150	0	75	75	0
3.32 Number of workers completed Learnerships programmes.	100	0	50	50	0
3.33 Number of workers granted Bursaries (new entries).	90	0	0	0	90
3.34 Number of workers granted Bursaries completed their studies.	30	0	0	0	30
3.35 Number of workers enrolled Skills programmes.	700	100	200	200	200
3.36 Number of workers completed Skills programmes.	500	100	100	200	100

5.3.1.7 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
5. Increased economical participation of CBOs/NGOs/ NPOs/SMMs within the energy and water sector	CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities	3.37 Number of CBOs/ NGOs/ NPOs supported with interventions	10	10	10	10	10	10	10

5.3.1.8 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.37 Number of CBOs/ NGOs/ NPOs supported with interventions	10	-	10	-	-

5.3.1.9 Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
6. Increased support for the growth of college system	SETA offices established and maintained in TVET colleges	3.38 Number of SETA offices established and maintained in TVET colleges.	4	4	4	4	4	5	5
	Centres of Specialisation supported	3.39 Number of Centres of Specialisation supported.	2	2	2	2	2	2	2
	TVET Managers/Lecturers exposed to the industry through Skills development programmes.	3.40 Number of TVET Managers/Lecturers exposed to the industry through Skills development programmes.	-	-	15	10	10	10	10

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
6. Increased support for the growth of college system	Lecturers trained to support 4IR related programmes in TVET colleges	3.41 Number of lecturers trained to support 4IR related programmes in TVET colleges	N/A	N/A	N/A	N/A	20	20	20
	TVET colleges infrastructure developed	3.42 TVET colleges infrastructure development (equipment/workshops).	1	2	2	2	2	2	2
	CET College Managers/Lecturers awarded skills development programmes.	3.43 Number of CET College Managers/ Lecturers awarded skills development programmes.	N/A	N/A	0	10	10	10	10
	CET colleges infrastructure development supported	3.44 CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT).	1	2	1	2	2	2	2
	CET learners accessing AET programmes	3.45 Number of CET learners accessing AET programmes.	50	50	79	50	50	50	50
	Interventions/initiatives on the Transforming MENTalities	3.46 Number of interventions/ initiatives on the Transforming MENTalities implemented	N/A	N/A	N/A	N/A	0	2	2

5.3.1.10 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.38 Number of SETA offices established and maintained in TVET colleges.	4	4	4	4	4
3.39 Number of Centres of Specialisation supported.	2	2	-	-	-
3.40 Number of TVET Managers/Lecturers exposed to the industry through Skills programmes.	10	-	-	-	10
3.41 Number of lecturers trained to support 4IR related programmes in TVET colleges	20	-	-	-	20
3.42 TVET colleges infrastructure development (equipment/workshops).	2	-	-	-	2
3.43 Number of CET College Managers/Lecturers awarded skills development programmes.	10	-	-	10	-
3.44 CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT).	2	-	-	-	2
3.45 Number of CET learners accessing AET programmes.	50	-	-	-	50
3.46 Number of interventions/initiatives on the Transforming MENTalities implemented	0	0	0	0	0

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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
7. Increased uptake of careers in energy and water sectors	Career development events on occupations in high demand held in urban areas	3.47 Number of Career Development Events in urban areas on occupations in high demand.	21	29	24	20	20	20	20
	Career development events on occupations in high demand held in rural areas	3.48 Number of Career Development Events in rural areas on occupations in high demand.	58	24	42	20	20	20	20
	Career development practitioners trained	3.49 Number of Career Development Practitioners trained.	286	301	320	300	300	300	300
	Capacity building workshops on career development services initiated	3.50 Number of capacity building workshops on Career Development Services initiated.	12	20	13	9	9	9	9
	Strengthened capacity to STEM related subjects	3.51 Number of STEM support programmes.	N/A	1	2	2	2	2	2

5.3.2.2 Output indicators, annual and quarterly target

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.47 Number of Career Development Events in urban areas on occupations in high demand.	20	6	6	2	6
3.48 Number of Career Development Events in rural areas on occupations in high demand.	20	6	6	2	6
3.49 Number of Career Development Practitioners trained.	300	100	80	20	100
3.50 Number of capacity building workshops on Career Development Services initiated.	9	3	3	-	3
3.51 Number of STEM support programmes.	2	-	1	-	1

5.3.2.3 Explanation of planned performance over the medium-term period

By delivering comprehensive career development services, Programme 3 seeks to attract talent from both rural and urban areas, ensuring that individuals in disadvantaged regions have access to the knowledge, information, and opportunities needed to pursue careers in these critical industries.

In addressing the pressing issue of unemployment, Programme 3 coordinates and facilitates a broad range of skills development and training interventions tailored to the needs of the energy and water sectors. It focuses on producing artisans, professionals, and technicians through structured training programmes, while also fostering the

development of non-technical capabilities essential for the growth of these sectors. Moreover, the programme plays a pivotal role in building a capable state by expanding the skills required for delivering essential public services. This is achieved through a focus on the incoming workforce, the existing workforce, and those who have gained informal training, which is recognised through prior learning assessment initiatives.

Additionally, Programme 3 makes a significant contribution to poverty alleviation by supporting entrepreneurship and cooperative development. These initiatives are vital for creating sustainable livelihoods and driving economic growth at the grassroots level. Recognising the importance of public colleges in delivering the skills necessary for

socio-economic development, particularly in rural and underserved communities, Programme 3 strengthens EWSETA's partnerships with TVET and CET colleges. It also prioritises equipping these institutions with the necessary infrastructure, resources, and connectivity to deliver high-quality education and training.

The EWSETA further partners with employers, professional bodies, associations, organisations, and other strategic entities to deliver all its Programme 3 initiatives. Through partnerships, EWSETA can secure financial and other resources to expand the impact and reach of its interventions.

