STRATEGIC PLAN 2025/26 - 2029/30

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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.

Dr. Limakatso Moorosi
Chairpersonson: 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 STRATEGIC 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 – 2029/30.

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
CSRD	Corporate Sustainability Reporting Directive
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
ESG	Environmental, Social, and Governance
EWSETA	Energy and Water Sector Education and Training Authority
FMPPI	Framework for Managing Programme Performance Information
GHSC	Green Hydrogen Commercialisation Strategy
GNU	Government of National Unity
HEI	Higher Education Institution
HRDS-SA	Human Resource Development Strategy for South Africa
HRIS	Human Resource Information Systems
HYRM	Hydrogen Society Roadmap
HySA	Hydrogen South Africa

IST	Inter-SETA Transfer
JET	Just Energy Transition
JET-IP	Just Energy Transition Investment Plan
LXPs	Learning Experience Platforms
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
NTCSA	National Transmission Company South Africa
NYP	National Youth Plan
POPIA	Protection of Personal Information Act
PSET	Post School Education and Training System
QES	Quarterly Employment Statistics
QLFS	Quarterly Labour Force Survey
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

SGCs	Societal Grand Challenges
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
STATSSA	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

A OUR MANDATE

1. CONSTITUTIONAL MANDATE

The foundation of South Africa's education system is established in the Constitution and the Bill of Rights. Core values such as human dignity, equality, freedom, and non-discrimination are central to this mandate.

Section 29(1) of the Constitution affirms the right to basic education, which includes adult basic education, as well as the right to further education. The state is required to progressively make this further education accessible and available. As a result, the EWSETA has a responsibility to ensure that education and training opportunities are accessible to everyone, within the constraints of its levy income.

Additionally, Section 22 of the Constitution grants every citizen the right to freely choose their trade, occupation, or profession. This is particularly relevant to EWSETA's focus on trades and occupational qualifications, emphasising the importance of facilitating access to these career pathways.

2. LEGISLATIVE AND POLICY MANDATES

The EWSETA is responsible for implementing, managing, or overseeing the following legislative and policy mandates.

2.1 SKILLS DEVELOPMENT ACT NO. 97 OF 1998 AS AMENDED

The EWSETA derives its legislative mandate from the Act as the enabling Act that gives effect to the establishment and functioning of all SETAs. Furthermore, the Act gives rise to the development of the Sector Skills Plan (SSP) within which industry-supported learning programmes are implemented, liaise with provincial offices and labour centres of the Department and educational bodies established under law, to improve information about placement opportunities. In addition, engage education and skills development providers, the labour market and perform any functions delegated to it by the QCTO in terms of section 26I.

The Act further compels the EWSETA to conclude a Service Level Agreement (SLA) with DHET as a Shareholder compact for monitoring the performance of the EWSETA. The roles and responsibilities of the EWSETA, as well as its funding mechanisms, are clearly outlined in this Act. Various arrangements are contained in this Act to support the effective implementation of skills development.

2.2 SKILLS DEVELOPMENT LEVIES ACT NO. 9 OF 1999 AS AMENDED

The Act makes provision for the collection of skills development levies and distribution. The SDLA prescribes how the skills levies are collected through the South African Revenue Service (SARS) and the way they are apportioned into the account of the National Skills Funds (NSF), then directed to the SETAs. It further stipulates the portion that is transferred to QCTO, and the way the SETAs use the funds, as provided for in the SDA and accompanying SETA Grant Regulations that were promulgated in 2012.

2.3 WHITE PAPER FOR POST SCHOOLS EDUCATION AND TRAINING

The White Paper for Post-School Education and Training (WPPSET) sets forth a policy aimed at improving the post-school education and training system's capacity to meet the needs of South African society. It outlines policy measures designed to guide the DHET and the institutions under its responsibility in contributing to the development of a state characterised by a vibrant democracy and a thriving economy.

The WPPSET identifies SETA's as key institutions in the effort to bridge education and work. The White Paper ensures that's its broad objectives of building a post-school system with expanded access, improved quality and increased diversity of provision aligns with the role of SETAs, skills development within sector employers as well as the broader societal and developmental objectives of South Africa.

3. INSTITUTIONAL POLICIES AND STRATEGIES

The EWSETA Strategic Plan 2025-2030 aligns with several key national and international strategies, plans, and policies over the five-year planning period. These policies and strategies guide the development of the energy, water, and skills sectors, ensuring that the EWSETA's initiatives contribute meaningfully to the country's broader socio-economic goals.

3.1 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 to the required electricity needed by 2030 to meet demand requirements.

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 Rain Water Harvesting (RWH), water 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 adequate and relevant 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.

EWSETA 2025-2030 Strategy articulates how the organisation will align its priorities, resources, policies, decision making to contribute to the achievement of South African Government plans through skills development.

3.2 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 7th 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 aligns with the National Development Plan (NDP) and 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.

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.

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.

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.

3.3 NATIONAL SKILLS DEVELOPMENT PLAN

The National Skills Development Plan 2030 (NSDP) is designed to ensure that South Africa has a sufficient supply of appropriate and high-quality skills that contribute to economic growth, job creation, and social development. The NSDP is derived from the broader government strategy, namely the National Development Plan (NDP).

The role of EWSETA in supporting both the NSDP and NDP from the demand side by conducting labour market research and developing Sector Skills Plans (SSP), in addition to developing Strategic Plans (SP), Annual Performance Plans (APP), and Service Level Agreements (SLA), along with submitting quarterly reports. From a supply side perspective, addressing sector-specific skills needs and priorities in tackling scarce and critical skills by implementing learning programmes, such as artisanship and learnerships; facilitating easy access to skills development and creating diverse entry points through initiatives like Articulation and Recognition of Prior Learning (RPL); Collaborating with relevant Quality Councils, particularly the Quality Council for Trades and Occupations, to ensure the quality and delivery of learning programmes.

A core responsibility of SETAs is to contribute effectively to the achievement of the outcomes outlined in the NSDP. The table below illustrates the NSDP outcomes and sub-outcomes with which the EWSETA Strategic Plan has been aligned.

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

3.4 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" with a focus on infrastructure 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 (JET-IP), 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 2025-2030 strategy takes into account these national priorities, ensuring that skills development in energy, water, and infrastructural development, supports the broader economic and social development goals of South Africa.

3.5 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 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 Strategic Plan for 2025-2030 aims to ensure that it aligns closely with these goals and 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 (WPBL) 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.

3.6 THE HUMAN RESOURCES DEVELOPMENT STRATEGY FOR SOUTH AFRICA 2024-2033

The reconceptualised 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 institution 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.

3.7 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 Strategic Plan 2025-2030, alignment to the DDM is necessary. The DDM promotes the development of "One Plan" that harmonise government programmes, inclusive of provincial plans, budgeting, and planning to create more impactful and coherent service delivery. By aligning with this approach, EWSETA 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.

3.8 SCIENCE TECHNOLOGY AND INNOVATION DECADAL PLAN

The Science, Technology, and Innovation (STI) Decadal Plan 2022-2032 is a strategic framework that outlines a ten-year vision and roadmap for leveraging science, technology, and innovation to drive socio-economic development, enhance competitiveness, and address national priorities. Given how globalised the world is today, South Africans national system of innovation must respond adequately to ensure global competitiveness by creating a robust and dynamic environment where science, technology, and innovation are central to achieving sustainable economic growth and social development.
Decadal Plan identifies three Societal Grand Challenges (SGCs), namely: (1) Climate Change and Environmental Sustainability, (2) The Future of Education, skills and Work, and (3) The Future of Society. The decadal plan places innovation at the centre point, utilising research and development in critical areas like health and energy that have the potential to expand on new sources of economic growth for South Africa. For the EWSETA, there is great synergies between the objectives of the decadal plan, STI, education and skills development. As an institution that is part and parcel of the South African national system of innovation, it is crucial that we not only play our role but also embed the practice of innovation for economic development into our skills interventions and initiatives.

3.9 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.

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 Strategic Plan for 2025-2030 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.

3.10 JUST ENERGY TRANSITION

The Just energy transition (JET) aims to achieve "Net Zero" carbon emissions by 2050 whilst ensuring that the quality of life for all South Africans is not adversely impacted by climate change or the energy transition. The energy transition must foster climate resilience in line with best available science, as well as sustainable economic development. At the EWSETA, JET puts people at the centre of decision making, leaving no one behind, especially those most impacted – the poor, youth, women, people with disabilities – empowering and equipping them through skills development for future opportunities.

EWSETA's Strategic Plan aligns with South Africa's key national frameworks outlined above while addressing global imperatives such as the Sustainable Development Goals (SDGs), which are embedded within these frameworks. To integrate these frameworks and policies, EWSETA aims to implement targeted initiatives, such as training programs in renewable energy technologies and water conservation, to address sector-specific challenges. This integration is essential not only for meeting national priorities but also for developing a skilled, adaptable workforce that promotes sustainable development, mitigates climate and water-related risks, and advances economic growth and social equity through strong partnerships and measurable impact.

4. 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 STRATEGIC FOCUS

5. VISION

The Vision of the EWSETA is "To create a sustainable tomorrow today, through skills".

6. MISSION

We will achieve our vision through:

- Research to determine the skills demand
- Facilitating and coordinating skills development programmes to respond to sectoral challenges
- Driving excellence through quality assurance
- Fostering an ecosystem in energy and water that creates inclusive economic development

7. VALUES

Our values remain as relevant and impactful as ever for the upcoming strategic period. The EWSETA continues to uphold its value system, which is designed to drive positive change and foster a culture of confidence in decision-making and interactions with both internal and external stakeholders. These values guide the actions and behaviours of EWSETA employees as the organisation strives to maintain a high-performance culture. The four core values, Respect, Integrity, Teaming, and Excellence remain central to our mission and will continue to shape our efforts in achieving our strategic goals.

RESPECT:
A sense of value and trust towards each other and our stakeholders

INTEGRITY:
We act with honesty and integrity, not compromising the truth

TEAMING:
Positively contributing and collaborating towards the greater vision

EXCELLENCE:
Striving for the best in all our actions

RITE
RESPECT INTEGRITY TEAMING EXCELLENCE

8. SITUATIONAL ANALYSIS

8.1 EXTERNAL ENVIRONMENTAL ANALYSIS

8.1.1 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 the table below and is taken from our latest Sector Skills Plan (SSP).

