



Transport Education Training Authority

Driven by Vision



TRANSPORT EDUCATION AND TRAINING AUTHORITY

ANNUAL PERFORMANCE

PLAN 2025/26



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Minister of **Higher Education**

Dr Nobuhle Nkabane

ANNUAL PERFORMANCE PLAN 2025/26



Developed by the management of Transport Education and Training Authority (TETA) under the guidance of TETA Board and the Department of Higher Education and Training.

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LIST OF ABBREVIATIONS/ACRONYMS

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



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



MINISTER'S FOREWORD



South Africa ascended to the G20 Presidency from 01 December 2024 under the theme: "Solidarity, Equality and Sustainability". The admission of the African Union in 2023 as a full member of the G20 presented South Africa with a new opportunity to reposition Africa's role in the global affairs in pursuit of the African Union Agenda 2063. Together with the Ministry of Basic Education, the Ministry of Higher Education and Training will be leading the G20 Education Working Group in 2025. For this reason, 2025 will be a historic year in the history of the continent, the country and education and training sector.

It is my pleasure to present the Department of Higher Education and Training's Strategic Plan for the 2025-2030 period. The South African government continues to focus its strategies towards addressing the triple challenges facing the country, namely poverty, unemployment and inequality. In this regard, the 7th Administration has agreed on the priority actions required to address the above, and the program that will foreground the work of government for the 2025 -2030 planning period. Three (3) strategic priorities have been identified, namely, (i) driving inclusive growth and job creation; (ii) reducing poverty and tackling the high cost of living; (iii) building a capable, ethical and developmental state.

Consistent with these priorities, the Department will continue to support an inclusive growth path by developing a skilled and capable workforce whilst broadening the skills base of the country. The 7th Administration provides an opportunity for the Department to position the Post-School Education and Training (PSET) sector to provide a myriad of opportunities for our youth and adults. Our resolve is to achieve far-reaching outcomes, bringing about changes

to improve the provision of post-school opportunities whilst exerting meaningful impact on the lives of individuals, the economy and society as a whole.

I am glad that as a sector we have a clear vision that is espoused by the White Paper for Post-School Education and Training. We will continue to aspire for:

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

This means that our sustained agenda is to continue to invest in skills that will drive inclusive growth and job creation. As we make post-school education and training opportunities accessible, we should enable reciprocal success of our students in the system. In an era of fast-changing skills demand, driven by the further development of the South African economy and by global trends such as technological progress and globalisation, it is important to understand the skills needs of the country. The quality of teaching and learning, and the responsiveness of our education and training system will be more and more important.

Through this Strategic Plan, we also commit to working with the Human Resource Development Council (HRDC),



chaired by the Deputy President of the Republic of South Africa, to ensure effective coordination across government and all sectors in respect to the implementation of the Human Resource Development Strategy for the country.

Working with our stakeholders, we are changing the size and shape of the PSET system, particularly to reposition the college sector. The National Development Plan, (NDP) 2030 and our own National Plan for PSET (NP-PSET) directs that we should drastically increase intake in Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges. The college sector has the potential to transition individuals into the labour market, perform critical jobs with higher productivity and support the change to sustainable and resilient societies.

In November 2023, Cabinet endorsed the Just Energy Transition (JET) Implementation Plan, a transformative blueprint for South Africa's sustainable future. This plan will guide the country towards a greener economy while ensuring that the transition is just, inclusive, and focused on growth. At the heart of this transition lies the skills portfolio, which aims to align skills development with the long-term needs of the energy sector, ensuring that no one is left behind. In this regard, we aim to implement appropriate interventions to support this initiative. Accordingly, the Department will, during 2025/26 establish a JET Skills Desk within the Department to serve as the national coordinating hub for skills development efforts, ensuring a unified approach to this critical task.

Another critical challenge that we seek to address is the category of the society that is Not in Employment, Education or Training, commonly known as the NEET. Addressing the crisis around NEET is essential for South Africa's long-term economic growth and social stability. High NEET rates reflect a profound gap in education and employment opportunities for many young people, and this must change. Our government, along with civil society and the private sector, is working to create pathways for education, training, and employment for those who are NEET. We are focused on investments in education, job creation, and skills development to ensure that our youth have the tools they need to succeed.

In this regard, the Department of Higher Education and Training is leading a project to identify NEET individuals across the country. The aim is to establish a database that will assist the Department in devising appropriate and targeted interventions aimed at improving their circumstances. The interventions will support NEETs in gaining skills, securing employment, starting businesses, or enrolling in education and training programmes. This must be viewed as complementary to the President's Youth Employment Initiative (PYEI), which drives structural reforms and job creation, and the Presidential

Employment Stimulus (PES), which focuses on creating meaningful employment and strengthening livelihoods. Through partnerships with both public and private sector agencies, we aim to connect work seekers with employers, foster entrepreneurship, and provide tailored support to those who need it most.

We are continuing to intensify efforts to address the challenge of skills mismatch with discrepancy between the skills sought by employers and the skills possessed by the youth and adults. The Department is playing a significant role in a number of initiatives like industry-led training programmes, mentorship and internship opportunities, partnerships with relevant educational institutions and enhancing work experience and practical skills.

It is encouraging that baseline information shows that the annual production of qualified artisans has been on an increasing trajectory since the demise of COVID-19, with 20 062 completing their trade test in 2023/24. The top ten artisans produced include Electricians, Diesel Mechanics, Mechanical Fitters, Plumbers, Boilermakers, Welders, Millwrights, Automotive Motor Mechanics, Fitters and Turners, and as well as Riggers.

A comprehensive student funding model for higher education, specifically designed for students who fall outside the current NSFAS criteria and address the needs of the "missing middle," has been finalised. This will be implemented in phases over the next five (5) years. Phase 1 of the model is currently being implemented, with the government committing an initial capitalisation fund of R3.8 billion for the 2025 academic year to support approximately 10,000 students. Further discussions with the National Treasury are ongoing to develop a sustainable funding model, which is expected to be submitted to the Cabinet in July 2025.

I am confident that the implementation of the Strategic Plan 2025-2030, will ensure that the commitments we have towards transforming the PSET Sector are accomplished. I am certain that, under the guidance and support of the Deputy Ministers, Dr Mimmy Gondwe, MP and Mr Buti Manamela, MP, including the Director-General, Dr Nkosinathi Sishi, its implementation will steer the Department in the right direction as we address the socio-economic challenges facing our country.

Dr NP Nkabane, MP
Executive Authority of Higher Education



ACCOUNTING AUTHORITY'S FOREWORD

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

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

As we engage with the Department of Transport, several key areas demand attention for sustainable

progress. Efficiencies at our ports are critical for trade and economic competitiveness. The backlog and delays negatively impact the flow of goods, raising logistics costs and hindering growth. TETA's role in improving operational efficiencies through skills development in this area is vital. In addition, the Taxi Recapitalisation Programme remains an essential element in modernising public transport, and TETA's focus will support the upskilling needed for safer and more sustainable taxi operations. Furthermore, the Freight Road-to-Rail Migration Plan aligns with national objectives to reduce road congestion, lower carbon emissions, and enhance freight capacity. By providing the necessary training for this shift, we can support a more efficient and environmentally friendly transport system.

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



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

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

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

fostering innovation and competitiveness. This requires us to be adaptive, agile, and aligned with technological advancements.

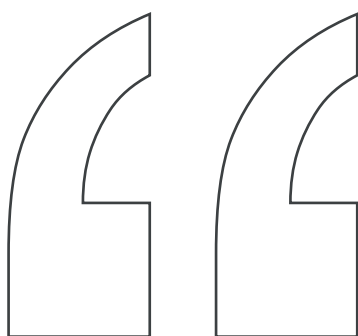
Internally, we acknowledge the need to modernise TETA's own operations. Our current ICT systems require improvement to support our long-term goals effectively. Establishing efficient business processes, underpinned by robust, agile ICT infrastructure, will enable us to serve our stakeholders better and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

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



Mrs Maphefo Anno-Frempong

Signing on behalf of the Accounting Authority



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

CHIEF EXECUTIVE OFFICER'S FOREWORD



Driving South Africa's Transport Future

As TETA enters the 2025-2030 strategic period, we stand at a defining moment for South Africa's transport sector. More than just a means of moving people and goods, transport is a key driver of economic growth, trade, and connectivity. It is the backbone of industries and communities, shaping the nation's development trajectory. In alignment with the National Development Plan (NDP) 2030, the National Skills Development Plan (NSDP) 2030, and the Economic Reconstruction and Recovery Plan (ERRP), TETA remains committed to equipping the sector with the skills and capabilities needed for a dynamic and evolving economy.