5.3.2.4 Trends in Expenditure

Programme 3: Learning Programmes and Projects							
Sub programmes	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 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.)	104 551	160 892	181 730	184 827	194 980	202 221,7666	211 524
Special projects (including partnerships)	3 439	1 949	696	-	-	-	-
Career and vocational guidance	703	1 648	1 486	2 756	2 883	3 015	3 154
Project Administration Costs (7.5%)	15 958	16 765	20 862	13 862	14 624	15 167	15 864
	124 651	181 254	204 773	201 445	212 487	220 404	230 542

Skills Delivery and Quality Assurance is the core of the organisation and requires continued support from a capacity perspective to deliver the critical processes that drive performance of skills delivery programmes. As career guidance remains a very important catalyst for new entrants into the energy and water sector, a dedicated career guidance unit has been established within this branch to drive a career guidance strategy aligned to national career development objectives.

5.4 PROGRAMME 4: QUALITY ASSURANCE

PURPOSE

To execute the functions delegated to EWSETA by the QCTO, with the goal of enhancing the quality and accessibility of skills development in the energy and water sectors while adapting to global education and training trends.

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		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
8. Enhanced accessibility of relevant and innovative skills development programmes	Workplace and accreditation approved for training.	4.1 No of workplaces approved.	19	12	22	20	20	20	20
	No of qualifications applied to be developed as per industry needs.	4.2 No of qualifications reviewed and/or developed.	4	4	4	2	2	2	2
	No of skills development programmes developed as per industry needs	4.3. No of skills programmes developed	1	6	4	5	6	6	6
	Integration of digital technologies into Energy and Water Sector Skills Development	4.4 Implementation of Strategy to integrate digital technologies into Energy and Water Sector Skills Development	N/A	N/A	N/A	N/A	Development of digital integration strategy	100% implementation of annual actions per strategy	100% implementation of annual actions per strategy

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 qualifications reviewed and/or developed.	2	-	-	2	-
4.3. No of skills programmes developed	6	0	2	2	2
4.4 Implementation of Strategy to integrate digital technologies into Energy and Water Sector Skills Development	Development of digital integration strategy	N/A	N/A	Development of digital integration strategy	N/A

5.4.1.3 Trends in Expenditure

Programme 4: Quality Assurance							
Sub programmes	Audited Outcome			Approved budget	Medium Term Expenditure Estimates		
	2021/22 R'000	2022/23 R'000	2023/24 R'000	2024/25 R'000	2025/26 R'000	2026/27 R'000	2027/28 R'000
Provider Accreditation and Workplace Approval	499	1 315	2 133	2 500	2 615	2 735	2 861
Learning Programmes	1 737	-	-	1 500	1 569	1 641	1 717
Certifications	250	2	25	500	523	547	572
Qualification Development	688	1 791	1 972	5 520	5 774	6 040	6 317
Skills Programmes Development	-	-	-	-	-	-	-
Stakeholder Engagement	-	-	-	-	-	-	-
Project Administration Costs (7.5%)	238	-	-	150	157	164	172
	3 412	3 108	4 130	10 170	10 638	11 127	11 639

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

Explanation of planned performance over the medium-term period

A central component of Programme 4 is the development, review, and realignment of qualifications, part qualifications and skills programmes, ensuring they remain relevant to evolving industry demands. Additionally, programme 4 drives the expansion of approved workplaces to enhance access to suitable workplaces for practical learning. Finally, programme 4 also focuses on expanding access to qualifications by leveraging digital capabilities into skills development in the energy and water sectors.

6. UPDATED KEY RISKS FROM THE STRATEGIC PLAN

Outcomes	Risk	Mitigation
1. Improved SETA performance	Funding risk: Inadequate levy income to respond to sector needs.	- Diversification of funding sources - Continue cost-saving measures including tight budgetary controls - Enhance financial forecasting - Correction of incorrectly classified levy payers
	Compliance risk: Non-compliance to legislative and regulatory changes	- Monitor regulatory changes on an ongoing basis
	Reputational damage risk: Risk of damage to EWSETA's brand, image, or public perception	- Enhance stakeholder engagement - Strengthen internal controls - Conduct regular audits
	Decreased influence or credibility due to other organisations and agencies undertaking skills development in the sector	- Enhanced coordination of skills planning and skills development activity. - Strengthen value proposition as the recognized skills development coordinating authority - Enhance stakeholder engagement - Demonstrate impact through success stories
2. Tailored learning programs and qualifications aligned with sector needs	Qualifications relevance risk: Mismatch between industry requirements and workforce qualifications.	- Ongoing relevant research to remain abreast of sector developments - Ongoing monitoring and evaluation on the relevance of qualifications - Embedding entrepreneurial capabilities in skills development interventions - Short courses and CPD programmes to address short-term skills gaps
	Skills planning data quality risk: Inaccurate, incomplete, or unreliable skills planning data to inform EWSETA skills delivery interventions.	- Robust stakeholder engagement initiatives to increase and enhance skills planning data - Adequate resource allocation to enable adequate data gathering - Enhancing research capabilities and use of industry research
3. Increased access for occupations in high demand within the energy and water sector	Qualifications relevance risk: Mismatch between industry requirements and workforce qualifications.	- Ongoing relevant research to remain abreast of sector developments - Ongoing monitoring and evaluation on the relevance of qualifications - Embedding entrepreneurial capabilities in skills development interventions - Short courses and CPD programmes to address short-term skills gaps
	Funding risk: Inadequate levy income to respond to sector needs.	- Diversification of funding sources - Continue cost-saving measures including tight budgetary controls - Enhance financial forecasting - Correction of incorrectly classified levy payers