Table 2: The EWSETA Standard Industrial Classificatin (SIC) Codes[1]

SIC Code	Sector	Subsector	No. of Companies 2022/23	Percentage (%) of Companies 2022/23	Variance (%) 2021/22-2022/23	No. of Companies 2023/24	Percentage (%) of Companies 2023/24	Variance (%) 2022/23-2023/24
41111	Energy	Generation of energy	602	19,64%	5,06%	639	19,58%	6,15%
41112	Energy	Distribution of purchased electric energy only	153	4,99%	2,00%	168	5,15%	9,80%
41114	Energy	Generation of renewable energy	361	11,78%	10,40%	423	12,96%	17,17%
41115	Energy	Transmission of energy	59	1,92%	3,51%	64	1,96%	8,47%
41116	Energy	Project management, maintenance and operation of electrical generation, transmission and distribution, plants, networks, and systems	652	21,27%	4,99%	688	21,08%	5,52%
41118	Energy	Marketing of electricity	213	6,95%	26,04%	216	6,62%	1,41%
41200	Energy	Manufacture of gas; distribution of gaseous fuels through mains	314	10,24%	6,80%	327	10,02%	4,14%
41300	Energy	Steam and hot water supply	32	1,04%	3,23%	33	1,01%	3,13%
50222	Energy	Construction of pylons for electric transmission lines	67	2,19%	13,56%	71	2,18%	5,97%
87141	Energy	Industrial research for electrical energy	124	4,05%	6,90%	126	3,86%	1,61%
42000	Water	Collection, purification, and distribution of water	196	6,39%	4,81	208	6,37%	6,12%
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	0,49%	0,00	15	0,46%	0,00%
42002	Water	Private water companies: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	39	1,27%	2,63	40	1,23%	2,56%
42003	Water	Irrigation Boards: Collection, purification, and distribution of water, including potable water supply, domestic waste, and sewage systems, refuse and sanitation services	18	0,59%	0,00	19	0,58%	5,56%
94003	Water	Water and sanitation services (potable water supply, domestic wastewater, and sewage systems)	220	7,18%	4,76	226	6,93%	2,73%
Grand Total			**3065**	**100,00%**	**8,25%**	**3263**	**100,00%**	**5,36%**

Source: Adapted from SARS SDL Database (2023/24). Derived from EWSETA SSP

1 Note: For the purpose of analysis, the 2023/24 SARS SDL data appearing in this SSP document was extracted in January of 2024 unless otherwise stated.

The energy and water sectors experienced steady growth between 2022/23 and 2023/24, with the total number of companies increasing by 5.36%. In the energy sector, the generation of renewable energy led the growth with a notable 17.17% increase, followed by distribution of purchased electric energy only (9.80%) and transmission of energy (8.47%). The largest subsectors by share were project management, maintenance, and operation of electrical systems (21.08%) and generation of energy (19.58%).

In the water sector, the collection, purification, and distribution of water grew by 6.12%, with irrigation boards showing a 5.56% increase. Despite slower growth, water and sanitation services remain the largest water subsector, accounting for 6.93% of registered companies. These trends reflect a continued emphasis on renewable energy expansion and the critical role of water security in infrastructure development.

8.1.2 SOUTH AFRICAN CONTEXT: DEMOGRAPHIC PROFILE

Understanding the demographic profile of South Africa is crucial for informed and evidence-based decision-making within EWSETA. Macro-environmental factors have been incorporated into the SETA strategy to ensure that the 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.

8.1.2.1 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

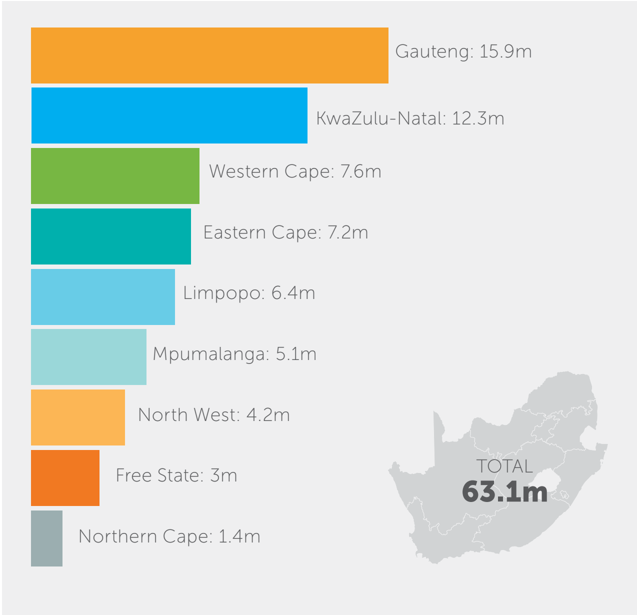
Population Group	Total	% of Total Population
Black African	51.5M	81.7%
Coloured	5.3M	8.5%
Indian/Asian	1.6M	2.6%
White	4.5M	7.2%
Total	**63M**	**100%**

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

8.1.2.2 Provincial Estimates

As of mid-2024, Gauteng continues to be the most populous province in South Africa, with approximately 15.9 million people, 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 for skills development, particularly in sectors such as energy and water, where demographic pressures directly impact service delivery and policy implementation.

Figure 1: Mid-year population estimates by province | 2024



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

8.1.2.3 Local 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 EWSETA strategy recognises the impact of the shifting labour force and is agile to ensure responses to these changes.

8.1.2.4 Skills Development, inclusive and accessible to Persons with disabilities

Incorporating disability demographics to 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 interventions 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 persons with disabilities (PWDs) in national skills planning, particularly within the energy and water sectors under the auspices of the Energy and Water Sector Education and Training Authority (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.

8.1.3 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.

8.1.3.1 Gross Domestic Product

In the third quarter of 2024, South Africa's GDP weakened by 0.3%. This was due to a number of factors, including a decline in agriculture, transport, trade, and government services. South Africa's Gross Domestic Product (GDP) reflects the country's complex economic challenges. As of the first quarter of 2024, South Africa's GDP grew by 0.4%. These figures indicate the ongoing struggle for economic recovery amidst persistent structural issues such as high unemployment, energy shortages, and inflation.

The economy remains vulnerable, with key sectors like agriculture, mining, trade and manufacturing, facing significant headwinds, including fluctuating commodity prices and climate-related challenges. However, some resilience has been noted in the finance and construction 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 in 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

8.1.3.2 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 notable rise in employment, adding 99,000 jobs which represent a 6.6% increase, as the sector benefitted from a rebound in production and export activities, particularly in the food and beverages as well as motor vehicles.

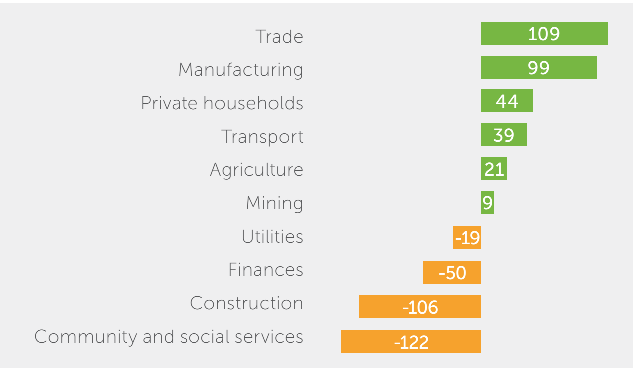
According to the Stats SA Quarterly Employment Statistics (QES) for the third quarter of 2024, total employment in the formal non-agricultural sector decreased by 133,000 in the third quarter of 2024, bringing the level of employment to 10,6 million. This implies that that 294 000 jobs were lost between September 2023 and September 2024.

Full-time employment decreased by 14,000 jobs, falling to 9,454,000 jobs in the third quarter of 2024. Several industries saw declines in full-time employment, like the business services sector with a reduction of 22,000 jobs, followed by the manufacturing sector with a loss of 5,000 jobs. The community services sector decreased by 3,000 jobs, while the mining and transport sectors each lost 2,000 jobs. In contrast, the trade and construction industries saw increases of 17,000 and 3,000 jobs, respectively. The electricity industry reported no change for the same quarter.

Part-time employment fell by 119,000, dropping to 1,151,000 in September 2024 from 1,270,000 in June 2024. The community services industry was the main cause of this decline, as it lost 128,000 jobs. Both the manufacturing and transport sectors saw losses of 1,000 jobs each. On the positive side, trade industries and business services experienced increases of 2,000 and 7,000 part-time jobs, respectively, followed closely by construction and manufacturing, each adding 1,000 jobs.

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 2: Employment trend per industry | 2024



Source: (Quarterly Labour Force Survey, Q1 2024, StatsSA)

8.1.3.3 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 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.

Based on Stats SA Quarterly Labour Force Survey (QLFS), the is a significant difference in transition rates between youth without experience and those with experience. The experience "dividend" reveals that youth with experience attain employment than youth without experience by a margin of 4 to 1. Clearly, initiatives such as experiential learning, apprenticeships, or other forms of exposure to the workplace have far-reaching implications in addressing the scourge of youth unemployment.

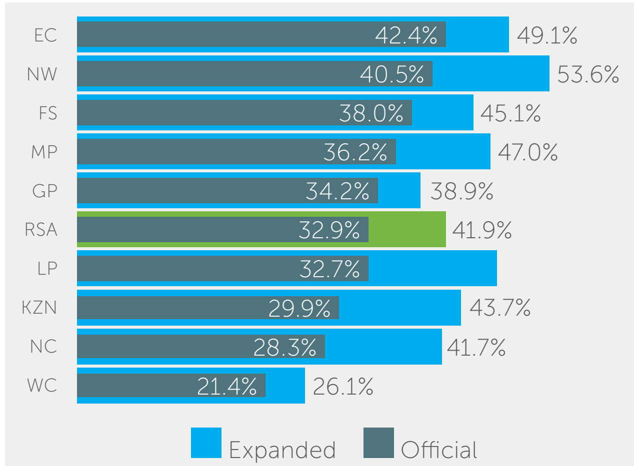
The Eastern Cape recorded the highest official unemployment rate at 42.4%, with the expanded unemployment rate reaching a staggering 49.1%. This highlights the severe economic challenges faced by the province, including limited industrial activity and high poverty levels.

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 3: Unemployment rate per province | 2024



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

8.1.3.4 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 these industries 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.

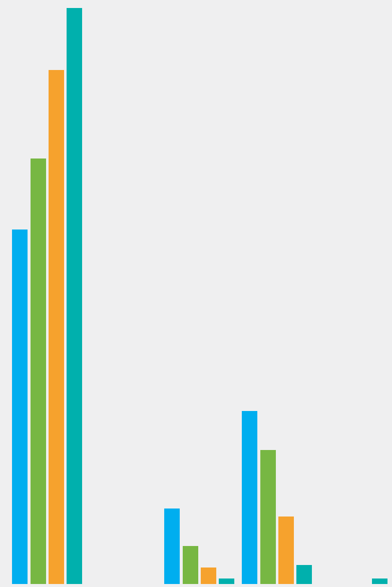
These employment trends are indicative of the broader issues facing both sectors, including the need for investment in infrastructure, the development of renewable energy sources, and the modernisation of water supply systems to meet growing demand and mitigate the effects of climate change.