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

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

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

Embracing Innovation and Sustainability

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



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

The Digital Future of Transport

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

Strengthening Institutional Capabilities

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

Strategic Priorities for the Next Five Years

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

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

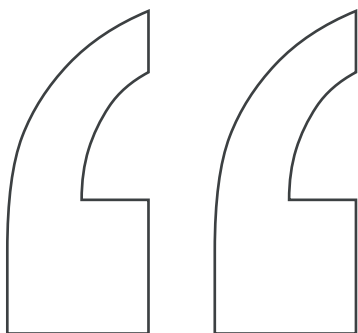
- Driving Innovation in the Transport Sector: Embracing digital transformation to modernise skills development and align with global trends.
- Empowering SMMEs: Supporting small businesses in the transport sector through targeted training and mentorship.
- Ensuring Financial Sustainability: Diversifying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

Building the Country of Our Dreams

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



Mrs Maphefo Anno-Frempong
TETA Chief Executive Officer



... TETA remains steadfast in its mission to build an inclusive, innovative, and resilient transport sector that contributes to a prosperous South Africa.



OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan

- Was developed by the management of the Transport Education and Training Authority (TETA) under the guidance of the TETA Board and the Department of Higher Education and Training;
- Takes into account all relevant policies, legislation and other mandates for which TETA is responsible.
- Accurately reflects the impact, outcomes and outputs which TETA will endeavor to achieve over the period 2025 – 2030.

Ms Morongoe Nkabinde

Senior Manager: Skills Development
and Learning Programmes

Signature:

Date: 22 May 2025

Mr Nchaube Maepa

Chief Financial Officer

Signature:

Date: 22 May 2025

Mr Famanda Shirindza

Chief Operations Officer

Signature:

Date: 22 May 2025

Mrs Maphefo Anno-Frempong

Chief Executive Officer

Signature:

Date: 22 May 2025

Approved by the Accounting Authority:

Signature:

Date: 02 June 2025



Transport Education Training Authority
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**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

INTRODUCTION

The Transport Education and Training Authority (TETA) is a public entity established in terms of the Skills Development Act (No. 97 of 1998) responsible for skills development in the transport sector in line with National Development Plan imperatives. TETA reports to the Minister of Higher Education, Science, and Innovation; and operates under the oversight of National Treasury in terms of financial administration.

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

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

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

South Africa's transport sector is divided into eight (8) subsectors. Each subsector falls under the relevant TETA Chamber namely the Road Freight Chamber, Freight Handling Chamber, Aerospace Chamber, Road Passenger Chamber, Taxi Chamber, Maritime Chamber, Forwarding and Clearing Chamber and as well as Rail Chamber.

TETA Skills Development Priorities

Our strategy will be driven by the following skills development priority framework:

- The White Paper for Post-School Education and Training (WPPSET) that sets out a vision for an integrated post-school system;
- The Medium-Term Development Plan (MTDP) which identifies three priorities that play a role in achieving the NDP 2030
- The National Skills Development Plan 2030 priorities, relevant DHET strategic outcomes, transformation agenda and transport sector needs.

¹National Development Plan 2030





PART A

OUR MANDATE

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PART A – OUR MANDATE

1. Constitutional Mandates

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



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2. Updates to Institutional Policies and Strategies

Diagram 1: Legislative and policy mandates

Secondary legislation and policy frameworks

- Income Tax Act (No. 58 of 1962)
- Tax Administration Act (No 46 of 2011)
- Occupational Health and Safety Act (No. 85 of 1993)
- Labour Relations Act (No. 66 of 1995)
- Basic Conditions of Employment Act (N0. 75 of 1997)
- Employment Equity Act (No. 55 of 1998)
- Promotion of Access to Information Act (No. 2 of 2000)
- Promotion of Administrative Justice Act (No. 3 of 2000)
- Disaster Management Act (No. 57 of 2002)
- Broad-Based Black Economic Empowerment Act (No. 53 of 2003)
- Prevention and Combating of Corruption Activities Act (No. 13 of 2004)
- National Qualifications Framework Act (No. 67 of 2008)
- Protection of Personal Information Act (No. 4 of 2013)
- Public Administration Management Act (No. 11 of 2014)
- Public Procurement Act (No. 28 of 2024)
- National Development Plan (NDP 2030)
- National Skills Development Plan (2030)
- National Road Safety Strategy (2016-2030)
- Medium Term Development Plan (2025-2030)
- Human Resources Development Strategy for South Africa (2024-2033)
- National Transport Master Plan (2050)
- Industrial Policy Action Plan (IPAP)
- National Skills Accord
- Strategic Integrated Projects
- National Digital Future Skills Strategy
- Framework for Strategic Plans and Annual Performance Plans
- Framework for Managing Programme Performance Information
- Presidential Youth Employment Initiatives

Codes of Good Practice

- King Code IV on Good Governance
- Codes of good Practice: Dismissal
- Codes of Good Practice: Sexual harassment
- Codes of Good Practice: Employment Equity
- Codes of Good Practice: Administrative Conduct
- Codes of Good Practice: Black Economic Empowerment

Governing Legislation and Regulations

- Skills Development Act (No. 97 of 1998)
- Skills Development Levies Act (No. 9 of 1999)
- Public Finance Management Act (No. 1 of 1999)
- SETA Grant Regulations No. 35940 of December 2012
- National Treasury Regulation

PART A – OUR MANDATE

The mandate of TETA is to:

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

3. Institutional Policies and Strategies for the five-year planning period

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



4. Relevant Court Rulings

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





STRATEGIC PLAN

PART B

OUR STRATEGIC FOCUS

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PART B – OUR STRATEGIC FOCUS

The strategic focus for the 2025/26 Annual Performance Plan (APP) is informed by a comprehensive analysis of both the internal and external environments. This year, the internal assessment leverages McKinsey's 7S model, which evaluates key organisational elements such as strategy, structure, systems, shared values, style, staff, and skills. For the external environment, the PESTEL analysis continues to provide insights into the political, economic, social, technological, environmental, and legal factors affecting the transport sector.

5. Updated Situational Analysis

The situational analysis outlines the current environment in which the Transport Education and Training Authority (TETA) operates, providing critical insights to inform the Annual Performance Plan (APP). The South African transport sector is complex and vital to the nation's economic infrastructure, encompassing key subsectors such as Aerospace, Freight Handling, Forwarding and Clearing, Maritime, Rail, Road Freight, Road Passenger, and also Taxi services.

Each subsector presents unique challenges and opportunities, including advancements in technology, regulatory changes, fluctuating economic conditions, and evolving workforce needs. This analysis evaluates both internal and external factors impacting TETA's capacity to implement the APP and address challenges that might affect the desired performance. By understanding these dynamics, TETA can effectively align its resources, strategies, and initiatives with the goals set out in the APP. This alignment is crucial for supporting the sector's growth, fostering innovation, and ensuring sustainable development across all subsectors.

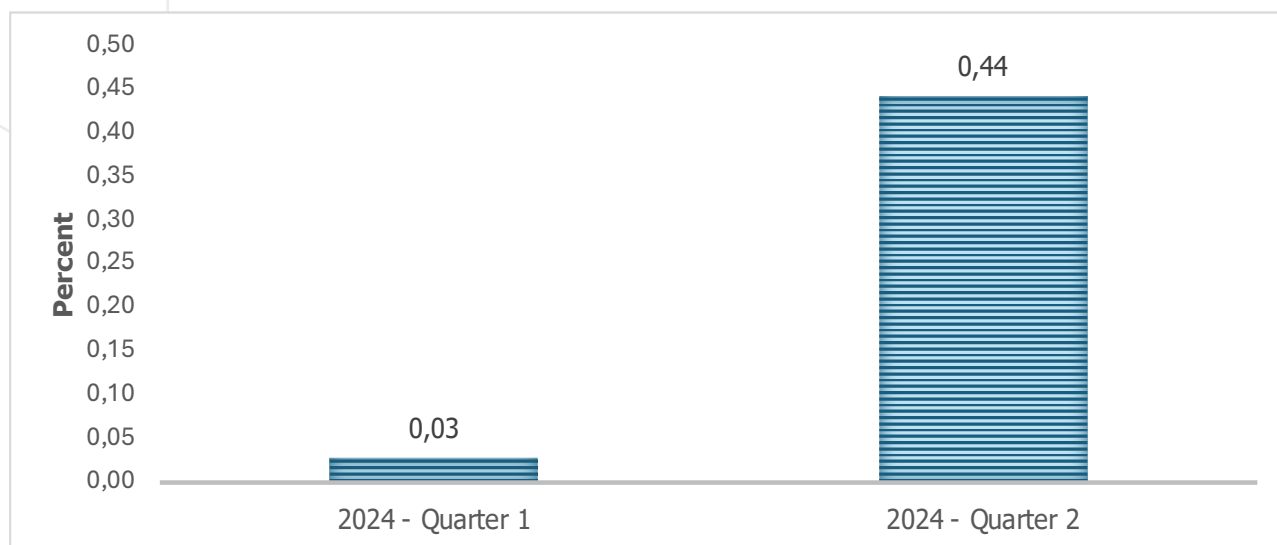
Philosophy Statement	Enhancing economic development and financial sustainability through globally aligned skills development, rural development, industry transformation, strategic partnerships, research and innovation
Vision	Global leader in transport skills innovation
Mission	Enhancing transport skills through strategic collaborations for sustainable inclusive economic growth
Values	<ul style="list-style-type: none">• Trust• Respect• Responsibility• Accountability• Positive attitude• Commitment

6. South African GDP overview

South Africa's economy is diverse, with contributions from multiple sectors driving its growth. The country's GDP has experienced fluctuations, with a modest growth of 0.03% in Q1 2024, followed by a more significant increase of 0.44% in Q2 2024¹. These fluctuations reflect ongoing global and domestic economic pressures affecting the entire economy, including the transport sector. Analysing these GDP trends is crucial for strategic planning, as they influence the demand for transport services and the associated workforce needs. Aligning TETA's initiatives with these economic realities is essential for effectively support the sector's development and ensuring that training programmes meet the evolving demands of the transport industry.