Outcomes	Risk	Mitigation
4. Increased skills capacity through workplace-based learning	Qualifications relevance risk: Mismatch between industry requirements and workforce qualifications.	- Ongoing relevant research to remain abreast of sector developments - Ongoing monitoring and evaluation on the relevance of qualifications - Embedding entrepreneurial capabilities in skills development interventions - Short courses and CPD programmes to address short-term skills gaps
	Funding risk: Inadequate levy income to respond to sector needs.	- Diversification of funding sources - Continue cost-saving measures including tight budgetary controls - Enhance financial forecasting - Correction of incorrectly classified levy payers
5. Increased economic participation of CBOs/ NGOs/NPOs/SMMEs/ cooperatives within the energy and water sector	Funding risk: Inadequate levy income to respond to sector needs.	- Diversification of funding sources - Continue cost-saving measures including tight budgetary controls - Enhance financial forecasting - Correction of incorrectly classified levy payers
6. Increased support for the growth of the college system	Qualifications relevance risk: Mismatch between industry requirements and workforce qualifications.	- Ongoing relevant research to remain abreast of sector developments - Ongoing monitoring and evaluation on the relevance of qualifications - Embedding entrepreneurial capabilities in skills development interventions - Short courses and CPD programmes to address short-term skills gaps
7. Increased uptake of careers in energy and water sectors	Employment opportunities risk: Reduced employment opportunities in the local energy and water sectors.	- Inclusive economic participation initiatives that create employment - Reskilling and upskilling initiatives to address changing labour force demands in the sector
8. Enhanced accessibility of relevant and innovative skills development programmes	Qualifications relevance risk: Mismatch between industry requirements and workforce qualifications.	- Ongoing relevant research to remain abreast of sector developments - Ongoing monitoring and evaluation on the relevance of qualifications - Embedding entrepreneurial capabilities in skills development interventions - Short courses and CPD programmes to address short-term skills gaps

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.





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TECHNICAL INDICATOR DESCRIPTIONS

10. TECHNICAL INDICATOR DESCRIPTIONS

10.1 ADMINISTRATION

Indicator title	1.1 No. of SETA good governance reports in line with the Governance template from DHET with 100% achievement.
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 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	Four SETA good governance reports submitted to the DHET.
Indicator responsibility	Chief Executive Officer

Indicator title	1.2 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	1.3 Employee Engagement Score
Definition	• An internal survey to gauge EWSETA employees' engagement, motivation, and commitment toward their work.
Source of data	• Employee Engagement Survey Report
Method of calculation or assessment	• Simply Count
Means of verification	• Survey Report
Assumptions	• Appointment of Service Provider • Survey approved by relevant Line manager/s • An acceptable sample size has responded • Responses have been analysed appropriately
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	• Annual
Desired performance	• One survey conducted
Indicator responsibility	• Corporate Services Executive

Indicator title	1.4 Number of thought leadership initiatives conducted
Definition	A thought leadership initiative is an activity or event that seeks to position the entity as an expert or specialist in a particular area of focus such as energy and water sector workforce requirements, skills development and training, human capital development and skills planning and delivery.
Source of data	- Organisational Strategic Plan – Outlines the organisation's overall goals, vision, and mission. - Marketing and Communications Plan – Provides insights into target audiences, positioning, market trends and tactics. - Brand Guidelines – Defines the organisation's tone, style, and visual identity. - Stakeholder Analysis – Identifies key stakeholders and their communication needs. - SWOT Analysis – Highlights strengths, weaknesses, opportunities, and threats relevant to communication. - Budget Documents – Ensures alignment with available resources for communication activities. - Research Reports – Provide data on market trends, audience behaviours, and media consumption patterns. - Legal and Compliance Guidelines – Ensures communication adheres to industry regulations and standards. - Crisis Communication Plan – Serves as a reference for handling potential risks or issues.
Method of calculation or assessment	- Count of identified activities or events successfully implemented. these include: - Opinion Pieces or Thought-Leadership articles - Publication profiles - Participation at Conferences / Summits / Sector events as speakers or facilitators - Media Interviews - And others that position EWSETA as a thought-leader
Means of verification	- Annual Activity Roll-Out Plan Achievement reports - Supporting PR content and pictures of activities or events - Quarterly Reports - Achievement of targets
Assumptions	- Communication Strategy and Annual Activity Plan has been approved - Available budget to implement activities - Marketing and Communications to deliver on the strategy - Inter-departmental collaboration - Sector Collaboration - Required service providers have been appointed - Organisational strategy reviews do not necessitate change for Communication Strategy alignment - Human Resource capacity
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	4 initiatives conducted
Indicator responsibility	Corporate Services Executive