8.1.3.6 Energy

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

The access to energy trend is highlighted in the figure to the right.

Figure 4: Percentage distribution of households by main source of energy used for lighting | 1996 – 2022



	Electricity	Gas	Paraffin	Candles	Solar	Other	None
1996	58.1	0.4	12.7	28.8	0	0	0
2001	70.2	0.3	6.6	22.4	0.2	0.3	0
2011	84.7	0.2	2.9	11.4	0.4	0	0.3
2022	94.7	0.3	0.9	3.2	0.7	0.1	0.2

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

As outlined in the ERRP, several critical sub-interventions are essential to bolster energy security. These include the restructuring of Eskom with the newly created National Transmission Company South Africa (NTCSA), securing an additional 550 megawatts (MW) of power, and connecting additional capacity from Independent Power Producers (IPPs) through transmission expansion. Notably, Eskom and the NTCSA envisions 31 projects currently under construction to deliver 1,445km of transmission lines the connection of 16,900 MW of transformer capacity by 2028, 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 of 2019 and the current draft IRP 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.

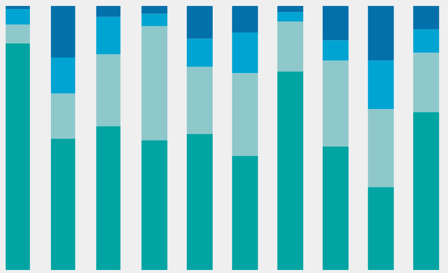
The ERRP's focus on energy security is inextricably linked to the need for a skilled workforce capable of driving these initiatives forward. For the EWSETA, this presents an opportunity and a responsibility to ensure that the South African workforce is equipped with the necessary skills to support the 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.

8.1.3.7 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 | 2022

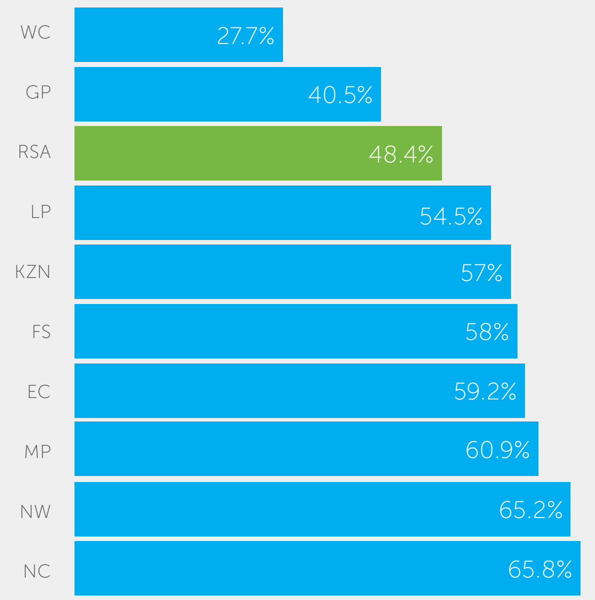


	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
Piped water inside the dwelling	85.50	49.50	54.50	49.00	51.80	43.30	75.00	47.00	31.40	59.70
Piped water inside the yard	7.60	17.60	27.40	43.20	25.30	31.20	19.20	32.10	29.80	22.70
Piped water on community stand	6.00	13.40	13.90	4.80	10.60	15.30	3.70	7.80	18.30	8.90
No access to piped water	0.90	19.50	4.20	3.00	12.40	10.20	2.10	13.10	20.50	8.70

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

Figure 6: Percentage distribution of households that reported water interruptions by province | 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.

8.1.3.8 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.

8.1.3.9 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 (HySA) Strategy. 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).

8.1.4 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 shortage by aligning skills development with the national economic priorities, particularly in sectors vital to infrastructural and economic development.

8.1.4.1 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.

8.1.4.2 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.

8.1.4.3 Data-Driven Learning and Integration of Human Resource Information Systems

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, this means developing training initiatives that are both data-informed and strategically aligned with national economic priorities.

8.1.4.4 The Impact of Cybersecurity and Generative Artificial Intelligence

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.

Additionally, focus is being placed on blended Learning models. This model is a combination of online digital media with traditional face-to-face classroom methods. It is becoming more prevalent, offering 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.

The focus on soft skills is highly emphasised 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.

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, 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 explained below.

- **Microcredentials and Certifications:** Microcredentials and short courses are gaining traction 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.

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.

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.

8.1.5 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 them in the hope 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 or more parties where the parties agree to a common education, training and/or skills development focus, 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 5: Stakeholder Analysis Matrix

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
HIGER 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' Organizations (SACPO) • Conduct Research into TVET agreements for occupational qualifications. • Build strategic partnerships with TVETs and 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 strategic partnerships with relevant SETA's • 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 internal research capacity and leverage research councils' competencies. • Set up Knowledge Hub to publish research findings. • Create holistic partnerships (research, bursaries, community projects, research chairs)
INTERNATIONAL STAKEHOLDERS	• Networks and access in South Africa • National accreditation/recognition for international programmes • Support to roll out international short courses. • Understanding of regulatory environment • Exchange programmes (exposure to international advance technology)	• Identify strategic partners. • Identify co-funding opportunities. • Develop International partnership strategy • Leverage upon internation knowledge, lessons learned and research

Prioritised stakeholder group	Stakeholder Needs	Actions to be taken
LEVY-PAYING EMPLOYERS	• Capacity building and support for skills planning and delivery. • Access to EWSETA funds • Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and moderators • Approval and accreditation of workplaces	• Develop strategy to increase participation in skills planning and delivery. • Review value proposition. • Prioritise industry needs - Flexibility and agility. • Implement partnership model. • Facilitate partnership for both demand and supply for strategic projects. • Review workplace approval strategy
NON-LEVY PAYING EMPLOYERS	• Capacity building and support for skills planning and delivery. • Access to Discretionary Funds • Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators • Approval and accreditation of workplaces	• Allocate funding to non-levy-paying employers. • Understand their environment and challenges. • Fast responses to requests and inquiries (especially QA) • Create user-friendly, streamlined, and non-bureaucratic avenues for funding and reporting
PROFESSIONAL/ INDUSTRY BODIES	• Understand of EWSETA's value proposition for their members • Funding especially for mentorship/candidacy • Funding to design and roll out Continuous Professional Development courses. • Candidacy programmes	• Can connect their sector employers to EWSETA. • Commit to professionalise the sector. • Fund CPD courses. • Fund course and learning materials, also short courses. • Create user-friendly, streamlined, and non-bureaucratic avenues for funding and reporting
COMMUNITY CONSTITUENCY	• Capacity building and support for skills planning and delivery. • Access to EWSETA Discretionary Funds • Quality provisioning (Access to registered qualification; accredited Skills Development Providers (SDP); registered Assessors and Moderators	• Build partnership with NEDLAC Community Trust • Forge strategic partnerships with energy and water NGOs/CBOs • Develop Strategy for NGOs/CBOs
UNIONS	• Capacity building for shop stewards • 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

8.1.6 PESTEL ANALYSIS

A PESTEL analysis identifies and analyses external factors that can impact the operations and strategy of an organisation. For the EWSETA, understanding these macro-environmental factors is crucial in navigating the challenges and opportunities beyond 2024. Below is a comprehensive analysis of the political, economic, social, technological, environmental, and legal factors that will shape EWSETA's strategy.

8.1.6.1 Political Factors and International Policies

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 challenges through community engagement underline the importance of transparency and accountability demanded from public institutions. Additionally, the potential impact of geopolitical conflicts on 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 sectors, which are crucial for supporting Africa's infrastructural development and sustainability growth agenda. 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.

Furthermore, in keeping breast 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 driving economic integration. For EWSETA, developing a workforce equipped with the skills necessary to support trade and industrialisation across the continent is crucial.

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

8.1.6.2 Socio-Economic 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.

NATIONAL YOUTH POLICY 2020-2030

The National Youth Policy 2020-2030 (NYP) is a key framework designed to support young people in South Africa, recognising their important role in the country's socio-economic development. The NYP addresses challenges such as unemployment, education, and skills development, and aims to create inclusive opportunities for all young South Africans.

For EWSETA, the NYP 2020-2030 aligns with its role in developing skills within the energy and water sectors. By focusing on tailored training and development programmes for young people, EWSETA will contribute to reducing youth unemployment and equipping the youth with the necessary skills to enter these vital sectors. The strategic plan will place emphasis on improving access to education, promoting technical and vocational skills, and supporting young people as they step into careers within the energy and water sectors.

SOUTH AFRICA'S NATIONAL POLICY FRAMEWORK FOR WOMEN'S EMPOWERMENT AND GENDER EQUALITY

The National Policy Framework for Women's Empowerment and Gender Equality is a key policy that promotes gender equality and the empowerment of women across all sectors of society. This framework seeks to address the systemic barriers that prevent women from fully participating in the economy, particularly in male-dominated industries such as energy and water. EWSETA's strategic plan will align with this framework by prioritising initiatives that promote gender equality within the sector. This includes supporting women in leadership roles, increasing access to technical and vocational training for women, and ensuring that gender considerations are integrated into all skills development programmes.

8.1.6.4 Technological Factors

The rapid adoption of digital technologies and the emergence of new industries, driven by advancements in green energy and automation, present both opportunities and challenges for EWSETA. The need for continuous upskilling in response to these technological shifts is crucial for maintaining a competitive workforce. Cybersecurity concerns and the pressure to upgrade ICT infrastructure to support 4IR (Fourth Industrial Revolution) disciplines are increasingly important considerations. Moreover, leveraging big data and advanced analytics offers significant potential for improving decision-making and optimising the delivery of educational programmes, though it also requires substantial investment in technology and expertise.

8.1.6.5 Environmental Factors

The Paris Agreement is a landmark international treaty that seeks to limit global warming to well below 2°C, with efforts to keep it below 1.5°C, by reducing greenhouse gas emissions. South Africa's climate commitments are already captured within several regulations and legislations with the most recent, the Climate Change Act, enacted on 23 July 2024. Environmental sustainability has become a critical focus for South Africa, particularly considering the ongoing impact of climate change. The shift from fossil fuels to renewable energy sources is accelerating, driven by global and national commitments to reduce carbon emissions. This transition presents significant opportunities for EWSETA to develop training programmes that equip the workforce with the necessary skills to support a green economy. Additionally, the urgent need for sustainable water management, driven by the increasing frequency of droughts and water shortages, highlights the importance of environmental conservation as a key area of focus for skills development.