Figure 1: Growth in GDP



6.1 The Transport Sector's Contribution to Growth in GDP

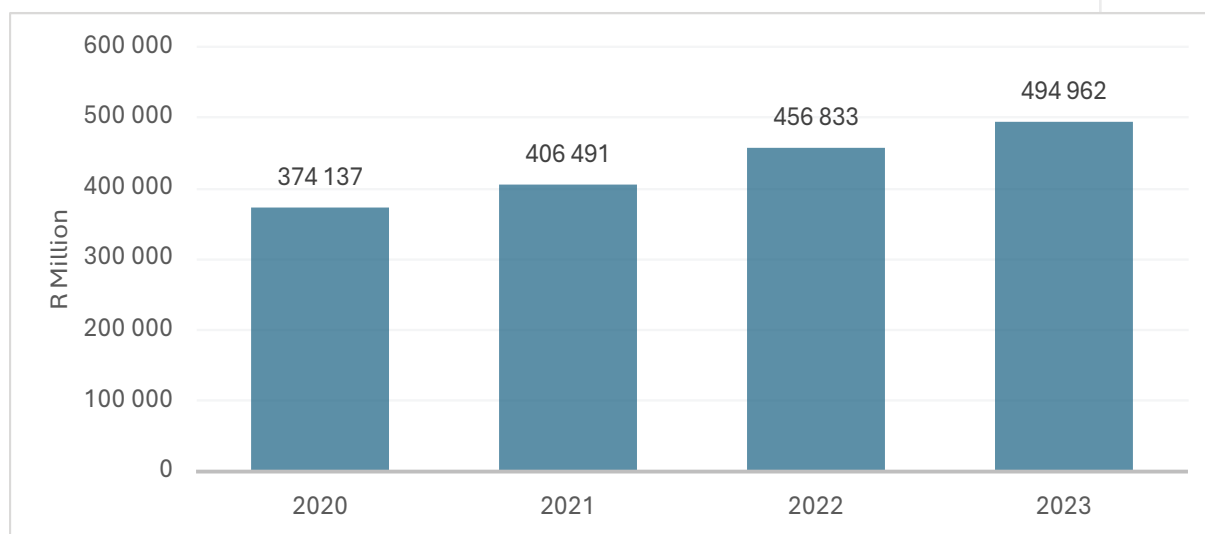
The transport sector plays a pivotal role in South Africa's economy, contributing significantly to the nation's Gross Domestic Product (GDP). Its performance directly impacts national economic growth, with efficiency and capacity in transport influencing other industries across the economy. The sector's contribution to GDP has shown consistent growth, emphasising its importance in sustaining the country's economic infrastructure.

In 2020, the transport sector contributed R374.14 billion to the GDP. This increased to R406.49 billion in 2021, demonstrating resilience and recovery despite the economic challenges posed by the global pandemic. By 2022, the contribution grew to R456.83 billion, reflecting a continued upward trend as economic activities regained momentum. In 2023, the sector's contribution reached R494.96 billion, highlighting its expanding role in driving economic growth.

These year-on-year increases emphasise the need for continuous investment in innovation and workforce development to maintain and enhance the sector's contribution to GDP. TETA's role in ensuring a skilled and capable workforce is vital to sustaining this growth. As the transport sector continues to evolve, TETA must align its strategic planning with these economic realities, ensuring that its training programmes and workforce development initiatives are adequately scaled to meet the increasing demand for skilled labour, thereby supporting the sector's ongoing contribution to South Africa's GDP.

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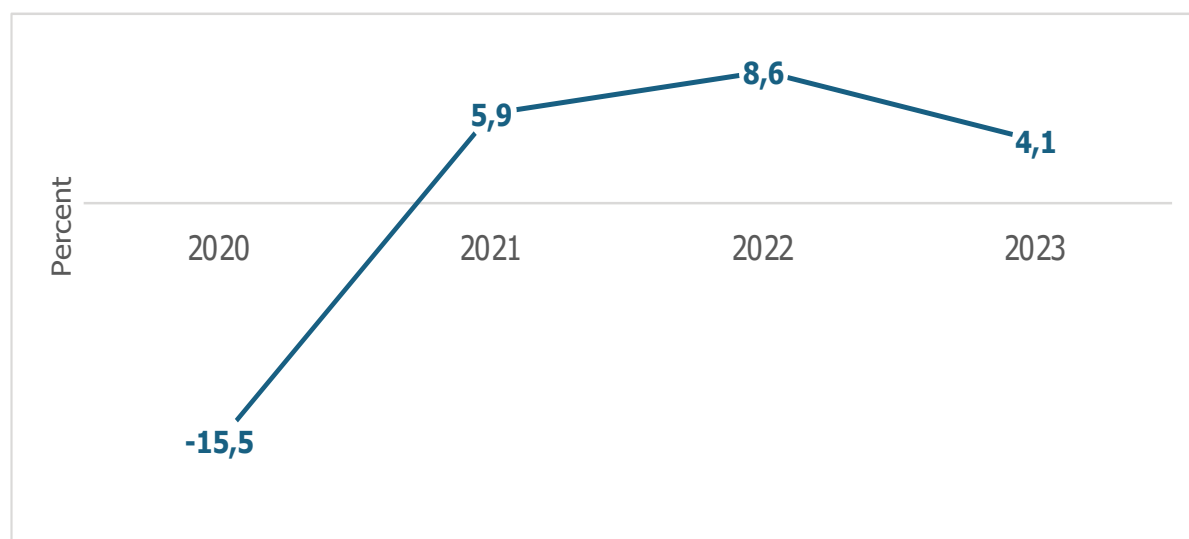
Figure 2: Transport sector contribution to Growth in GDP (R million)



The transport sector has undergone considerable fluctuations in growth over the last few years, highlighting both challenges and opportunities that can drive future success. After a sharp contraction of -15.5% in 2020 due to the global pandemic, the sector rebounded in 2021 with a 5.9% growth rate, driven by the easing of restrictions and a surge in e-commerce. This recovery continued into 2022 with a robust 8.6% growth, supported by increased investment in infrastructure and the return of global trade.

In 2023, growth moderated to 4.1% due to persistent supply chain disruptions, rising fuel costs, and the impact of severe floods and social unrest. These factors highlight the importance for TETA to focus on developing a workforce capable of addressing the sector's evolving challenges, ensuring its continued contribution to South Africa's economic growth.

Figure 3: Transport sector growth rate (%)



Source: Statistics South Africa 2024. Gross Domestic Product 2024: Quarter 4.

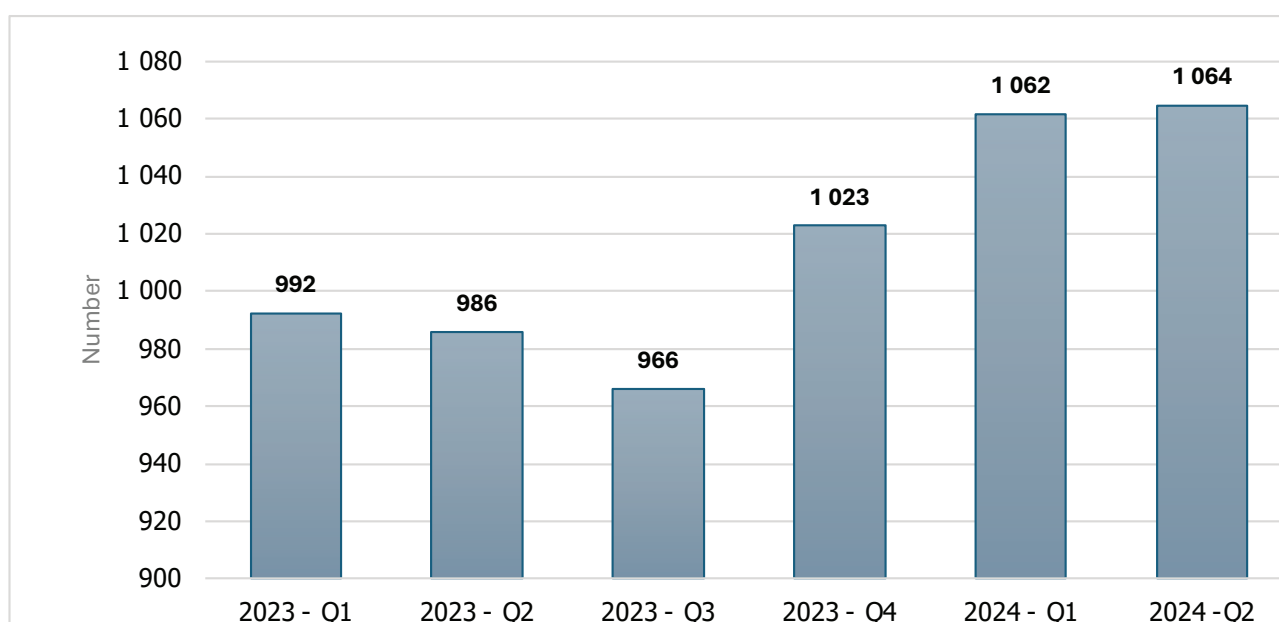


6.2 Employment trends in the Transport Sector

Employment figures in the transport sector have shown significant fluctuations over recent quarters. The number of employees started out at 992 in Q1 2023, slightly decreased to 986 in Q2, with a further decrease to 966 in Q3. However, a rebound occurred by Q4 2023, with employment rising to 1,023².