Indicator title	1.5 Stakeholder Satisfaction survey
Definition	An external market research survey designed to assess stakeholders' satisfaction with EWSETA's services and offerings, while also determining their likelihood of recommending EWSETA to other stakeholders and interested parties.
Source of data	- Direct Stakeholder Feedback – Responses collected from stakeholders through surveys, questionnaires, or interviews. - Previous Satisfaction Surveys – Historical data from past surveys to track trends and changes in satisfaction over time. - Customer Service Interactions – Data from helpdesk, or any interaction with EWSETA's customers. - Engagement Metrics – Data on how stakeholders engage with EWSETA's services (e.g., attendance at events, participation in programmes, etc.). - Stakeholder Profiles – Demographic and professional information that provides context to the satisfaction levels. - Industry Benchmarking Reports – Comparative data from others to assess EWSETA's relative performance.
Method of calculation or assessment	Quantitative and Qualitative analysis
Means of verification	- Survey Response Data – Verified through analysis of completed surveys, ensuring sufficient sample size and diversity of respondents. - Response Rates – Tracking the percentage of stakeholders who completed the survey relative to those invited, confirming representative participation. - Survey Reports – Generated reports summarizing the results, showing trends, averages, and statistical analyses. - Follow-up Interviews – Conducted with a sample of respondents to validate survey findings and gain deeper insights. - Benchmarking Data – Comparing the survey results against industry standards or previous surveys to ensure consistency.
Assumptions	- Appointment of Service Provider - Survey approved by relevant Line manager/s - An acceptable sample size has responded - Responses have been analysed appropriately
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	Annual
Desired performance	10% improvement from the previous year's survey
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 Charter • ICT Strategy • ICT Operational Plan
Method of calculation or assessment	• Count of identified activities in ICT Operational Plan successfully implemented
Means of verification	• ICT Governance Quarterly reports • ICT Operational Plan Achievement Reports
Assumptions	• ICT Governance Framework is approved. • Available budget to implement activities • Human resources to deliver on the ICT Governance Framework activities • Inter-departmental collaboration • Sector Collaboration • Required service providers have been appointed • Organisational strategy reviews do not necessitate change in ICT strategy alignment
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	• Annual
Desired performance	• 100% Governance Framework Implemented
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 firms are firms that employ 0-49 workers, are registered with SARS and are not exempted from paying the skills development levy.
Source of data	• Approved WSP/ATRs
Method of calculation or assessment	• No of approved small firms = total sum of approved small companies.
Means of verification	• Proof of submission of WSP/ATR.
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	• The desired performance is a higher number of small 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 firms are firms that employ 50-149 permanent workers.
Source of data	Approved WSP/ATRs
Method of calculation or assessment	No of approved medium firms = Total sum of approved medium firms.
Means of verification	Proof of submission of WSP/ATR
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	The desired performance is a higher number of medium 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 firms are firms that employ 150 or more permanent workers.
Source of data	• Approved WSP/ATRs
Method of calculation or assessment	• No of approved large firms = Total sum of approved large firms as indicated in the WSP/ATR Evaluation Report.
Means of verification	• WSP/ATR Evaluation Report.
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	• The desired performance is a higher number of large firms approved.
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.4 Sector Skills Plan reviewed and approved
Definition	- The indicator measures the DHET approval of the annual review of the Sector Skills Plan by the EWSETA. - A Sector Skills Plan is a skills planning guide or “roadmap” developed by a SETA in consultation with stakeholders in a specific economic sector (energy and water in the EWSETA context) to develop a highly skilled workforce, improve firm-level productivity and increase the competitiveness of the sector through skills development.
Source of data	- Workplace Skills Plans and Annual Training Reports - Surveys and/or Interviews with key sector informants. - 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 Executive Authorities
Means of verification	- Approved Sector Skills Plan - Board Resolution approving the Sector Skills Plan - SSP approval letter from the 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	Quarterly
Desired performance	Sector Skills Plan is approved with a good rating or high accolades.
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 with public research institutions to undertake research on the impact of TVET occupationally directed programmes on the growth of the sector
Source of data	Collaboration Agreement and/or Service Level Agreement.
Method of calculation or assessment	Simple count of the number of Service Level Agreements on research on TVET programmes.
Means of verification	- Service Level Agreement - Implementation Reports
Assumptions	Public research institutions are interested in undertaking research in the TVET 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	Annually
Desired performance	Two partnership agreements: energy and water
Indicator responsibility	Planning, Monitoring and Evaluation Executive

Indicator title	2.6 % implementation of research agenda
Definition	• “Research” means rigorous and systematic inquiry and analysis, including the reporting, sharing, publishing and disseminating of research on PSET. Research may be empirical or theoretical, quantitative or qualitative, applied or basic. It may involve the critique of policy; analysis of datasets and explanations of trends; observations; case studies; meta-reviews and analyses; evaluation studies of educational and training programmes or interventions, including cost-benefit analyses and impact studies, high level analyses of statistics.
Source of data	• Evaluation studies • Sector Skills Plan • Tracer studies • Research carried out by Research Chairs • Statistical analysis • User satisfaction surveys
Method of calculation or assessment	• % implementation of research agenda = (No of research projects completed) / (Total no of research projects planned) x 100
Means of verification	• Research and evaluation reports
Assumptions	• The EWSETA is able to source suitable researchers for the different research projects.
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	• Annually
Desired performance	• 100% of the Research Agenda is implemented.
Indicator responsibility	• Planning, Monitoring and Evaluation Executive

Indicator title	2.7 No of monitoring reports
Definition	The indicator measures the Quarterly Monitoring Reports (QMR's) prepared and submitted to DHET.
Source of data	Learner Agreements
Method of calculation or assessment	Sum of QMRs submitted to the DHET.
Means of verification	Approved QMRs
Assumptions	SETMIS is functional
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	Quarterly
Desired performance	To meet the annual target of four quarterly reports.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	2.8 Number of Impact Assessment Reports produced.
Definition	- The total number of formal impact assessment reports completed within a financial year - The purpose of the indicator is to measure SETA's performance in conducting and documenting impact assessments, indicating the organisation's commitment to evaluating the effectiveness of its learning programmes and initiatives.
Source of data	Internal records or databases documenting completed reports
Method of calculation or assessment	Simple count of all finalised impact assessment reports on SETA programmes and initiatives produced within the financial year.
Means of verification	Finalised impact assessment reports.
Assumptions	- SETA has adequate resources, including budget, personnel, and/or time, dedicated to conducting and producing impact assessments - Data needed to conduct impact assessments is readily available, accurate, and timely.
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	Annual
Desired performance	Desired performance is to achieve or exceed the targeted performance
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 development of high-level skills - NQF level 7 - 10 = High level Skills
Source of data	Commitment schedule
Method of calculation or assessment	(Funding allocated to High Level Skills) / (Funding allocated to High Level Skills+ Intermediate Skills+Elementary Skills) - Calculation limited to programmes allocated on the NQF
Means of verification	- EWSETA Letter of Award - Funding Agreement - Commitment Schedule
Assumptions	- Budget approved (Programme 3) - Projects approved towards implementation of high-level skills
Disaggregation of beneficiaries (where applicable)	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	Quarterly
Desired performance	To close high-level skills gaps. Performance should be within the specified range.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.2 Percentage of discretionary grant budget allocated at developing intermediate-level skills.
Definition	- Discretionary grants budget awarded to development of intermediate-level skills - NQF level 4 - 6 = Intermediate level
Source of data	Commitment schedule
Method of calculation or assessment	(Funding allocated to High Level Skills) / (Funding allocated to High Level Skills+ Intermediate Skills+Elementary Skills) - Calculation limited to programmes allocated on the NQF
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)	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	Quarterly
Desired performance	To close intermediate-level skills gaps
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.3 Percentage of discretionary grant budget allocated at developing elementary-level skills.
Definition	- Discretionary grants budget awarded to development of elementary-level skills - NQF level 1-3 (including Adult Education and Training) = Elementary Skills level
Source of data	Commitment schedule
Method of calculation or assessment	(Funding allocated to High Level Skills) / (Funding allocated to High Level Skills+ Intermediate Skills+Elementary Skills) - Calculation limited to programmes allocated on the NQF
Means of verification	- EWSETA Letter of Award - Funding Agreement - Commitment Schedule
Assumptions	- Budget approved (Programme 3) - Projects approved towards implementation of elementary-level skills
Disaggregation of beneficiaries (where applicable)	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	Quarterly
Desired performance	To close elementary-level skills gaps. Performance should be within the specified range.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.4 Number of learners who completed EWSETA programmes absorbed into employment or self-employment.
Definition	- Number of unemployed learners who have been absorbed in employment or self-employment on completion of EWSETA programmes - EWSETA programmes include the following: - Apprenticeships (including RPL) - Bursaries - Candidacy - CBO/NGO/NPO/SMME/Cooperative support (members who are PWDs) - Internships (Diploma; Student; Graduate) - Learnerships (including RPL) - Short courses - Skills programmes - Work-integrated learning
Source of data	- Surveys administered to completers on exiting - Employer feedback on employment status after completion of programme
Method of calculation or assessment	Simple count of learners confirmed employed or in self-employment
Means of verification	Letter of confirmation of employment/Proof of business registration in case of self-employment.
Assumptions	- The curriculum is relevant to the job market and that the learners acquired skills that employers demand - Completers are seeking employment
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Planning, Monitoring & Evaluation Executive