Additional developments like the Corporate Sustainability Reporting Directive (CSRD), effective from 28 November 2022 in Europe, mandates that companies disclose detailed information on their Environmental, Social, and Governance (ESG) practices. For EWSETA, this directive highlights the global trend towards transparency in sustainability, which creates a need for skills in sustainable reporting and compliance. By aligning with these international standards, EWSETA can develop and promote training programmes that equip professionals with the necessary skills in ESG reporting, sustainable management, and green accounting.

By prioritising these areas, EWSETA will play a vital role in equipping the workforce with the skills necessary to implement climate-friendly technologies and practices, thereby supporting national efforts to mitigate climate change and promote environmental sustainability.

8.1.6.6 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 qualification 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 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 sector.

8.2 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. These assessments have informed the development of strategic goals and objectives to steer the EWSETA on its path to deliver on its mandate.

The results of the latest Tracer Study conducted are also shared below.

8.2.1 THE TRACER STUDY

The EWSETA Tracer Study, conducted in March 2024, provided critical insights into the outcomes and effectiveness of the learnership, apprenticeship, and internship programmes funded by EWSETA between 2020/21 and 2021/22. The study aimed to track the progress and status of beneficiaries, assess the impact of these programmes on their employability, and gather feedback from employers who hosted the programmes.

The findings of this study have significant implications for the strategic direction of EWSETA over the next five years and are shared below.

1. **High Throughput and Positive Impact:** The study reported a 100% completion rate among survey respondents, with many participants noting that the programmes significantly improved their employability. For example, 45% of learnership participants, 51% of apprenticeship participants, and 54% of internship participants were employed after completing their respective programmes, with most of these individuals securing full-time positions.

2. **Employer Feedback:** Employers provided overwhelmingly positive feedback, with 100% of respondents stating that the programmes improved the knowledge, skills, and productivity of learners. However, challenges such as delayed stipend payments and a mismatch between programme content and industry needs were also highlighted, indicating areas for improvement.

3. **Programme Challenges:** Despite the positive outcomes, several challenges were identified, including delays in payments and certification, limited post-programme support, and a need for better alignment between programme curricula and industry requirements. The study also revealed that some learners left programmes prematurely when offered better opportunities elsewhere, highlighting the need for competitive stipends and better retention strategies.

The findings of the Tracer Study suggest several key areas for improvement and strategic focus going forward. These are shared below.

1. **Enhancing Industry Alignment:** The study underscores the importance of aligning EWSETA's programmes more closely with the needs of the energy and water sectors. This could involve revising curricula to better reflect industry demands and enhancing partnerships with employers to ensure that training programmes are relevant and up to date.

2. **Improving Administrative Processes:** The delays in payments and certification identified in the study suggest a need for EWSETA to streamline its administrative processes. Ensuring timely payments and providing prompt certification to programme completers will enhance the credibility of EWSETA's programmes and improve participant satisfaction.

3. **Strengthening Employer Engagement:** The positive feedback from employers indicates strong support for EWSETA's initiatives, but there is room for deeper collaboration. Engaging employers more actively in the design and delivery of training programmes could lead to better alignment with industry needs and improve the employability of graduates.

4. **Expanding Post-Programme Support:** The study revealed a demand for greater post-programme support, particularly in terms of job placement and career development. EWSETA could explore the development of mentorship programmes or partnerships with employers to provide ongoing support to graduates as they transition into the workforce.

5. **Increasing Outreach and Awareness:** The study highlighted the need for EWSETA to increase its footprint and reach more potential participants, particularly in underserved areas. Expanding marketing efforts and improving communication channels could help attract a more diverse group of learners and ensure that more South Africans benefit from EWSETA's programmes.

8.2.2 SWOT ANALYSIS

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

Table 6: SWOT Analysis

STRENGTHS	• Knowledge of the industry: Authority • Long-standing relationships with key stakeholders • Transformed organisation (Operations) • Strong governance • Strategic alignment to mandate • Strong institutional memory • Comprehensive programme offerings • High completion rates of programmes • Positive employer feedback
WEAKNESSES	• Skills gap in the organisation in certain key areas (challenging operating climate) • Loss of key skills • Insufficient focus on employee wellness including mental health • Focus on technical skills versus employability • Excessive reliance on face-to-face interactions • Balancing compliance requirements with the need for impactful outcomes • Gaps with customer centricity and meeting stakeholder needs • Administrative delays (stipend payments and certifications) • Limited post-programme support services • Limited geographical footprint and reach • Limited Collaboration with Industry Partners
OPPORTUNITIES	• Forming impactful partnership with SDP (Professional Bodies, QCTO, etc.) and employers • Leveraging influence in shaping Water/Energy Policies and Plans • More diverse funding model • Leverage learning-demand strategy • Strengthening collaborations with other SETA's • Developing and expanding environmental and green economy skills initiatives • Local/International funds/partners • Expanding the levy payer base by targeting Emerging Economies" • Improved grant usage (quality) • Position EWSETA as "Employer of Choice" • Leverage organisational redesign • Enhancing digital learning platforms • Increased visibility and outreach • Research and development to explore new ways to drive impact
THREATS	• Negative and volatile economic growth • Post COVID-19 impact on businesses • No clear talent-pool and effective talent management strategy • 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

8.2.3 SOAR ANALYSIS

The SOAR analysis depicted in the table below 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 7: SOAR Analysis

STRENGTHS	• Knowledge of the industry: Authority • Long-standing relationships with key stakeholders • Transformed organisation (Operations) • Strong governance • Strategic alignment to mandate • Strong institutional memory • Comprehensive programme offerings • High completion rates of programmes • Positive employer feedback
OPPORTUNITIES	• Forming impactful partnership with SDP (Professional Bodies, QCTO, etc.) and employers • Leveraging influence in shaping Water/Energy Policies and Plans • More diverse funding model • Leverage learning-demand strategy • Strengthening collaborations with other SETAs • Developing and expanding environmental and green economy skills initiatives • Targeted partnerships • Also 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 stability • Active Participation of Beneficiaries • SMART Participatory Planning • Achieve APP (high performance culture) • Go-to institution: levy-payers influx, low staff-turnover, research repository • Increase in co-funded projects • Stakeholder sentiment (i.e., surveys) • Increase in positive image • Reduction in complaints and increase in compliment

8.2.4 OPERATING MODEL AND ORGANISATIONAL DESIGN

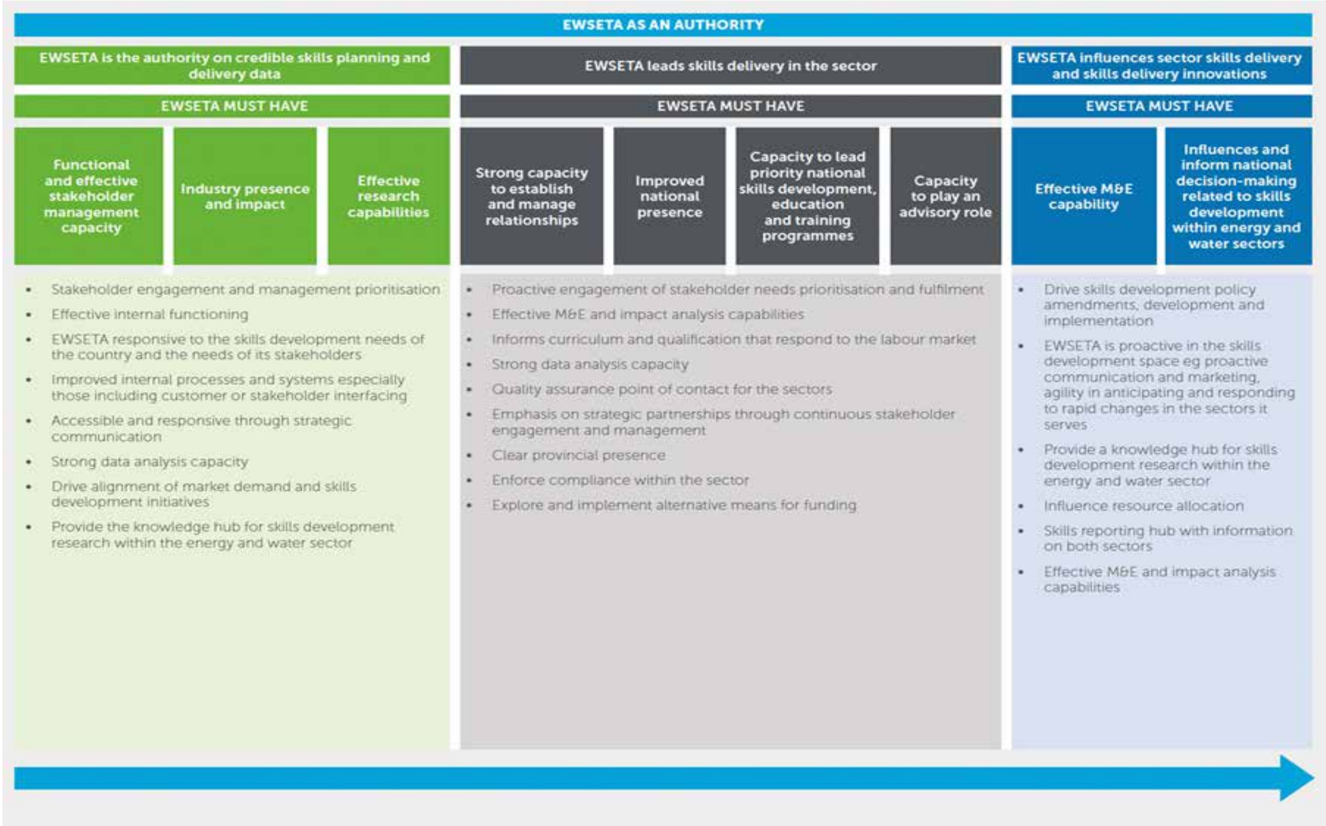
The SETA landscape, governed by the National Skills Development Plan requires SETAs to establish a functional operational structure and staff appropriation to the size of the sector, levy income and administration budget limits. For the EWSETA, understanding the criticality of developing an Operating 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, to deliver better value.

To understand the core and support capabilities required for EWSETA to deliver on its value proposition, aside from assessing the "As Is" state to enable the design of the desired "Future" state, it was first necessary to clarify how an "Authority" for skills and development within the energy and water sector should function.

The table below depicts three of the key areas that underpin the role of the EWSETA as an "Authority" and ultimately informing the final Operating Model that was developed. This is shared in figure 8 below.