This positive trend continued into 2024, with employment increasing to 1,062 in Q1 and reaching 1,064 in Q2. These figures reflect the sector's resilience and ongoing recovery. To support this growth, TETA must conduct thorough research into skills demand in the transport sector. By understanding current and future skills requirements, TETA can ensure that its training programmes are effectively designed to bridge the gap between labour market skills supply and demand, thereby enhancing employability and aligning workforce capabilities with industry needs. This approach will be crucial for supporting the sector's growth and ensuring that training efforts contribute to a skilled and adaptable workforce.

Figure 4: Number of employees in the Transport sector



6.2.1 Employment by Age

Employees aged 15-34 years make up 33.1% of the workforce, reflecting significant engagement from younger individuals at the start of their careers. The largest segment, those aged 35-54 years, constitutes 56.6% of the workforce, providing substantial experience and stability. Workers aged 55 and older represent 10.3% of the workforce, contributing valuable industry knowledge.

A key transformational initiative for TETA is to increase employment opportunities for the youth. To achieve this, TETA focuses on developing specialised training programmes for the youth that align with industry needs. This involves collaborating with industry partners to ensure that training programmes address current job market demands and create viable pathways to employment.

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A critical component of this collaboration is the need for industry partners to offer workplace experience programmes and absorption opportunities for graduates. Additionally, mentoring and coaching from the 35-54 age group can further support skill development and enhance youth employability. By fostering these industry partnerships and leveraging the experience of mid-career professionals, TETA can effectively contribute to the creation of a skilled and adaptable workforce.

6.2.2 Employment by Race

The transport sector's workforce is predominantly African/Black, comprising 77.8% of the total workforce. This high representation underscores the sector's role in providing significant employment opportunities for this demographic. However, it is important to note that 56% of African/Black employees are concentrated in the Plant and Machine Operators and Assemblers category, which includes occupations such as drivers. This concentration highlights a trend where a large proportion of African/Black employees are in operational roles rather than in higher-skilled or managerial positions.

To address these disparities and promote a more balanced distribution across various occupational levels, TETA should focus on developing targeted training programmes that provide pathways to higher-skilled and managerial roles. By ensuring that training programmes are designed to support career advancement and provide opportunities for skill development, TETA can help diversify the range of roles occupied by African/Black employees. Additionally, promoting inclusive practices and supporting the professional growth of all racial groups will contribute to a more equitable and effective workforce in the transport sector.

6.3.3 Persons with Disabilities employed in the Transport Sector

The April 2024 WSP/ATR data reveal a notable increase in the employment of persons with disabilities (PwDs) in the transport sector, rising from 4,116 in 2023 to 7,864 in 2024. This increase reverses a decline observed since 2020, although PwDs still represent only 1.6% of the total employees in the sector.

This growth underscores the need for continued prioritisation of PwDs employment and highlights the importance to further enhancing inclusive practices. The Employment Equity Act and the White Paper on the Rights of Persons with Disabilities emphasise the critical role of training and skills development in improving employment opportunities for PwDs. To build on this progress, TETA should focus on developing specialised training programmes and support systems that empower PwDs to thrive and advance within the transport sector.

6.3 Technological Factors

Advancements in technology are reshaping the transport sector, presenting both opportunities and challenges. Innovations such as automation, digitalisation, and new transport solutions are influencing every aspect of the industry. This subsection examines how these technological trends impact operational efficiency, workforce requirements, and sector growth. Understanding these factors is crucial for aligning TETA's strategies with the evolving technological landscape and ensuring that training programmes are designed to equip the workforce with the skills needed for future developments.



6.3.1 Digital Technologies

Technological innovations have a profound impact on the transport sector, as businesses seek greater efficiency, productivity, and profitability. To support the sector's transition into the digital era, TETA should focus on providing targeted skills development programmes and resources, especially for small and medium-sized enterprises (SMMEs).

TETA will collaborate with industry partners and universities to develop short learning programmes in digital skills, aimed at equipping stakeholders with the technological competencies needed for digital transformation. These initiatives will ensure that the workforce is well-prepared, supporting sustained growth, competitiveness, and stability in the evolving transport industry.

The figure below presents and discusses key digital technologies in the sector, highlighting their effects on occupational roles and skill requirements.

Figure 5: Digital technologies in the transport sector A study commissioned by TETA on the Fourth Industrial



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

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

Table 2: Subsector analysis on impact of technological advancements

Subsector	Stakeholder and desk research inputs
 Aerospace	<p>In the Aerospace sector, technological advancements have both demand and supply implications for skills. While there is concern that increased technology uptake might reduce overall employment, stakeholders highlight emerging opportunities. For instance, advancements in aircraft technology and the use of composites are creating new trades, such as aircraft composite specialists. Additionally, the commercialization of drone technology is expected to generate approximately 60,000 new jobs within the next 4-5 years (Stakeholder Interview, 2024).</p> <p>To address these changes, TETA must ensure that education and training institutions are equipped to provide programmes that align with the evolving needs of the sector. This will help meet the continuous demand for skilled professionals adapt at leveraging new technologies in aerospace.</p>
 Forwarding and Clearing	<p>In the Forwarding and Clearing subsector, automation in warehousing and cargo handling is boosting efficiency, reducing errors, and improving demand management (Johannesburg Chamber of Commerce Stakeholder Interview, 2024). This technological advancement necessitates that all employees become proficient with technology (TETA Focus Group, 2024). To stay relevant and competitive, employees must be upskilled to effectively collaborate with these new technologies.</p>
 Freight Handling	<p>Stakeholders in the Freight Handling subsector highlight a growing need for skills in digitalisation, cybersecurity, and advanced technologies, as well as expertise in managing automated systems and smart logistics. However, there is a concern that technological advancements are outpacing current training programmes, creating a skills gap in the sector.</p>



Subsector	Stakeholder and desk research inputs
 <p>Maritime</p>	<p>In the Maritime subsector, future skill demands are expected to rise with advancements in autonomous vessels, smart shipping technologies, and advanced surveillance systems, including AI and robotics. Additionally, there is a need for enhanced training and development in electrical resources and equipment onboard ships to support these innovations, as highlighted by the TETA Focus Group (2024). Smart shipping, which involves the integration of digital technologies for more efficient and sustainable operations, further underscores the necessity for specialised skills in this area.</p>
 <p>Rail</p>	<p>In a TETA-commissioned study on 4IR impacts in the Railway sector (2024c), it was found that advanced technologies and digitalisation are transforming the industry significantly. Key 4IR technologies affecting rail include digitisation, robotics, AI, VR, IoT, 3D printing, and computational technologies. The study highlights that adapting to these changes requires four (4) critical soft skills: change management, teamwork, people management, and communication.</p>
 <p>Road Freight</p>	<p>The Road Freight subsector has been significantly impacted by changes in client purchasing habits and the rise of online shopping. This shift has led to increased demand for delivery drivers, courier drivers, and motorcycle drivers, boosting employment in these roles. To stay competitive, organisations must prioritize technology-related skills such as digital literacy, data analysis, programming, and cybersecurity to address evolving workforce demands (TETA Focus Group, 2024).</p>
 <p>Road Passenger</p>	<p>Advancements in wireless and electronic technologies are enhancing the efficiency of mobility asset sharing and real-time data exchange in the Road Passenger sector. Innovative mobile applications enable dynamic route adjustments, optimal seat occupancy, and seamless information sharing (Theron & Ukpere, 2022). According to the TETA Focus Group (2024), these developments are driving demand for new skills, particularly in managing cashless payment systems and application-based platforms.</p>
 <p>Taxi</p>	<p>In the taxi industry, real-time technology and AI cameras can enhance accountability, optimise operations, and build trust among owners while boosting revenue and improving financial records (Mabogo, 2023). The shift to electric Minibus Taxis (e-MBTs) creates a demand for skilled operators with expertise in EV technology, maintenance, and repair (Kriel & Burger, 2023). To support this transition, there is a need for training programmes for administrators and drivers to effectively use new systems such as automated fare collection and scheduling tools, ensuring operational efficiency and effective service delivery (TETA Focus Group, 2024).</p>

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6.3.2 Green Economy for Sustainable Development

Transitioning to a green economy is crucial for addressing multi-faceted challenges in South Africa, including unemployment, poverty, inequality, energy security, and climate change. The country is integrating low-carbon strategies into its green growth and industrialisation plans, with the transport sector playing a pivotal role due to its impact on exports and employment.