Indicator title	3.5 No of learners with JET skills produced
Definition	• This indicator measures the number of employed and unemployed learners who complete skills development interventions that respond to the Just Energy Transition. • The intended support is through capacitation initiatives including: - Apprenticeships (including RPL) - CBO/NGO/NPO/SMME/Cooperative support - Bursaries - Internships - Learnerships (including RPL) - Short courses - Skills programmes - Work-integrated learning
Source of data	• SETMIS
Method of calculation or assessment	• Simple count of learners.
Means of verification	• SETMIS
Assumptions	• Where required, suitable partners are identified to implement JET interventions.
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.6 % of learners with JET skills absorbed
Definition	• This indicator measures the percentage of employed and unemployed learners who complete skills development interventions that respond to the Just Energy Transition, which have been absorbed into employment or self-employment on completion of the applicable intervention. • The intended support is through capacitation initiatives including: - Learnerships (including RPL) - Skills programmes - Bursaries - Apprenticeships (including RPL) - Work-integrated learning - Internships - Short courses - CBO/NGO/NPO/SMME/Cooperative support
Source of data	• SETMIS • Surveys administered to completers on exiting • Employer feedback on employment status after completion of programme
Method of calculation or assessment	(No of learners absorbed into employment or self-employment after completion of a JET intervention) / (Total no of learners with JET skills produced)
Means of verification	• Letter of confirmation of employment/Proof of business registration in case of self-employment.
Assumptions	• Where required, suitable partners are identified to implement JET interventions.
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.7 Number of established or emergent cooperatives supported.
Definition	- This indicator measures the number of established or emergent cooperatives that are supported with interventions that contribute to their skills, knowledge, growth and/or development. - The intended support is through capacitation initiatives including: - Education and training interventions - Funding for growth and expansion - Other initiatives to improve their networks, market presence and exposure "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/ 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.
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count of established or emergent cooperatives supported.
Means of verification	- Funding Agreement / Service-level Agreement - CIPC Registration Certificates - Attendance Registers if applicable /registration forms /MENTa acknowledgement letter
Assumptions	Where required, suitable partners are identified to implement cooperative support. One funding agreement or service-level agreement might support multiple cooperatives.
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
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.8 Number of SMMEs supported.
Definition	- This indicator measures the number of small and emerging enterprises with interventions that contribute to their skills, knowledge, growth and/or development. - The intended support is through capacitation initiatives including: - Education and training interventions - Funding for growth and expansion - Other initiatives to improve their networks, market presence and exposure - 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	SETMIS (QMR)
Method of calculation or assessment	Simple count of SMME's supported.
Means of verification	Funding Agreement / Service-level Agreement
Assumptions	Where required, suitable partners are identified to implement SMME support. One funding agreement or service-level agreement might support multiple SMMEs.
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.9 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	Rural development project databases Partner organisation records
Method of calculation or assessment	Simple count of signed funding agreements
Means of verification	A duly signed agreement/ MOU/ Contract with clearly defined deliverables and timelines entered between the EWSETA and the contracted institution or organisation.
Assumptions	Resources allocated to support rural development initiatives
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: Rural areas are targeted. - Description of spatial impact: N/A
Calculation type	Cumulative (year-to-date)
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.10 Number of artisan learners enrolled.
Definition	• Number of learners entering trade qualification listed in accordance with the Skills Development Act, 1998 (Act 97 of 1998).
Source of data	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Certified copy of learner’s identity document.
Assumptions	• Approved Artisan 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	• Desired performance is to achieve or exceed the targeted performance
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.11 Number of artisan learners completed.
Definition	• Number of learners completing trade qualifications
Source of data	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Trade test report/ Trade test certificate signed by QCTO
Assumptions	• Approved Artisan 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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.12 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.
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners
Means of verification	- Signed bursary agreement entered between the learner and the SETA or its contracted agent. - Certified copy of learner's identity document - Proof of registration/ admission to the University or College.
Assumptions	Approved Bursary 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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.13 Number of unemployed learners granted Bursaries completed their studies.
Definition	- No. of unemployed learners completing Bursary Programmes - Bursaries are study grants for students to enrol at registered higher education and training institutions on programmes relevant to the energy and water sector.
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners
Means of verification	Statement of Results / Transcript / Certificate
Assumptions	- Approved Bursary projects - Minimal learner dropout rates
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.14 Number of learners enrolled RPL/ARPL.
Definition	- No. of learners participate in RPL/ARPL - RPL refers to the principles and processes through which prior knowledge and skills of a person are acknowledged and assessed. It allows individuals to receive credit or qualifications without the need to repeat learning they have already achieved through formal, informal, or non-formal learning, or work experience. - ARPL refers to the application of RPL to attain a trade qualification.
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners
Means of verification	- Signed Workplace-Based Learning Programme Agreement - Certified copy of learner's identity document.
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
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.15 Number of learners completed RPL/ARPL.
Definition	No. of learners complete RPL/ARPL
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners (quantitative)
Means of verification	Statement of Results / Certificate / Trade test report/ Trade test certificate signed by QCTO / Transcript
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.16 Number of public colleges (TVET/CET) partnerships established.
Definition	• The number of agreements concluded with TVET and CET colleges to enhance educational offerings, expand access to skills development programs, improve the overall quality and relevance of vocational and community education, promote vocational careers and conduct other mutually beneficial initiatives to advance the EWSETA mandate.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of signed service-level agreements or Funding agreements. • Each TVET/CET institution may be reported more than once in each year, should multiple agreements covering different collaboration areas be signed in the same year.
Means of verification	• Funding agreement signed with a TVET or CET, or • Service-level agreement signed with a TVET or CET
Assumptions	• Mutual interest and alignment • Institutional readiness • Industry and community involvement
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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.17 Number of HEI partnerships established.
Definition	The number of agreements concluded with HEIs to advance research, innovation and skills development and conduct other mutually beneficial initiatives to advance the EWSETA mandate.
Source of data	SETMIS (QMR)
Method of calculation or assessment	- Simple count of signed service-level agreements or Funding agreements. - Each HEI may be reported more than once in each year, should multiple agreements covering different collaboration areas be signed in the same year.
Means of verification	Funding agreement signed with a HEI
Assumptions	- Mutual interest and alignment - Institutional readiness - Industry and community involvement
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.18 Number of SETA-Employer and Strategic partnerships established.
Definition	• The number of agreements concluded with Employers and/or Strategic Partners to enhance educational offerings, expand access to skills development programs, improve the overall quality and relevance of non-technical, technical, vocational and community education, promote vocational and engineering careers, advance research and innovation and conduct other mutually beneficial initiatives to advance the EWSETA mandate.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of signed service-level agreements / Funding agreements / Collaborative agreements. • Each institution may be reported more than once in each year, should multiple agreements covering different collaboration areas be signed in the same year.
Means of verification	• Service-level agreement / Funding agreement / Collaborative agreement signed with an Employer and/or Strategic Partner
Assumptions	• Mutual interest and alignment • Institutional readiness
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
Reporting cycle	• Quarterly
Desired performance	• To meet or exceed the set target.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.19 Number of Inter-SETA partnerships established.
Definition	The number of agreements concluded with other SETAs to enhance educational offerings, expand access to skills development programs, improve the overall quality and relevance of non-technical, technical, vocational and community education, promote vocational and engineering careers, advance research and innovation and conduct other mutually beneficial initiatives to advance the EWSETA mandate.
Source of data	SETMIS (QMR)
Method of calculation or assessment	- Simple count of Collaboration and/or Partnership Agreements. - Each SETA may be reported more than once in each year, should multiple agreements covering different collaboration areas be signed in the same year.
Means of verification	Service-level agreement / Funding agreement / Collaborative agreement signed with another SETA
Assumptions	- Mutual interest and alignment - Institutional readiness
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.20 Number of TVET and University students requiring Work Integrated Learning to complete their qualifications placed in workplaces.
Definition	Work-Integrated Learning (WIL) is an educational approach that integrates academic learning with practical, hands-on experience in a professional work environment. Under WIL programmes, students apply their academic knowledge to real-world tasks, projects, or activities relevant to their field of study. WIL aims to bridge the gap between theory and practice, enhance employability, and prepare students for the workforce by providing them with industry-specific skills, experience, and professional networks.
Source of data	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners enrolled on work integrated learning programmes
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Certified copy of learner's identity document.
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.21 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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners who completed WIL programme
Means of verification	• Completion Letter from the employer
Assumptions	• Minimal learner dropout rate
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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.22 Number of unemployed learners enrolled Internships.
Definition	• 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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Certified copy of learner’s identity document.
Assumptions	• Availability of workplaces
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.23 Number of unemployed learners completed Internships.
Definition	- The indicator measures the number of unemployed learners completing internship programmes. - It should be noted that some learners obtain permanent employment during their internship, which amounts to successful completion of the internship before the full internship term has ended, since the objective of employability has been achieved.
Source of data	LMIS / SETMIS (QMR) /
Method of calculation or assessment	Simple count of unemployed learners completed Internships
Means of verification	- A close-out report from the employer where the learner was placed - Completion letter from the employer / institution - Discharge letter from the employer/institution, indicating successful completion of the internship before the end of the full intended term of the internship.
Assumptions	Availability of workplaces
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.24 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 or part-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	• LMIS / SETMIS (QMR) /
Method of calculation or assessment	• Simple count of learners
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Certified copy of learner's identity document
Assumptions	• Approved Skills Programme projects
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.25 Number of unemployed learners completed Skills programmes.
Definition	The indicator measures the number of learners that have completed 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 or part-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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Statements of Results / certificate of completion / Approved exit verification report
Assumptions	• Approved Skills Programme projects • Minimal learner dropout rates
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.26 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 SAQA-registered structured credit-bearing vocational training program that combines theoretical learning with practical work experience, culminating in an occupational qualification or part-qualification registered on the NQF. • It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed
Source of data	• LMIS / SETMIS (QMR) /
Method of calculation or assessment	• Simple count of learners
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Duly signed fixed-term contract of employment • Certified copy of learner’s identity document
Assumptions	• Relevant workplaces are available for training • Approved learnership projects
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive.