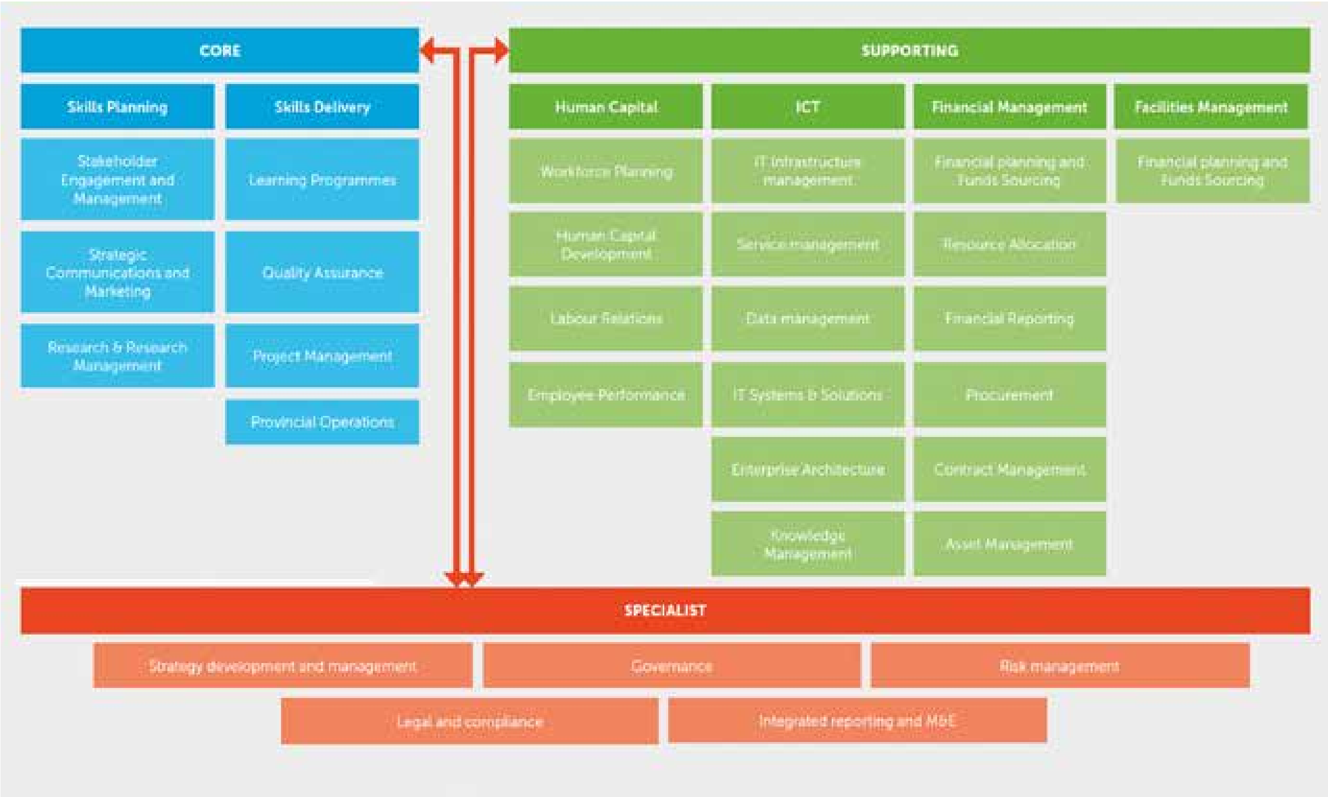
Figure 7: EWSETA as an Authority



Based on the aspirations of the organisation to operate more effectively in 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 figure that the organisation will require an effective partnership strategy, 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 approved Operating Model will ensure the highest sector impact by reconfiguring the skills planning, skills delivery and thought leadership capabilities in a manner that improves both the organisations service delivery proposition and all other associated support capabilities including enabling technology, structure, and strategic communications. This will in turn enable the organisation to improve strategic relationships with the key sector and engagement points necessary for a better service delivery proposition.

Figure 8: EWSETA Operating Model



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

An organisational structure is a visual representation describing what employees do, whom they report to, and how decisions are made across the organisation. The EWSETA would need to be structured in a manner that replicates the design principles of the operating model by enabling improved operational efficiencies and customer or stakeholder centricity. This implies that a "fit for purpose" 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 structure that would address the challenges experienced by the organisation.

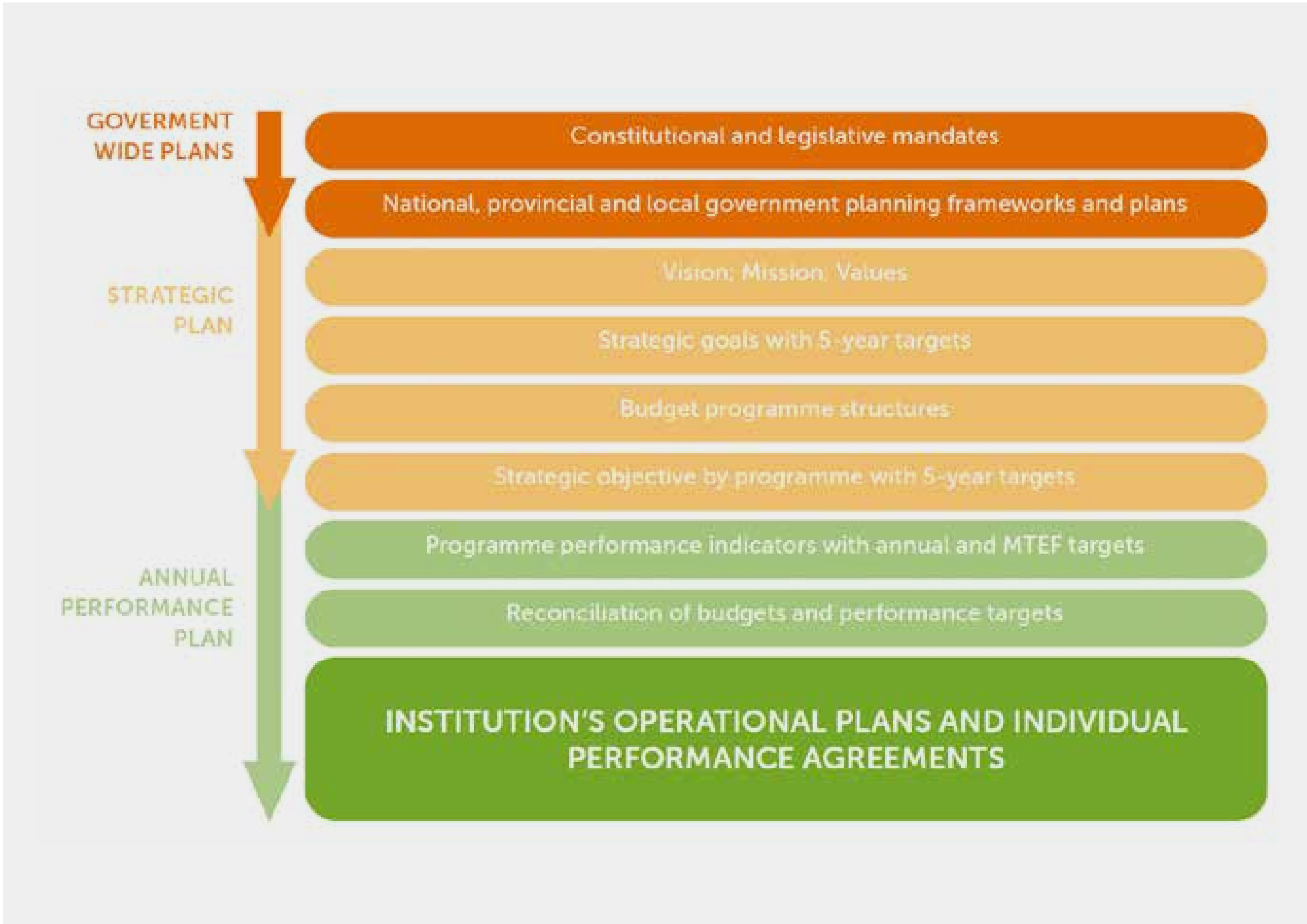
These included:
- Improving overall organisational efficiency and effectiveness
- Improving role clarity by reducing existing functional and role duplications evident in the structure
- Improving organisational integration by reducing silo functioning

These improvements would enable the organisation to achieve a suitable level of operational efficiency to function as an authority. Similarly, the structure would need to address the skills needs of the organisation associated with increased sector impact. This implies that more specialist roles and improved stakeholder engagement and partnerships capabilities would need to be incorporated in the structure. Given the context outlined, EWSETA begins this strategic period with an approved Organisational Design which includes the new approved structure aligned to the Operating Model and will continue to capacitate the structure based on priority business needs and affordability considerations.

8.3 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

The strategic planning process at EWSETA is carefully aligned with national frameworks that shape and influence both the strategic and operational functions of the organisation. Central to this process is the adherence to the Framework for Managing Programme Performance Information (FMPPI), issued by the National Treasury. This framework provides essential guidance in support of the development of the Strategic Plan (SP) and the Annual Performance Plans (APP), ensuring that they are comprehensive, measurable, and aligned with national priorities.

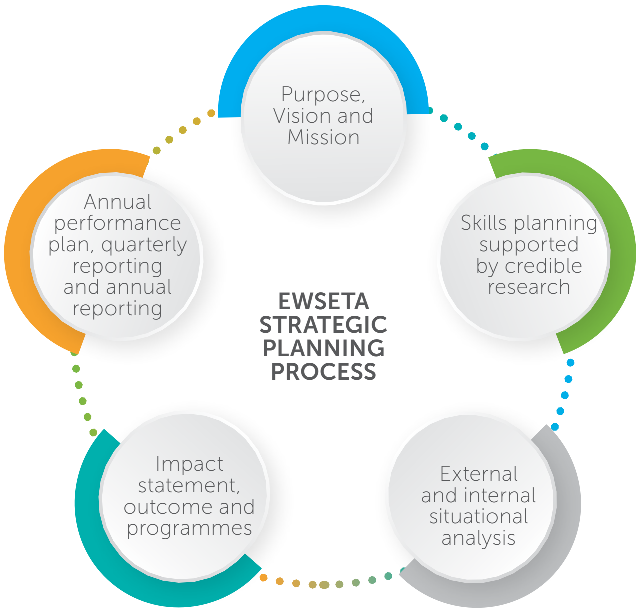
Figure 9: Different levels of planning that encompasses the outcomes approach Depiction of EWSETA Strategic Planning Process



The strategic planning process involves a review of relevant policies, frameworks, and regulations that impact EWSETA's mandate, and sector-specific strategies. By integrating these frameworks, EWSETA ensures that its strategic objectives are not only aligned with national goals but also positioned to respond effectively to emerging challenges and opportunities within the energy and water sectors.