The government is actively supporting this transition by implementing tax incentives for New Electric Vehicles (NEVs), ensuring market stability, and collaborating with other African nations to boost battery production capacity. This strategy aims to foster industrial development within the transport sector while promoting the use of renewable energy sources such as solar, wind, and hydroelectric power to reduce the sector's carbon footprint. The growth of green technology, including sustainable transportation, is creating job opportunities in research, development, manufacturing, and maintenance.

As the demand for Electric Vehicles (EVs) and other sustainable transport modes rises, there is a growing need for skills in EV maintenance, battery technology, and charging infrastructure. The green economy is also driving a demand for expertise in green IT, emission control, and biofuel-related heavy vehicle repairs. Key roles include EV Technicians, Electrical/Electronic/Chemical Engineers, and Electricians, along with specialists in sustainable transport planning and renewable energy integration.

South Africa is also exploring the potential of green hydrogen to achieve net-zero emissions. Research indicates that the green hydrogen economy will require a range of occupations, including Engineers, Technicians, and Specialists, with roles such as Instrumentation Engineer, Fuel Cell Technician, and Transportation Solutions Advisor being crucial.

TETA's role in this transition involves supporting the sector by developing targeted skills development programmes in collaboration with industry partners and universities. These programmes will focus on equipping stakeholders with the technological skills needed for the digital and green transformation, ensuring sustained growth and competitiveness in the sector.

Stakeholder consultations reveal a need to address the knowledge gap in green and blue economies and emphasise the importance of incorporating environmental awareness and sustainable practices into training programmes. Additionally, the transition to sustainable transport faces challenges, including inadequate support structures and supply chains, particularly in rural areas where charging infrastructure is still developing. TETA's strategic focus should include developing training programmes that address these gaps, enhance skills in emerging green technologies, and support the sector's overall transition to a sustainable future.



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6.3.3 Emerging Occupations

Table 3: List of emerging occupations due to the digital transformation

Occupation	Rationale
Mechatronics engineer	The occupations have emerged due to the technological advancements in the transport sector. Digital transformation necessitates new roles to harness advanced technologies, enhance efficiency, and improve safety.
Drone operator	
Drone repair technician	
Big data specialist	The digitalization and automation of transport systems demand professionals who can manage and maintain autonomous and connected vehicles, as well as integrating innovative solutions, like drones, into logistics.
Remote truck driver	
Flight procedure specialist	
Blockchain developer	The surge in data generation from these systems calls for experts in data analysis and cybersecurity to protect infrastructure and derive actionable insights for optimisation. Additionally, sustainability is a key focus, requiring roles dedicated to assessing and mitigating environmental impacts. These new occupations are essential for leveraging technological advancements to create a more efficient, secure, and eco-friendly transport system in South Africa.
Robotics engineer	
Autonomous vehicle engineer	
IT infrastructure engineer	
Digital transformation specialist	
Cybersecurity specialist	
Smart traffic management engineer	
Smart infrastructure engineer	
Machine learning specialist	

Source: 2024 Online survey, 2024 Virtual Stakeholder Engagement Workshops, 2024 stakeholder interviews, TETA study on transport sector occupational shortages and skills gaps (2024)



Table 4: List of emerging occupations due to the hydrogen and green economy

Occupation	Rationale
Energy Sustainability specialist	The occupations emerged as a result of South Africa's green economy strategy. The shift to a hydrogen and green economy drives new occupations, fueled by abundant renewable resources, government policies, and a commitment to reducing carbon emissions. These roles are essential for addressing environmental challenges, fostering economic growth, and creating jobs in the green economy.
Electroplater	
Robotics and production automation engineer	
Gas engineer	
Renewable energy engineer	
Fuel cell engineer	
Hydraulics engineer	
Renewable energy technologist	
Process design engineer	
Environmental impact strategist	
Hydrogen fuel cell technician	
Renewable energy specialist	
Aquaculture specialist	
Green energy technician	
Gas fitter	
Grid connection engineer	
Electrolysis engineer	
Heavy-duty mechanic (dual fuel)	
Fuel cell electric vehicle (FCEV) technician	
Electric vehicle technician	
Electric truck driver	
Electro mechanic	

Source: 2024 Online survey, 2024 Virtual Stakeholder Engagement Workshops, 2024 stakeholder interviews, LMI study on the identification of skills needs in the hydrogen economy (2024)

7. External Environment Analysis

Over the next five (5) years, TETA will focus on aligning its strategic initiatives with South Africa's national priorities, driving skills development to support economic growth, sustainability, and technological advancement in the transport sector.

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



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

The planning period for the SETA takes cognisance of the major national strategies and plans impacting on the Transport sector and the table below provides key insights that gives context to the transport TETA's overall strategy for 2025-30.

Table 5: National plans and strategies affecting skills demand and supply

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

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

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

The following external factors in South Africa have been identified as having a bearing on the effective delivery of skills development solutions in the transport sector in the next five (5) years, and therefore, must be addressed by the TETA strategy.



Table 6: PESTEL Analysis

Political	Economic	Socio-cultural and Ethical
<ul style="list-style-type: none"> • New government mandates affecting targets • Possible reconfiguration of SETAs • Labour policies • Changes in government structure (departments and leadership) • Trade agreements • Effects of geopolitics on execution of mandate • Reconfiguration of Transport Entities • Transport sector transformation 	<ul style="list-style-type: none"> • High inflation impact on the costs of doing business • Company and training centre closures • Competition and barriers to entry • Unstable global economy • SETA mandate stretched without matching budget increases • High unemployment rate • Skills shortage due to pandemics • Rebuilding Infrastructure • Energy challenges • Taxi Industry formalisation • Distressed SOEs leading to reduced training opportunities, and levy contributions • Interruptions of the supply chain 	<ul style="list-style-type: none"> • Prevalence of pandemics • Conflict of Interest • Significant societal disparities between rural and urban areas • Protests and labour disputes • Vandalisation of transport infrastructure • Transport industry disputes • Road carnage • Substance abuse • High rate of unemployment • Wellbeing of sector employees • Low matric pass rate (standards) • Lack of skills transfer in the workplace • Low entrepreneurship skills in the country • Fraud and corruption
Technology and Information	Environmental (Natural)	Legal and Regulatory
<ul style="list-style-type: none"> • Autonomous and electric vehicles transforming training needs and safety regulations. • Telematics, IoT, and smart infrastructure driving updates in fleet management and maintenance skills. • Blockchain and AI enhancing efficiency and security, requiring new training. • Green technologies and cybersecurity necessitating changes in industry practices and skills. 	<ul style="list-style-type: none"> • Green Transport Economy or sustainable transport solutions may impact operational priorities and require adaptation to new environmental standards. • Hybrid Modes of Transport may necessitate updates to training programmes and infrastructure. • Impact of Climate Change may affect operational stability, infrastructure, and regulatory compliance. 	<ul style="list-style-type: none"> • Amendments to laws, regulations, or government policies/circulars could require adjustments in TETA's operational practices and compliance strategies. • Regulatory for new technology and green economy adoption