Indicator title	3.27 Number of unemployed learners completed Learnerships programmes.
Definition	- The indicator measures the number of learners that have completed Learnership Programmes - A learnership is a SAQA-registered structured credit-bearing vocational training program that combines theoretical learning with practical work experience, culminating in an occupational qualification or part-qualification registered on the NQF. - It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners
Means of verification	Certificate of completion / Statement of results / Approved exit verification report
Assumptions	- Approved learnership projects - Minimal learner dropout rates
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
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.28 Number of 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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of (annual) registrations into candidacy programmes • Each annual registration by an individual learner will count towards achievement, to accommodate candidacy programmes that require annual registration.
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Certified copy of learner's identity document
Assumptions	• Workplaces and mentors are available for the uptake of candidate learners. • Approved Candidacy projects
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.29 Number of 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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners who have professional registration.
Means of verification	• Proof of Registration with Professional Body
Assumptions	• Approved Candidacy projects • Minimal learner dropout rates
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.30 Number of learners supported with short courses.
Definition	• Number 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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Short course enrolment form / Certificate of attendance / Signed attendance register
Assumptions	• Approved Short Course projects
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.31 Number of workers enrolled in Learnerships programmes.
Definition	• The indicator measures the number of workers that have been enrolled in a Learnership Programme • A learnership is a SAQA-registered structured credit-bearing vocational training program that combines theoretical learning with practical work experience, culminating in an occupational qualification or part-qualification registered on the NQF. • It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed
Source of data	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Signed Workplace-Based Learning Programme Agreement • Certified copy of learner's identity document
Assumptions	• Approved Learnership projects • Relevant workplaces can offer workers time-off to attend training
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
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.32 Number of workers completed Learnerships programmes.
Definition	- The indicator measures the number of workers that have completed Learnership Programmes - A learnership is a SAQA-registered structured credit-bearing vocational training program that combines theoretical learning with practical work experience, culminating in an occupational qualification or part-qualification registered on the NQF. - It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners
Means of verification	Certificates of completion / statement of results / Approved exit verification report
Assumptions	- Approved learnership projects - Minimal learner dropout rates
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.33 Number of workers granted Bursaries (new entries).
Definition	- The indicator measures the number of workers 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.
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners (quantitative)
Means of verification	- Signed bursary agreement entered between the learner and the SETA or its contracted agent. - Certified copy of student's identity document - Proof of registration/ admission to the University or College.
Assumptions	- Approved bursary projects - Relevant workplaces can offer workers time-off to attend training
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
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.34 Number of workers granted Bursaries completed their studies.
Definition	- No. of workers completing Bursary Programmes - Bursaries are study grants for students to enrol at registered higher education and training institutions on programmes relevant to the energy and water sector.
Source of data	LMIS / SETMIS (QMR)
Method of calculation or assessment	Simple count of learners
Means of verification	Statement of Results / Transcript / Certificate
Assumptions	- Approved Bursary projects - Minimal learner dropout rates
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.35 Number of workers enrolled Skills programmes.
Definition	• No of workers 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 or part-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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Signed Work-Place Based Learning Programme Agreement • Certified copy of learner's identity document
Assumptions	• Approved Skills Programmes projects • Relevant workplaces can offer workers time-off to attend training
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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.36 Number of workers completed Skills programmes.
Definition	• No of workers 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 or part-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	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• Statements of Results / certificate of completion / Approved exit verification report
Assumptions	• Approved Skills Programme projects • Minimal learner dropout rates
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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.37 Number of CBOs/ NGOs/ NPOs supported with interventions
Definition	• This indicator measures the number of CBOs/NGOs/NPOs that are supported with interventions that contribute to their objectives, skills, knowledge, growth and/or development. • The intended support is through capacitation initiatives that support either the organisation or its members of beneficiaries, including: - Education and training interventions - Funding for growth and expansion - Other initiatives to improve their networks, market presence and exposure
Source of data	• LMIS / SETMIS (QMR)
Method of calculation or assessment	• Simple count of CBOs/NGOs/NPOs supported
Means of verification	• Funding Agreement / Service-level Agreement • CIPC Registration Certificates • Attendance Registers if applicable / registration forms if applicable / acknowledgement letter
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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.38 Number of SETA offices established and maintained in TVET colleges.
Definition	• Number of SETA offices established and maintained in TVET Colleges
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of EWSETA offices located at TVET Colleges
Means of verification	• Fully signed Lease Agreement between EWSETA and TVET college / MOU/MOA between EWSETA and TVET college; or • Asset register showing EWSETA assets at TVET office; or • Payroll showing employees located at TVET college office
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	• Non-cumulative
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Corporate Services