In developing the SP and APP, EWSETA engages in a collaborative process that involves consultation with internal and external stakeholders. This approach ensures that the strategic direction is informed by diverse perspectives and grounded in a clear understanding of the sector's needs. This process is captured in the figure below.

Figure 10: Depiction of EWSETA Strategic Planning Process



8.4 EWSETA STRATEGIC PILLARS

At the heart of the previous EWSETA strategy lies the principle of "presence" ensuring that EWSETA is deeply embedded in the sectors it represents. Over the past years, significant strides have been made in establishing a strong presence within the energy sector. This focus was driven by South Africa's ongoing energy crisis, which required immediate and sustained attention. However, as we move forward, it is equally critical to direct our efforts towards enhancing our presence in the water sector over the next five years.

While the energy sector's challenges have dominated national discourse, a potential water crisis in South Africa requires the same level of attention. Water is fundamental to life and development, and without a sustainable approach, the country could face severe shortages impacting agriculture, human health, and economic stability. The risk of water scarcity, coupled with deteriorating infrastructure and climate change effects, calls for targeted action to build skills and capabilities in this sector.

Going forward, our strategy is about leveraging our established presence in energy and translating that experience to the water sector. In both sectors, it is now about moving beyond mere presence to better understanding and influencing the value chains within these sectors. This involves identifying gaps, building competencies, fostering partnerships, and driving innovative skills development. By doing so, EWSETA will not only ensure the sustainability and growth of the energy and water sectors but also contribute significantly to South Africa's economic resilience and development.

As EWSETA embarks on operationalising its Strategic Plan for 2025-2030, our efforts will be anchored on four strategic pillars that collectively aim to drive excellence, innovation, and impact within the energy and water sectors. These pillars reflect our commitment to building a high-performance culture, advancing skills planning, driving inclusive skills development, and strengthening strategic partnerships.

1. DRIVING A HIGH-PERFORMANCE CULTURE

This pillar is focused on managing an internal environment where excellence is the norm and growth is intentional. EWSETA is committed to building internal capacity through upskilling, fostering a systems thinking approach, and promoting a culture of continuous improvement. We aim to embed our operating model more deeply, ensuring that every employee is aligned with our strategic objectives. Strengthening inter-relations among our staff will enhance collaboration and drive a collective pursuit of high performance. Additionally, we aim to innovate in both business development and internal processes, ensuring that every action aligns with EWSETA's strategic goals, creating a culture that is agile, responsive, and committed to continuous improvement.

2. CREDIBLE SKILLS PLANNING MECHANISM

To stay ahead in the evolving energy and water sectors, EWSETA aims to enhance its understanding of the interlinked value chains of energy, water, and skills development. By clearly defining its value proposition, EWSETA will strengthen its role as a leader in skills planning and development. This pillar also focuses on driving a knowledge hub that provides credible data, integrates sustainability directives, ensuring that the workforce is not only equipped for current needs but also for future industry demands.

3. INNOVATION SKILLS DELIVERY

This pillar emphasises EWSETA's role in driving economic inclusion by been innovative in how we design and implement interventions addressing skills development, technological advancements, and ensuring the continued relevance of qualifications. development. The focus is on supporting a transformation agenda that supports women, youth, people with disabilities, and rural development. By creating self-sustainable rural communities and promoting economic opportunity creation, EWSETA aims to enable widespread socio-economic impact, helping South Africa thrive in a rapidly changing world.

4. SUPPORT FOR THE SMMEs AND INFORMAL SECTOR

Building and nurturing strategic partnerships is essential for amplifying EWSETA's impact. This pillar is dedicated to enhancing our support for SMMEs which make up the majority of companies in both our sectors as well as support for the informal sector. SMME development is a key priority for government and SETAs with many interventions being implemented to grow the sector; however, the majority of SMMEs in Energy and Water, especially the informal ones, continue to exist outside the mainstream economy. Forging new relationships that align with our strategic goals, ensuring that we share knowledge and exert influence where it matters most. We will also focus on deliberate interventions to support entrepreneurship in new and emerging economic areas that promote green economic opportunities.

Figure 11: EWSETA Strategic Pillars

IMPACT: INCLUSIVE ECONOMIC PARTICIPATION

DRIVE A HIGH-PERFORMANCE CULTURE

- Optimise the Operating model
- Strengthening Internal Capacity
- Holistic and Systems Thinking
- Approach
- Enhanced Collaboration
- Innovation in service offerings
- Sustainable funding model
- Digital transformation

CREDIBLE SKILLS PLANNING MECHANISM

- Dynamic demand-led sector skills planning
- Value chains and ecosystem-oriented approach
- Skills Planning Coordination
- Maintaining an updated knowledge hub for the sectors

INNOVATIVE SKILLS DELIVERY

- High impact skills on demand
- Holistic skills delivery value chain approach
- Occupational qualifications and programme development
- Blended learning and digital skills integration
- Widen access to EWSETA skills delivery offerings
- Transformational agenda (women, youth, people with disabilities rural development)
- Enhance PSET System
- Career development services
- Intensify continuous professional development
- Digitalisation of skills delivery

SUPPORT FOR THE SMME AND INFORMAL SECTOR

- Entrepreneurship support
- Timely inclusion in emerging economies
- Sustainable rural and township economies
- Energy, water and food nexus
- Promote green economy opportunities

STRATEGIC COMMUNICATIONS AND PARTNERSHIP

Sector Coordination ➲ Sector Influence ➲ Advocacy ➲ National Presence

C

MEASURING OUR PERFORMANCE

9. INSTITUTIONAL PERFORMANCE INFORMATION

This section outlines the EWSETA's impact statements, outcomes, outcome indicators and risks.

9.1 IMPACT STATEMENT

Impact Statement	Inclusive Economic Participation

The 2025-2030 Strategic Plan continues to focus on inclusive economic participation to be achieved through our four strategic programmes. The programmes have been aligned and enhanced to achieve the expanded ambitions.

The EWSETA strategic programmes are as follows:

- **Programme 1: Administration**
  The purpose of this programme is to provide strategic leadership, effective management, and drive operational efficacy in fulfilment of the EWSETA mandate of promoting skills development within both our sectors.
- **Programme 2: Skills Planning**
  The purpose of this programme is to 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 to identifying skills gaps, forecasting future skills demands, and developing strategies to address these needs effectively.
- **Programme 3: Learning Programmes and Projects**
  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.
- **PROGRAMME 4: QUALITY ASSURANCE**
  The purpose of this programme is to enable the EWSETA to execute the delegated functions of the QCTO in addition to meeting high standards of quality, relevance, and effectiveness of education and training for both sectors. This programme plays a critical role in maintaining the integrity of the qualifications and training delivered by accredited providers, ensuring that learners receive valuable and recognised education that meets the needs of the industry.

The outcomes outlined below are aimed at achieving the outcomes outlined in the National Skills Development Plan 2030 and the Medium-Term Development Plan priorities.

9.2 MEASURING OUR OUTCOMES

MTDP Priorities	Priority 1: Inclusive Growth and Job Creation Priority 2: Reducing Poverty and Tackling the High Cost of Living Priority 3: Building a Capable, Ethical, and Developmental State				
Strategic Pillar	**Programme**	**Outcomes**	**Outcome Indicators**	**Baseline**	**Five-Year Target**
Drive a high-performance culture	**PROGRAMME 1: ADMINISTRATION**	1. Improved SETA performance	1.1 AGSA audit outcome	Qualified Audit opinion	Unqualified audit opinion
Credible skills planning mechanism	**PROGRAMME 2: SKILLS PLANNING**	2. Tailored Learning Programmes and Qualifications aligned with sector needs.	2.1 Percentage of learners indicating the learning programme is related to their job/work	92%	70%
			2.2 Percentage of recommendations for a Tracer/ impact Study/M&E report implemented	New Indicator	80%
Innovative Skills delivery	**PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS**	3. Increased access for occupations in high demand within the energy and water sector	3.1 Ratio of discretionary grant budget allocated to high (H), intermediate (I) and elementary (E) level skills.	3.1 High: 39% Intermediate: 50% Elementary: 11%	High: 25%-35% Intermediate: 45%-55% Elementary: 15%-25%
			3.2 Percentage of discretionary grants allocated to water sector initiatives	17%	34%

MTDP Priorities	Priority 1: Inclusive Growth and Job Creation Priority 2: Reducing Poverty and Tackling the High Cost of Living Priority 3: Building a Capable, Ethical, and Developmental State				
Strategic Pillar	**Programme**	**Outcomes**	**Outcome Indicators**	**Baseline**	**Five-Year Target**
Support for the SMME, and Informal Sector			3.3 Number of learners enrolling in EWSETA occupations in high demand.	9,942 over 4 years	10,000
			3.4 Percentage of women enrolling in EWSETA skills development interventions.	57%	54%
			3.5 Number of persons with disability enrolling in EWSETA skills development interventions.	59	50
		4. Increased skills capacity through workplace-based learning	4.1 Number of unemployed learners participating in workplace-based learning interventions.	137 over 4 years	200
			4.2 Number of workers participating in learning programmes.	9,104 over 4 years	10,000
		5. Increased economic participation of CBOs/ NGOs/NPOs/SMMEs/ Cooperatives within the energy and water sector	5.1 Number of CBO/NGOs/NPOs/SMMEs/ Cooperatives supported.	130 over 4 years	200
		6. Increased support for the growth of the college system	6.1 Enrolment in SETA programmes delivered in public colleges	1 726	2 000
		7. Increased uptake of careers in energy and water sectors	7.1 Number of career guidance initiatives exposing learners to energy and water careers	200	300
			7.2 Number of career development practitioner capacity building interventions	40	80
	PROGRAMME 4: QUALITY ASSURANCE	8. Enhanced accessibility of relevant and innovative skills development programmes	8.1 Number of technological innovation initiatives supported in the energy and water sector	N/A	3
Strategic Communication and Partnership > Sector Coordination > Sector Influence > Advocacy > National Presence					

9.2.1 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR PLANNING PERIOD

Over the next five years, our strategic plan is designed to elevate performance across all dimensions of our organisation, driving impactful outcomes that align with our mission and vision. This plan outlines a deliberate and focused approach to achieving key objectives, robust governance, industry-led skills planning, impactful, transformative and inclusive skills delivery with the aim of strengthening the public education and training system and financial sustainability.