Indicator title	3.39 Number of Centres of Specialisation supported.
Definition	- The COS is a DHET initiative aimed at addressing South Africa's skills shortages in key trades. The program is implemented at selected TVET colleges across the country and focuses on 13 priority trades. - This indicator measures the total number of Centres of Specialisation (CoS) that have received support within a specified reporting period. Support refers to financial assistance, provision of equipment, infrastructure development, capacity-building initiatives, curriculum development, or any other intervention aimed at enhancing the functioning and impact of the centres. - CoS are identified from public TVET colleges. .
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count Centres of Specialisation supported
Means of verification	Service Level Agreements / Funding agreement / Collaboration agreement / MoA with TVET and Employers
Assumptions	- Relevant workplaces are available and accredited for training - Availability of accredited TVETs colleges
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.40 Number of TVET Managers/Lecturers exposed to the industry through Skills development programmes.
Definition	This indicator refers to the total number of TVET College Managers/ lecturers participating in a project or activity designed for industry exposure, to contribute to their skills development
Source of data	LMIS/ SETMIS (QMR)
Method of calculation or assessment	Simple count of TVET Managers/Lecturers
Means of verification	- Confirmation of employment - Certified copy of learner's identity document - Learner registration form/ attendance register
Assumptions	- Mutual interest and alignment - Institutional readiness
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)	TVET college support for their employees to participate in relevant activities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.41 Number of lecturers trained to support 4IR related programmes in TVET colleges.
Definition	- This indicator refers to the total number of TVET College Managers/ lecturers participating in training programmes designed to equip them with the knowledge, skills, and competencies required to deliver curriculum and training aligned with Fourth Industrial Revolution (4IR) technologies and related subjects. 4IR technologies encompasses disruptive innovations such as artificial intelligence (AI), robotics, data science, blockchain, quantum computing, the Internet of Things (IoT), biotechnology, nanotechnology, augmented and virtual reality (AR/VR), and advanced manufacturing systems including additive manufacturing (3D printing).
Source of data	LMIS/ SETMIS (QMR)
Method of calculation or assessment	Simple count of TVET Lecturers
Means of verification	- Confirmation of employment - Certified copy of learner's identity document - Learner registration form/ attendance register
Assumptions	- Mutual interest and alignment - Institutional readiness
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)	TVET college support for their employees to participate in relevant activities
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.42 TVET colleges infrastructure development (equipment/workshops).
Definition	The indicator measures the number of TVET colleges funded for occupational programme tools and equipment, and workshop infrastructure upgrades or other teaching and learning tools such as IT equipment.
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count of TVET colleges supported
Means of verification	Service Level Agreements / Funding agreement
Assumptions	- Mutual interest and alignment - Institutional readiness
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 Colleges to participate in EWSETA Skills Development Interventions
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.43 Number of CET College Managers/Lecturers awarded skills development programmes.
Definition	This indicator refers to the total number of CET College Managers/ lecturers participating in a project or activity designed for industry exposure, to contribute to their skills development.
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count of CET managers and/or lecturers
Means of verification	- Confirmation of employment - Certified copy of learner's identity document - Learner registration form/ attendance register
Assumptions	CET college support for their employees to participate in relevant activities
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	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Skills Delivery and Quality Assurance Executive