By setting clear outcomes and implementing targeted initiatives, we aim to strengthen our capacity to deliver high-quality skills development and training services, mitigate risks, and ensure long-term value creation for our stakeholders. The planned performance will be guided by a commitment to a high-performance culture centred around excellence, continuous improvement, and a proactive response to emerging challenges and opportunities.

Further sections below provide a detailed information on the rationale for the choice of outcomes indicators and their relevance to EWSETA outcomes.

9.2.1.1 Improved SETA performance

The EWSETA Operating Model enables improved efficiency and service delivery of our offerings. To ensure continued improvement in our performance, the following actions will be prioritised over the medium-term period:

- Enabling a high-performance culture that promotes our RITE values as part of the EWSETA DNA.
- Creating an enabling and positive work environment that ensures compliance with fair labour practices and promotes diversity, inclusion and equity through clear communication, professional development opportunities, and recognition programmes.
- Implementing well-being initiatives to support employees' physical and mental health.
- Improving responsiveness and support services for stakeholders, including more efficient processing of queries.
- Regularly gathering and acting on stakeholder feedback to continuously improve service delivery.
- Strengthening internal controls and compliance processes to ensure transparency and accountability in financial management.
- Investing in ERP systems to keep up with technology and move from manual to automated processes that are more efficient and reduce the risk of human error.
- Regularly reviewing and updating policies to align with regulatory requirements and best practices.
- Conducting thorough internal audits and promptly addressing any findings to prevent audit issues.
- Optimising resource allocation and cost management to ensure that expenditures do not exceed revenues.
- Exploring new revenue streams and partnerships to diversify income sources.
- Implementing financial planning and monitoring systems to maintain a balanced budget and ensure long-term financial sustainability.
- Implementing robust decision-making frameworks that prioritise ethical considerations, stakeholder interests, and long-term organisational sustainability.
- Developing a comprehensive risk management strategy that identifies, assesses, and mitigates potential risks, including financial, operational, and reputational risks. This includes regular risk assessments and the establishment of mitigation plans.

9.2.1.2 Tailored Learning Programmes and Qualifications aligned with sector needs

The EWSETA will enhance its understanding of the full water and energy sector and sub-sector value chains and remain engaged directly with the sector, to identify industry-demanded learning programmes and qualifications. These engagements will be complemented with focussed research to identify emerging trends to determine learning programme and qualification needs, including the identification of opportunities to embed entrepreneurship, digital and technological advancement into learning programmes.

9.2.1.3 Increased access for occupations in high demand within the energy and water sector

EWSETA will execute its role as an intermediary between the demand and supply side of the post school education and training system. The primary aim is to link education, training and skills development to the labour market needs, considering national and sectoral strategic priorities and relevant transformational imperatives.

EWSETA will promote occupational skills and enable access to occupations in high demand. To this end, partnerships will be driven with both the demand and supply side of the post school education and training system.

EWSETA will implement the following to ensure that there is increased access for occupations in high demand.

- Strengthen and expand research capabilities to improve the credibility of demand determination. This will include engaging key industry partners holistically, to collaborate on both demand determination and skills supply intervention.
- Improve standards, policies, and systems to ensure that quality learning programmes are developed and delivered in close collaboration with industry participants who enable workplace-based learning.
- Improve representation within professional and technical learning programmes as a means of promoting equitable representation across sectoral occupations in response to biased historic imbalances
- Support skills development to drive technological changes and other industry shifts.

Strengthen collaborations with and in support of TVETs, SMMEs and Cooperatives and encourage support for entrepreneurial development.

9.2.1.4. Increased skills capacity through workplace-based learning

The role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education. Through strengthened industry partnerships, EWSETA will ensure that the bridge between education and the world of work is adequately addressed. Under the QCTO, all qualifications require a structured workplace experience component and EWSETA will implement the following measures over the next five years to strengthen the link between education and the workplace:

- Linking education and work through
- formalised partnerships aimed at bridging the gap between theoretical education and practical application.
- Direct effort towards increasing the number of workplaces approved for practical learning.
- Evaluate and improve the level of mentorship activities experienced by learners, with reference to workplace-based learning interventions.

9.2.1.5. Increased economic participation of CBOs/ NGOs/NPOs/SMMEs/Cooperatives within the energy and water sector

In the prevailing unfavourable economic climate, CBOs, NGOs, NPOs and SMMEs play a prominent role in creating economic opportunity, especially considering their significant presence in the energy and water sectors. Accordingly, EWSETA will commit resources to a broad range of interventions to support these organisations through their various stages of growth.

The following interventions will be implemented by EWSETA through its partnerships:

- Education, training and other capacitation interventions to increase the level of knowledge in CBOs, NGOs, NPOs and SMMEs
- Funding for innovation, growth and expansion, with a focus on the development of innovative technologies as an enabler for new markets
- Other initiatives to improve their networks, market presence and exposure

9.2.1.6 Increased support for the growth of the college system

The WPPSET envisages that the TVET sector will become the biggest sector in the PSET system with the CET sector nearing enrolment sizes of the public higher education sector. Given their role in delivering occupational learning programmes, EWSETA is mandated to support this growth, the EWSETA will implement the following interventions:

- Establish and maintain of EWSETA regional offices in TVET colleges.
- Support TVET and CET colleges through infrastructure development (workshops and technology).
- Exposing TVET and CET college lecturers and managers to enhance their skills and knowledge.
- Support TVET and CET Managers training on curriculum related studies
- Awarding bursaries to lecturing staff at TVET colleges for study at universities offering accredited TVET college lecturer qualifications.
- Support establishment and maintenance of Centres of Specialisation (CoS).
- Support for adult language and numeracy skills to enable further training through CETs.

9.2.1.7 Increased uptake of careers in energy and water sectors

Strategies will be implemented to ensure that career development services including materials is accessible to all especially in rural areas and targeted beneficiaries. EWSETA will continue to prioritise the support of career development services related to the sector and government priorities.

Interventions to be implemented by the EWSETA:

- Enhance career guidance services offered to learners by increasing the footprint of EWSETA-coordinated events, engagements, etc.
- Enhance career guidance services offered to learners by improving the quality of available tools and resources and promoting energy, water engineering and STEM-related careers.
- Support initiatives that increase the uptake of STEM subjects and improve STEM outcomes for learners, thereby contributing to an increased pipeline of learners eligible to take up careers in the energy and water sectors.
- Enhance communication channels with learners and career development practitioners through digital platforms, tools and resources.

9.2.1.8. Enhanced accessibility of relevant and innovative skills development programmes

Rapid investment in new technologies across the energy and water value chains requires an equally rapid response from the skills development industry to ensure that the incumbent and future workforce is adequately equipped to use new technology. This calls for the development and implementation of new or enhanced qualifications and programmes involving reskilling, upskilling, and retraining in response to the changing occupational landscape of the energy and water sector. The advancement in digital technologies also provides an opportunity for the innovative delivery of skills development programmes to enhance accessibility.

To adequate respond to these trends, EWSETA will undertake the following initiatives in the coming years:

- Drive curricula enhancement and qualification development in response to occupational changes brought about by new technologies. Where necessary, fast-track the development and/or enhancement of qualifications that respond to technological advancements.
- Drive training provider and lecturer development in response to new technologies.
- Encourage innovation across the various learning interventions by embedding relevant content to build digital and technological literacy,
- Provide skills development support for entrepreneurship and cooperative development in encouraging innovation skills and ideation.
- Partner with SMMEs to develop skills in new technological advancements, innovation, processes, systems, etc.

9.2.2 THE IMPACT

The social change that the EWSETA wants to achieve within its scope is "Improved economic participation" through skills development. The below table provides at high-level who the beneficiaries of EWSETA interventions and desired impact.

BENEFICIARIES:	IMPACT:
1. **Learners:** Individuals engaged in various skills development programmes, including students in TVET colleges, apprentices, interns, and those participating in learnerships. These learners gain valuable skills and qualifications that enhance their employability in the energy and water sectors. 2. **Employers:** Companies and organisations within the energy and water sectors that benefit from a more skilled workforce. They also participate in programmes like workplace-based learning and contribute to the shaping of training programmes. 3. **Communities:** Local communities, particularly those in underserved and rural areas, benefit from initiatives aimed at creating self-sustainable environments. 4. **SMMEs (Small, Medium, and Micro Enterprises):** Businesses that benefit from targeted programmes designed to create jobs and foster economic growth, particularly within the energy and water sectors. 5. **Women and Marginalised Groups:** These groups benefit from focused programmes aimed at promoting gender equality, leadership development, and inclusivity in the workforce. 6. **National Economy:** The broader South African economy benefits from the development of a skilled workforce, increased job creation, and the promotion of inclusive economic growth through the activities of EWSETA.	• **A skilled and resilient workforce:** South Africa's energy and water sectors are supported by a highly skilled workforce capable of meeting current and future demands. • **Inclusive economic growth:** Increased economic participation in rural and marginalised communities, with a focus on sustainable development and innovation. • **National influence:** EWSETA becomes a leading voice in shaping national policies related to energy, water, and skills development. ***"Improved economic participation"***

9.3 KEY RISKS AND MITIGATIONS

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 Programmes 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

9.4 PUBLIC ENTITIES

The EWSETA is not responsible for any public entities.