Indicator title	3.44 CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT).
Definition	The indicator measures the number of CET colleges funded for occupational programme tools and equipment, and workshop infrastructure upgrades or other teaching and learning tools such as IT equipment.
Source of data	SETMIS (QMR)
Method of calculation or assessment	Simple count of CET colleges supported
Means of verification	Service Level Agreements / Funding agreement
Assumptions	- Mutual interest and alignment - Institutional readiness
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 CET Colleges - Description of spatial impact: Accessibility of Rural CET College to participate in EWSETA Skills Development Interventions
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	Planning, Reporting & Monitoring Executive

Indicator title	3.45 Number of CET learners accessing AET programmes.
Definition	• No of learners participating formal AET programmes aimed at providing foundational skills to adults and out-of-school youth
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of learners
Means of verification	• AET Registration forms • Certified copy of learner's identity document.
Assumptions	• Approved AET 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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.46 Number of interventions/initiatives on the Transforming MENTalities implemented.
Definition	This KPI measures the total number of distinct interventions or initiatives undertaken to implement the Transforming MENTalities programme within a given reporting period. The Transforming MENTalities programme aims to challenge and shift societal and workplace norms, perceptions, and behaviours to promote gender equality, address gender-based stereotypes, and foster an inclusive and equitable environment that encourages the active engagement of men in advocating for gender transformation and women's empowerment. Interventions/initiatives include structured actions, events, policies, or programmes designed to raise awareness, build capacity, change attitudes, or directly address systemic barriers related to gender transformation. Examples include workshops, mentorship programmes, research, public awareness campaigns, gender sensitivity training, development of gender equity policies, and strategic partnerships for gender advocacy.
Source of data	• SETMIS (QMR)
Method of calculation or assessment	• Simple count of interventions
Means of verification	• Funding Agreement / Service Level Agreement
Assumptions	• Where required, suitable partners are identified to implement Transforming MENTalities support. One funding agreement or service-level agreement might support multiple interventions.
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	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.47 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	Event reports.
Method of calculation or assessment	Simple count
Means of verification	- Invitation - 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 - Provincial representation
Disaggregation of beneficiaries (where applicable)	N/A Youth/ Learners
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	3.48 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	Event reports
Method of calculation or assessment	Simple count
Means of verification	- Invitation - 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 - Provincial representation
Disaggregation of beneficiaries (where applicable)	N/A Youth/ Learners
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	3.49 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	Event reports
Method of calculation or assessment	Simple count
Means of verification	- Invitation - 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 - Timing of school terms
Disaggregation of beneficiaries (where applicable)	Employed educators
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	3.50 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	Event reports
Method of calculation or assessment	Simple count
Means of verification	- Invitation - Signed registers or digital analytics reports
Assumptions	- Access to Career Development Practitioners for physical building capacity-building workshops - Access to digital devices and data for digital/online building capacity-building workshops by Career Development Practitioners - Available budget - Available EWSETA Human Resources - Timing of school terms
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	3.51 Number of STEM support programmes.
Definition	• The indicator measures the number of programmes that the EWSETA undertakes to support STEM-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; and 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 STEM 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 Performance Reports
Method of calculation or assessment	• Simple count of workplaces approved (quantitative)
Means of verification	• Workplace Approval Letters
Assumptions	• Submission of workplace applications by the sector
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.2 No of qualifications reviewed and/or developed.
Definition	• Occupational qualifications reviewed and/or developed
Source of data	• Quality Assurance Quarterly Performance Reports
Method of calculation or assessment	• Simple count of reviewed / developed qualifications submitted to the QCTO for registration
Means of verification	• Acknowledgement letter / email of submission from the QCTO
Assumptions	• Qualifications needs identified by sector
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.3. No of skills programmes developed.
Definition	• QCTO Skills programmes developed
Source of data	• Quality Assurance Quarterly Performance Reports
Method of calculation or assessment	• Simple count of developed skills programme submitted to the QCTO
Means of verification	• Acknowledgement letter / email of submission from the QCTO
Assumptions	• Skills programme needs identified by sector
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Quarterly
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.4 Implementation of Strategy to integrate digital technologies into Energy and Water Sector Skills Development.
Definition	• Measure of the drafting and implementation of a strategy integrate digital technologies into skills development within the energy and water sectors. This strategy will focus on enhancing digital literacy, developing online and blended learning platforms and resources, and aligning training with emerging digital trends to equip the workforce with the skills needed for a sustainable and technologically advanced future.
Source of data	• Quality Assurance Quarterly Performance Reports
Method of calculation or assessment	• $(\text{Number of actions completed}) / (\text{Total number of actions}) \times 100$
Means of verification	• Digital skills development strategy implementation status report
Assumptions	• Digital Accessibility • Learner Engagement • Alignment with Industry Needs
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Percentage
Reporting cycle	• Annual
Desired performance	• Desired performance is to achieve or exceed the targeted performance.
Indicator responsibility	• Skills Delivery and Quality Assurance Executive



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