D
TECHNICAL INDICATOR DESCRIPTIONS

10. TECHNICAL INDICATOR DESCRIPTIONS

Indicator title	1.1 AGSA audit outcome.
Definition	• The indicator measures the AG's audit opinion on the financial statements and on the performance information.
Source of data	• Annual Report
Method of calculation or assessment	• This is a statement of AG's audit opinion on the financial statements and performance information contained in the Annual Report.
Means of verification	• AGSA Audit Report
Assumptions	• The reported performance information is reliable and valid.
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	• Non-Cumulative
Reporting cycle	• Annual
Desired performance	• Unqualified audit opinion.
Indicator responsibility	• Chief Financial Officer

Indicator title	2.1 Percentage of learners indicating the learning programme is related to their job/work
Definition	• With this indicator, we are measuring the relevance of EWSETA learning programmes in the workplace. The indicator is a response to the question "How would you agree with the following statement: The skills attained from your learning programme/ qualification/training are closely linked to the job you are currently/will be doing" (1=totally disagree, 2=disagree, 3=agree, 4=totally agree)
Source of data	• Tracer/Impact Study Report
Method of calculation or assessment	• Indicating the proportion of sampled learners (i.e, study respondents) who agreed that their learning programme was closely linked with their job (expressed as a percentage as reported in the Tracer or Impact Study).
Means of verification	• Study Report.
Assumptions	• Evaluative study implemented.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Non-cumulative
Reporting cycle	• Annually
Desired performance	• Higher performance
Indicator responsibility	• Planning, Monitoring and Reporting Executive

Indicator title	2.2 Percentage of recommendations for a Tracer/ impact Study/M&E report implemented.
Definition	• The purpose of the indicator is to measure the extent to which the recommendations made in a Tracer/Impact Study Report have been acted upon. This indicator helps assess the effectiveness of follow-up actions and the commitment to improvement based on the evaluation findings.
Source of data	• Management reports that document the completion status of each recommendation.
Method of calculation or assessment	• Percentage of Recommendations Implemented = (Number of Recommendations implemented) / (Total number of Recommendations int eh Evaluation Action Plan) x 100
Means of verification	• Progress reports submitted by responsible parties against the recommendations outlined in the evaluation action plan
Assumptions	• Monitoring and evaluation data is available for conducting evaluation studies.
Disaggregation of beneficiaries (where applicable)	• Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	• Contribution to spatial transformation priorities: N/A • Description of spatial impact: N/A
Calculation type	• Non-cumulative
Reporting cycle	• Annually
Desired performance	• Higher percentage of recommendations implemented. A higher percentage indicates effective implementation of recommendations, suggesting that the organisation is responsive to evaluation findings.
Indicator responsibility	• Planning, Monitoring and Reporting Executive

Indicator title	3.1 Ratio of discretionary grant budget allocated to high (H), intermediate (I) and elementary (E) level skills.
Definition	• Discretionary grants budget awarded to development of high-, intermediate- and elementary-level skills • NQF level 7-10 = High level skills • NQF level 4-6 = Intermediate level skills • NQF level 1-3 (including Adult Education and Training) = Elementary level skills
Source of data	• Annual commitment schedule
Method of calculation or assessment	• High-level skills: (Funding allocated to High Level Skills) / Funding allocated to High Level Skills) x 100 • Intermediate-level skills: (Funding allocated to High Level Skills) / Funding allocated to High Level Skills) x 100 • Elementary-level skills: (Funding allocated to High Level Skills) / Funding allocated to High Level Skills) x 100 • Calculation limited to programmes allocated on the NQF
Means of verification	• Annual commitment Schedule
Assumptions	• Skills demand within industry remains within the target ranges
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative, annually
Reporting cycle	• Annually
Desired performance	• Performance within the targeted ranges
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.2 Percentage of discretionary grants allocated to water sector initiatives
Definition	• Proportion of allocated discretionary funds that are specifically directed towards projects and programs within the water sector.
Source of data	• Annual commitment schedule
Method of calculation or assessment	(Value of discretionary grant allocations to water sector specific initiatives) / (Total discretionary grant allocations) x100
Means of verification	• Annual commitment schedule
Assumptions	• Sufficient and appropriate proposals for water sector initiatives are submitted and there is adequate capacity and resources to implement these initiatives effectively.
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative, annually
Reporting cycle	• Annually
Desired performance	• Allocations at or above the target percentage over 5 years
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.3 Number of learners enrolling in EWSETA occupations in high demand.
Definition	Learners participating EWSETA occupations in high demand • Higher levels skills • Intermediate • Elementary
Source of data	• SETMIS
Method of calculation or assessment	• Simple count of leaners entering programmes
Means of verification	• SETMIS
Assumptions	• Projects approved toward implementation of learning programmes for the EWSETA occupations in high demand
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Annual
Desired performance	• Performance at or above the target number over 5 years
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.4 Percentage of women enrolling in EWSETA skills development interventions.
Definition	• Proportion of female participants out of the total number of enrolees in EWSETA's skills development programs
Source of data	• SETMIS for the following interventions: Apprenticeships (including RPL) Bursaries Candidacy CBO/NGO/NPO/SMME/Cooperative support (members who are women) Internships Learnerships (including RPL) Short courses Skills programmes Work-integrated learning
Method of calculation or assessment	(Number of females enrolled in EWSETA skills development interventions) / (Number of individuals enrolled in EWSETA skills development interventions)
Means of verification	• SETMIS
Assumptions	• Interest and awareness • Targeted outreach and recruitment
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative, annually
Reporting cycle	• Annually
Desired performance	• Allocations at or above the target percentage over 5 years
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	3.5 Number of persons with disability enrolling in EWSETA skills development interventions.
Definition	• Proportion of PWD participants out of the total number of enrolees in EWSETA's skills development programs
Source of data	• SETMIS for the following interventions: Apprenticeships (including RPL) Bursaries Candidacy CBO/NGO/NPO/SMME/Cooperative support (members who are PWDs) Internships Learnerships (including RPL) Short courses Skills programmes Work-integrated learning
Method of calculation or assessment	Simple count of PWD learners enrolled in EWSETA skills development intervention
Means of verification	• SETMIS
Assumptions	• Interest and awareness • Targeted outreach and recruitment • Supportive environment
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative, annually
Reporting cycle	• Annually
Desired performance	• Allocations at or above the target percentage over 5 years
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.1 Number of unemployed learners participating in workplace-based learning interventions.
Definition	• Unemployed learners entering EWSETA workplace-based learning interventions. • A workplace-based learning programme is an intervention as contemplated in an occupational qualification where a person internalises knowledge, skills and competencies and gain insights through exposure to work by achieving specific outcomes to enhance employability. • An educational component of an occupational qualification that provides students with real-life work experiences where they can apply academic and technical skills and increase the prospect of employability. • WBL programmes include the following: Apprenticeships (including RPL) Internships Learnerships (including RPL) Skills programmes Work-integrated learning
Source of data	• SETMIS
Method of calculation or assessment	• Simple count of learners entering programmes
Means of verification	• SETMIS
Assumptions	• Projects approved toward implementation of workplace-based learning interventions
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Annual
Desired performance	• Performance at or above the target number over 5 years
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	4.2 Number of workers participating in learning programmes.
Definition	• Workers entering EWSETA learning interventions as follows: Learnerships (including RPL) Skills programmes Bursaries Apprenticeships (including RPL) Short courses
Source of data	• SETMIS
Method of calculation or assessment	• Simple count of learners entering programmes
Means of verification	• SETMIS
Assumptions	• Projects approved toward implementation of learning interventions for workers
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Annual
Desired performance	• Performance at or above the target number over 5 years
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	5.1 Number of CBO/NGOs/NPOs/SMMEs/cooperatives supported.
Definition	• This indicator measures the number of CBO/NGOs// NPOs/SMMEs/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
Source of data	• SETMIS
Method of calculation or assessment	• Simple count of CBO/NGOs// NPOs/SMMEs/cooperatives supported
Means of verification	• Funding Agreement • CIPC or other Registration • Attendance Register
Assumptions	• Where required, suitable partners are identified to implement CBO/NGOs/ NPOs/SMMEs/cooperative support.
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	• Annual
Desired performance	• Meeting or exceeding the target at the end of the 5-year period
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	6.1 Enrolment in SETA programmes delivered in public colleges.
Definition	• Number participants enrolling in EWSETA programmes delivered in TVET or CET colleges
Source of data	• SETMIS for the following interventions: Learnerships (including RPL) Skills programmes Bursaries Apprenticeships (including RPL) Work-integrated learning Internships
Method of calculation or assessment	• Simple count of enrolees • Enrolee may be counted more than once if they are enrolled for differing interventions • EWSETA's funded learners to be included in the measure • Participants enrolled in EWSETA programmes to be included in the measure
Means of verification	• SETMIS
Assumptions	• Institutional readiness
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Annual
Desired performance	• Meeting or exceeding the target at the end of the 5-year period
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	7.1 Number of career guidance initiatives exposing learners to energy and water careers.
Definition	• Career Guidance initiatives that EWSETA participates in where learners are provided with career guidance information on career opportunities in the energy and water sector and/or assisted with STEM support initiatives.
Source of data	• Career Guidance Invitation • Post-event report • Signed registers or digital analytics report • If the career guidance event/activity is a result of an EWSETA sponsorship the following would be the source data: • SLA with the organizing entity • Post event report • Signed registers
Method of calculation or assessment	• Simple count
Means of verification	• Career Guidance Invitation • Post-event report • Signed registers or digital analytics report If the career guidance event/activity is a result of an EWSETA sponsorship the following would be the source data: • SLA with the organizing entity • Post event report • Signed registers
Assumptions	• Access to high school learners for physical events • Learner access to digital devices and data for digital/online events • Available budget • Available EWSETA Human Resources to attend the career events • Availability of relevant career guidance information • Events/activities can include exhibitions / workshops / webinars / rural campaigns / sponsored events / STEM support programmes / learner excursions / holiday school camps
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	• Annual
Desired performance	• 300 in Year 5
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	7.2 Number of career development practitioner capacity building interventions.
Definition	• EWSETA participation in capacity building interventions for career development practitioners where information is shared on energy and water career opportunities
Source of data	• Career Development Practitioner Intervention Invitation • Post-event report • Signed registers or digital analytics report If the career guidance practitioner intervention is a result of an EWSETA sponsorship the following would be the source data: • SLA with the organizing entity • Post event report • Signed registers
Method of calculation or assessment	• Simple Count
Means of verification	• Career Development Practitioner Intervention Invitation • Post-event report • Signed registers or digital analytics report If the career guidance practitioner intervention is a result of an EWSETA sponsorship the following would be the source data: • SLA with the organizing entity • Post event report • Signed registers
Assumptions	• Adequate attendance by career development practitioners • Career development practitioner access to digital devices and data for digital/online events • Available budget • Available EWSETA Human Resources to attend the career events • Availability of relevant career opportunity information • Interventions can include Events/activities such as workshops / webinars / rural campaigns / sponsored events / STEM support programmes / career development practitioner excursions
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	• Annual
Desired performance	• 50 in Year 5
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

Indicator title	8.1 Number of technological innovation initiatives supported in the energy and water sector.
Definition	• The number of projects, programs, or activities that EWSETA supports or facilitates, which are aimed at fostering technological innovation within the energy and water industries. This includes initiatives that introduce new technologies, processes, or solutions that enhance efficiency, sustainability, or overall performance in these sectors.
Source of data	• Project documentation / reports; or • Signed funding agreements; or • Monitoring and evaluation reports; or • Stakeholder feedback or surveys
Method of calculation or assessment	• Simple count
Means of verification	• Project documentation / reports; or • Signed funding agreements; or • Monitoring and evaluation reports; or • Stakeholder feedback or surveys
Assumptions	• Industry collaboration • Access to expertise • Capacity for risk management
Disaggregation of beneficiaries (where applicable)	• N/A
Spatial transformation (where applicable)	• N/A
Calculation type	• Cumulative
Reporting cycle	• Annual
Desired performance	• Meeting or exceeding the target at the end of the 5-year period
Indicator responsibility	• Skills Delivery and Quality Assurance Executive

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