8. Internal Environment Analysis

8.1 Organisational Environment

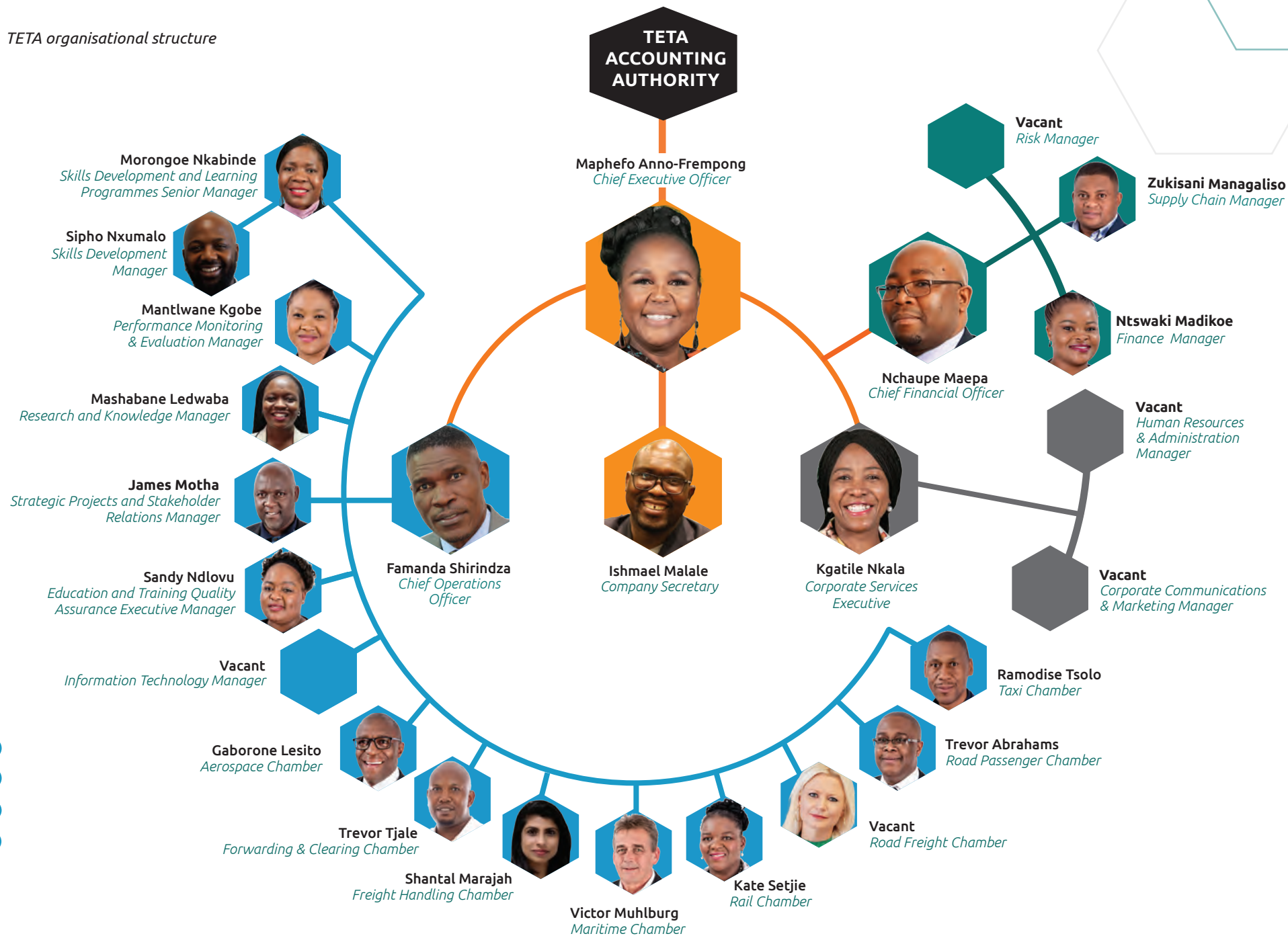
TETA's workforce consists of 144 employees, with a diverse demographic profile to effectively support the organisation's mandate. Of the total staff, 61.1% (88) are female, 38.9% (56) are male, and 44.4% (64) represent the youth demographic. Additionally, 0.7% (1) of the workforce comprises individuals living with disabilities. This diverse staff complement is positioned to contribute meaningfully to the organisation's objectives over the next five (5) years, ensuring inclusive representation and fostering a dynamic work environment.

8.2 Human Resources Management Mandate

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



TETA organisational structure



8.3 SWOT Analysis

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

Table 7: McKinsey 7S Framework: SWOT Analysis

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



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



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



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



PART C

MEASURING OUR PERFORMANCE

Driven by Vision
STRATEGIC PLAN



9. Institutional Programme Performance Information

9.1 Programme 1: Administration

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

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Organisational Excellence	WSP/ATR for TETA submitted	(1.1) Submission of TETA WSP and ATR to ETDP SETA	WSP/ATR submitted by 30 April	WSP/ATR submitted by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	-R0
	Wellness activities conducted	(1.2) Number of wellness activities conducted	4	7	6	4	4	4	4	R400 000
	Satisfaction Surveys	(1.3) Number of stakeholder satisfaction surveys conducted	2	2	3	2	4	4	4	R750 000
Digital Transformation of operational services	ERP and MIS reports.	(1.4) Number of digitised business processes per annum	N/A	N/A	N/A	N/A	4	4	4	R15 000 000
Increased and sustainable revenue streams	Fee based services implemented	(1.5) Number of new revenue growth initiatives per annum	N/A	N/A	N/A	N/A	1	0	1	R5 000 000
Budget									R21 150 000	



INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(1.1) Submission of TETA WSP and ATR to ETDP SETA	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	Submission of TETA Workplace Skills Plan and Annual Training Report by 30 April	N/A	N/A	N/A
(1.2) Number of wellness activities conducted	4	1	1	1	1
(1.3) Number of stakeholder satisfaction surveys conducted	4	1	1	1	1
(1.4) Number of digitised business processes per annum	4	0	1	1	2
(1.5) Number of new revenue growth initiatives per annum	1	0	0	0	1

9.2 Programme 2: Skills Planning & Research

Purpose: To establish mechanisms for skills planning and research capacity

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Identify and increase production of occupations in high demand	Research reports	(2.1) Number of research studies conducted	2	3	6	3	3	3	3	R4 500 000
	Sector Skills Plan	(2.2a) Produce an approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	Approved TETA SSP	R1 500 000
	Tracer study report	(2.2b) Number of Tracer study conducted	1	1	1	1	1	1	1	R1 500 000
	Approved mandatory grants for large firms	(2.3a) Number of mandatory grants approved for large firms	150	218	215	150	150	150	150	R0
	Approved mandatory grants for medium firms	(2.3b) Number of mandatory grants approved for medium firms	170	252	272	170	170	170	170	R0
	Approved mandatory grants for small firms	(2.3c) Number of mandatory grants approved for small firms	500	709	744	600	600	700	750	R0
	Mandatory grants paid	(2.3 d) Percentage of mandatory grants paid	80%	90%	93%	80%	80%	80%	80%	R0
	Verifications Conducted for mandatory grants/ discretionary grants/due diligence	(2.3e) Number of verifications conducted for mandatory grants/discretionary grants/due diligence	194	281	196	140	140	145	150	R1 499 960
	Discretionary grants for bursaries	(2.4a) Percentage of discretionary grant budget allocated to developing high level skills	13%	17%	13%	13%	13%	13%	13%	R0
	Discretionary grants for skills programmes learnership, apprenticeships and internships	(2.4b) Percentage of discretionary grant budget allocated to developing intermediate skills	47%	63%	51%	47%	47%	47%	47%	R0
	Discretionary for AET	(2.4c) Percentage of discretionary grant budget allocated to developing elementary skills	1%	1%	1%	1%	1%	1%	1%	R0
Budget									R8 999 960	
Administration									R608 108	



INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
(2.1) Number of Research studies conducted	3	0	0	0	3
(2.2a) Produce an Approved TETA Sector Skills Plan (SSP)	Approved TETA SSP	0	0	Approved TETA SSP	0
(2.2b) Number of Tracer study conducted	1	0	0	0	1
(2.3a) Number of mandatory grants approved for large firms	150	0	150	0	0
(2.3b) Number of mandatory grants approved for medium firms	170	0	170	0	0
(2.3c) Number of mandatory grants approved for small firms	600	0	600	0	0
(2.3d) Percentage of mandatory grants paid	80%	0	0	0	80%
(2.3e) Number of verifications conducted for mandatory grants/discretionary grants/due diligence	140	20	20	50	50
(2.4a) Percentage of discretionary grant budget allocated to developing high level skills	13%	0	0	0	13%
(2.4b) Percentage of discretionary grant budget allocated to developing intermediate skills	47%	0	0	0	47%
(2.4c) Percentage of discretionary grant budget allocated to developing elementary skills	1%	0	0	0	1%

9.3 Programme 3: Learning Programmes and Projects

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

Outcome	Outputs	Output Indicators	Annual Targets								Budget 2025/26
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2021/22	2022/23	2023/24	2024/25	2025/26		2026/27	202728	
							Entered	Completed			
Improved level of skills in the South African workforce	Learners on bursaries	(3.1a) Number of employed learners on bursaries	70	71	111	70	100	50	110	115	R26 840 000
			35	24	41	25			50	50	
		(3.1b) Number of employed learners on bursaries (continuing)	N/A	N/A	N/A	40	40		40	40	R0
	Learners on skills programmes	(3.1c) Number of employed learners on skills programmes	430	615	752	430	450	215	500	600	R6 345 000
			215	483	422	215			215	215	
	Learners on learnerships	(3.1d) Number of employed learners on learnership programmes	700	9	823	670	600	320	700	800	R29 070 000
			350	575	916	320			320	320	
	Learners on Occupational Qualifications	(3.1e) Number of employed learners enrolled for Occupational Qualifications	60	73	350	60	60	30	60	60	R2 907 000
			30	47	Nil	30			30	30	
	Learners on AET	(3.1f) Number of employed learners on AET programmes	100	461	50	50	100	50	120	150	R2 300 000
			50	26	45	25			50	50	
	Learners on apprenticeship	(3.1g) Number of employed learners on apprenticeship programmes (artisan)	20	116	20	20	45	10	45	45	R9 283 005
			10	51	50	10			10	20	
	Learners on ARPL	(3.1h) Number of learners on ARPL/RPL programmes	90	181	80	90	100	50	120	130	R9 960 000
			45	110	87	40			40	40	



Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2021/22	2022/23	2023/24	2024/25	2025/26		2026/27	202728	2025/26
							Entered	Completed			
Improved level of skills in the South African workforce	Learners on leadership development programmes	(3.1i) Number of candidates on leadership development programmes	15	15	15	15	25	10	35	35	R13 000 000
			15	15	13	10			10	10	
		(3.1j) Number of candidates on executive leadership development programmes	15	15	15	15	40	10	40	40	R20 000 000
			15	13	15	10			15	15	
		(3.1k) Number of candidates on master's programme in maritime affairs	5	5	5	5	5	4	5	5	R5 000 000
			4	5	5	4			4	4	
Budget											R124 705 005
Administration											R10 111 217





Outcome	Outputs	Output Indicators	Annual Targets								Budget	
			Audited/Actual Performance			Estimated Performance	MTEF Period					
			2021/22	2022/23	2023/24	2024/25	2025/26		2026/27	202728		2025/26
							Entered	Completed				
Increased access to occupationally directed programmes	Learners on bursaries	(3.2a) Number of unemployed learners on bursaries	200	274	215	200	250	80	270	300	R72 000 000	
			80	95	96	80			80	80		
		(3.2b) Number of unemployed learners on bursaries (continuing)	N/A	N/A	N/A	150	80		100	100	R0	
	Learners on skills programmes	(3.2c) Number of unemployed learners on skills programmes	800	1672	1137	800	450	300	600	800	R11 407 500	
			400	1215	1245	400			400	400		
	Learners on learnerships	(3.2d) Number of unemployed learners on learnership programmes	850	1001	1233	820	600	300	820	820	R51 390 000	
			425	1532	911	400			425	425		
	Learners on AET	(3.2e) Number of unemployed learners on AET programmes	200	265	270	200	200	100	250	300	R6 580 000	
			100	43	145	100			100	100		
	Learners on apprenticeship	(3.2f) Number of unemployed learners on apprenticeship programmes (artisan)	250	167	292	250	305	100	305	350	R83 265 000	
			100	165	205	100			100	120		
	Learners on cadetships	(3.2g) Number of learners on cadetships	75	89	58	75	70	25	75	75	R16 800 000	
			35	7	10	25			20	20		
	Learners on candidacy programmes	(3.2h) Number of learners on candidacy programme	15	15	25	15	16	7	35	35	R6 144 000	
			7	2	3	7			10	10		
Learners on Regulatory programmes	(3.2i) Number of unemployed learners on Regulatory programmes	N/A	N/A	286	100	100	50	200	300	R8 750 000		
				50								
Learners on Occupational Qualifications	(3.2j) Number of Unemployed learners on Occupational Qualifications	N/A	N/A	N/A	60	60	30	70	80	R4 569 000		
Budget											R260 905 500	
Administration											R21 154 500	

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2025/26
Increased career awareness in transport	Career exhibitions	(3.6a) Number of TETA career exhibitions conducted for urban areas	30	36	37	30	20	30	33	R2 133 333
		(3.6b) Number of career development exhibitions in rural areas on occupations in high demand	6	20	43	15	35	35	35	R19 500 000
	Capacity building workshop	(3.6c) Number of capacity building workshops conducted on career development services	9	16	11	9	9	10	15	R850 000
	Internal career guidance advises	(3.6d) Number of career development practitioners trained	31	76		50	50	55	60	R500 000
	Schools supported	(3.6e) Number of schools supported	59	59	60	60	60	60	60	R18 000 000
Budget									R40 983 333	





Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Increased access to business development programmes	Skills development programmes implemented for SMMEs	(3.7a) Number of small businesses funded for skills that enhance growth and development	100	490	216	100	100	150	200	R13 200 000
	Business development initiatives implemented	(3.7b) Number of SMME's supported in business development initiatives	N/A	N/A	N/A	N/A	50	50	50	R10 000 000
Skilled SMMEs, Cooperatives, NPOs and NPC workforce in the transport sector	NLPEs funded	(3.7c) Number of NLPEs funded	134	147	134	100	100	120	130	R5 000 000
	Cooperatives s funded	(3.7d) Number of cooperatives funded for skills that enhance enterprise growth and development	13	13	13	10	13	15	20	R450 000
	NGOs funded	(3.7e) Number of NPOs / NPCs funded	3	3	2	6	6	6	6	R3 000 000
	Learners on entrepreneurship training	(3.7f) Number of learners trained on entrepreneurship to establish businesses (New venture creations)	20	20	20	50	50	60	60	R2 587 500
	Rural development projects	(3.7g) Number of rural development projects supported	4	7	8	4	4	4	4	R4 500 000
Budget									R38 737 500	
Administration									R3 140 878	

Outcome	Outputs	Output Indicators	Annual Targets							Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Increased capacitation of trade unions	Trade unions funded	(3.8a) Number of trade unions funded	2	3	3	2	2	3	3	R2 000 000
Development of future ready workforce	Learners on accident prevention programme	(3.8b) Number of learners trained on accident prevention training programmes	40	40	40	40	40	50	50	R2 277 000
	Pandemic awareness programmes	(3.8c) Number of pandemic awareness programmes supported	3	3	3	5	3	3	3	R1 500 000
Total									R 5 777 000	
Administration									R468 405	
Total Budget: Programme 3									R724 281 753	



INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.1a) Number of employed learners on bursaries	100	50	0	0	25	75
			0	0	0	50
(3.1b) Number of employed learners on bursaries (continuing)	40	N/A	0	0	0	40
(3.1c) Number of employed learners on skills programmes	450	215	30	100	100	220
			0	15	100	100
(3.1d) Number of employed learners on learnership programmes	600	320	50	100	100	350
			0	20	150	150
(3.1e) Number of learners enrolled for Occupational Qualifications	60	30	0	0	0	60
			0	0	0	30
(3.1f) Number of employed learners on AET programmes	100	50	0	0	50	50
			0	0	0	50
(3.1g) Number of employed learners on apprenticeship programme (artisan)	45	10	0	0	10	35
			0	0	0	10
(3.1h) Number of learners on ARPL/ RPL programmes	100	50	0	10	30	60
			0	10	20	20
(3.1i) Number of candidates on leadership development programme	25	10	0	0	0	25
			0	0	0	10
(3.1j) Number of candidates on executive leadership development programme	40	10	0	0	10	30
			0	0	0	10
(3.1k) Number of candidates on Masters programme in maritime affairs	5	4	0	0	0	5
			0	0	0	4
(3.2a) Number of unemployed learners on bursaries	250	80	0	0	20	230
			0	0	10	70
(3.2b) Number of unemployed learners on bursaries (continuing)	80	N/A	0	0	0	80
(3.2c) Number of unemployed learners on skills programmes	450	300	50	100	100	200
			0	0	100	200



Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.2d) Number of unemployed learners on learnership programmes	600	300	0	50	250	300
			0	100	100	100
(3.2e) Number of unemployed learners on AET programmes	200	100	0	50	50	100
			0	0	50	50
(3.2f) Number of unemployed learners on apprenticeship programmes (artisan)	305	100	0	50	50	205
			0	0	25	75
(3.2g) Number of learners on cadetship	70	25	0	10	20	40
			0	0	10	15
(3.2h) Number of learners on candidacy programme	16	7	0	0	5	11
			0	0	0	7
(3.2i) Number of unemployed learners on Regulatory programmes	100	50	0	20	30	50
			0	0	0	50
(3.2j) Number of unemployed learners on Occupational Qualifications	60	30	0	30	0	30
			0	0	0	30
(3.3a) Number of strategic partnerships established and implemented (PSET, Government, Agencies, and Industry)	22	10	0	10	0	12
			0	0	0	10
(3.4a) Number of unemployed graduates placed on internship programmes (graduate internship)	400	150	0	50	200	150
			0	40	50	60
(3.4b) Number of learners who have completed workplace-based learning programmes absorbed in employment or self-employment	100		0	0	10	90
(3.4c) Number of HEI learners on workplace experience programmes (Internship Category A)	108	40	0	15	20	73
			0	0	20	20
(3.4d) Number of TVET learners placed on workplace experience programmes (internship for N Diploma)	750	350	0	250	250	250
			0	50	100	200
(3.4e) Number of unemployed graduates on work readiness programmes	150	100	0	0	40	110
			0	30	30	40
(3.5a) Number of TETA stakeholder capacitation workshops on contract management	18		0	9	9	0
(3.5b) Number of Stakeholder Engagements conducted	40		10	10	10	10
(3.6a) Number of TETA career exhibitions conducted for urban areas	20		0	0	10	10



Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
(3.6b) Number of career development exhibitions in rural areas on occupations in high demand	35		0	5	15	15
(3.6c) Number of capacity building workshops conducted on career development services	9		0	3	3	3
(3.6d) Number of career development practitioners trained	50		0	0	0	50
(3.6e) Number of schools supported	60		0	0	20	40
(3.7a) Number of small businesses funded for skills that enhance growth and development	100		25	25	25	25
(3.7b) Number of SMMEs supported in business development initiatives	50		0	0	10	40
(3.7c) Number of NLPEs funded	100		0	0	50	50
(3.7d) Number of cooperatives funded for skills that enhance enterprise growth and development	13		0	0	8	5
(3.7e) Number of NPOs/NPCs funded	6		0	0	3	3
(3.7f) Number of learners trained on entrepreneurship to establish businesses - (new venture creations)	50		0	0	25	25
(3.7g) Number of rural development projects supported	4		0	0	2	2
(3.8a) Number of trade unions funded	2		0	0	1	1
(3.8b) Number of learners trained on accident prevention training programmes	40		0	0	20	20
(3.8c) Number of pandemic awareness programmes supported	3		0	0	1	2



9.4 Programme 4: Quality Assurance System

Purpose: To strengthen the quality assurance system

Outcome	Outputs	Output Indicators	Annual Targets								Budget
			Audited/Actual Performance			Estimated Performance	MTEF Period				
			2021/22	2022/23	2023/24	2024/25	2025/26		2026/27	2027/28	2025/26
							Entered	Completed			
Increased support to TVET and CET colleges as key providers of occupational skills	Occupational qualifications developed	(4.1a) Number of curricula developed /reviewed for occupational qualifications	1	3	3	3	7	0	7	7	R10 713 000
	Learning materials	(4.1b) Number of learning material developed for approved occupational qualifications	1	3	2	2	1	0	2	2	R2 000 000
	Stakeholder monitored	(4.2) Number of Stakeholders monitored	639	652	397	450	440	4	440	440	R5 297 460
	TVET/CET lecturers trained	(4.3a) Number of TVET/CET lecturers trained on quality assurance systems	100	100	299	100	100	50	100	100	R2 595 000
			50	86	156	50			10	10	
	TVET/ CET managers trained	(4.3b) Number of TVET/ CET Managers trained on Curriculum related studies	20	50	20	20	20	0	20	20	R908 250
			20	47	20	0			0	0	
	TVET/ CET lecturers in the industry	(4.3c) Number of TVET/CET lecturers exposed to the industry	50	50	75	50	50	4	50	50	R1 250 000
			25	0	75	0			0	0	
	TVET/CET college support through infrastructure	(4.3d) Number of TVET/ CET colleges supported on infrastructure (learning equipment/resources)	2	2	3	2	2		2	2	R24 000 000
Budget											R46 763 710
Administration											R3 199 966

Total Budget: Programmes 4

R50 206 919



INDICATORS, ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target		Q1	Q2	Q3	Q4
	Entered/ Established	Completed/ Implemented				
4.1a) Number of curricula developed /reviewed for occupational qualifications	7		0	2	3	2
4.1b) Number of learning material developed for approved occupational qualifications	2		0	0	1	1
(4.2) Number of Stakeholders monitored	440		40	50	200	150
4.3a) Number of TVET/ CET lecturers trained on TETA quality assurance systems	100	50	0	0	30	70
			0	0	20	30
4.3b) Number of TVET/CET managers trained on curriculum related studies	15	0	0	0	0	15
			0	0	0	0
4.3c) Number of TVET /CET lecturers exposed to the industry	50	0	0	0	0	50
			0	0	0	0
4.3d) Number of TVET /CET colleges supported on infrastructure (learning equipment/resources)	2		0	0	0	2

PART C – MEASURING OUR PERFORMANCE

10. Explanation of planned performance over the medium-term period

TETA's Annual Performance Plan (APP) is designed to drive significant improvements across its four (4) key programmes, each contributing to the institution's strategic outcomes and mandate while addressing priorities related to gender equity, inclusivity, and support for previously disadvantaged groups.

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

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

Programme 3: Learning Programmes and Projects is dedicated to improving skills and increasing access to educational initiatives. Outputs include learners on bursaries, apprenticeships, and leadership development programmes, contributing to a skilled and diverse workforce. Budgeting for these outputs confirms the ability of the SETA to achieve the set outputs which ultimately address the achievement of our desired impact. This programme specifically addresses transformation by focusing on upskilling women and learners from previously disadvantaged backgrounds, though it acknowledges ongoing challenges in training people with disabilities due to barriers in recruitment and training processes.

Programme 4: Quality Assurance System ensures that TVET and CET colleges provide high-quality occupational training. Outputs such as the development of occupational qualifications, learning materials, and the training of educators support educational standards. Budget allocations are aimed at enhancing quality assurance and increasing access to effective training. The choice of outcome indicators, including the number of qualifications developed and lecturers trained, ensures that the training and development sector including the public college system institutions are equipped to deliver relevant and high-quality education, which supports sector transformation.

TETA's planned performance over the medium-term is strategically aligned with its objectives and mandate, addressing key priorities and ensuring that outputs contribute effectively to desired outcomes. The focus on transformation, including the upskilling of women and support for learners from disadvantaged backgrounds, reflects TETA's commitment to equitable development. However, challenges remain, particularly in the recruitment and training of people with disabilities, which TETA continues to address through targeted strategies and advocacy.



11. Programme resource considerations

11.1 Medium Term Expenditure Estimates

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

7.1.1 Any amount which results from criminal conduct

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

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

7.1.2 Significance

Based on the materiality and significance framework, TETA has set its materiality and significance amount at R 5, 675, 860 which is 0.5% of gross revenue on levies received based on audited financial statements 2023/24.

7.1.3 Main sources of revenue

The main source of funding for TETA is the Skills Development Levies (SDL), which TETA receives in terms of the Skills Development Levies Act No. 9 of 1999, as amended. The Skills Development levy is levied on all companies within the transport sector at 1% of each company's payroll costs.

12. Budget and budgeting Process

12.1 Budgeting processes

To arrive at the estimates of the Levy income for the MTEF/MTDP period (2025/2026 to 2029/2030), the following factors were considered:

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

12.1.1 Budget assumptions

The following are some of the broad budget assumptions for both income and expenditure that were made in the determination of the MTEF budget for the period (2020 to 2025)

- The MTEF/MTDP budget is prepared on a going concern basis, as per approved re-certification license until 31 March 2030;
- Planned revenue diversification measures have been incorporated as part of other income for the period of the MTEF to ensure maturity and acceleration to increase revenue;
- In 2025/2026 budgeted financial year, we anticipate the pay-out ratio for mandatory grants projected to an amount of R199 437million, which translates to pay-out ratio at an estimated payout ratio 80% of the levies projected to be collected.



- Throughout the MTEF/MTDP period 10.5% administration reserve remains static on projected levies to be collected. The potential revision of the Grants Regulations not considered as the process is still underway;
- TETA did not budget at a deficit given the measures in place to grow the revenue base including the administration portion for operational purposes on revenue diversification as a key priority of the strategy; and
- Based on the dynamic environment that TETA operates in, the administration budget is reprioritised on a quarterly basis to cater for any additional administration levies that may have been received – this is done to ensure that the administration budget is fully and appropriately utilised.

12.1.2 Income

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

The levy is calculated at 1% of the company's payroll costs. From the received levies, 20% is transferred to the National Skills Fund and 80% is transferred to the SETA from which 10% is utilised for administration costs; 20% is utilised for mandatory grants which are disbursed back to the levy-paying companies and 49.5% is utilised for discretionary grants, which are also disbursed back to the levy-paying companies based on criteria or policy that the Accounting authority (Board) of a SETA sets and reviews from time to time. The remaining 0.5% is for QCTO funding.

12.1.3 Expenditure

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

- 10% of the levies are utilised for administration expenses, such as employee costs, travel, accommodation, and other operational expenses.
- 0,5% is transferred to QCTO as per the annual directive from DHET.
- 20% are utilised for mandatory grants – these are grants disbursed back to the levy-paying companies in terms of the Skills Development Levies Act if they meet compliance criteria, such as the submission of Workplace Skills Plan (WSP) and Annual Training Report (ATR);
- 49.5% are utilised for discretionary grants including 7.5% of the project administration – these grants are used to fund special projects and skills priorities, based on the criteria/and policy set by the Accounting Authority (Board) of a SETA. A SETA can also apply for NSF (National Skills Fund) catalytic grants to fund additional strategic skills priorities that require an additional budget allocation that the SETA cannot afford. Lastly, project administration encompasses monitoring and operational expenses, totaling 7.5%.

12.1.4 Total SDL income that will be received

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

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

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



Table 10: Total SDL Forecast

APRIL 2024 TO 31 MARCH 2026		Proposed Forecast
		2025/2026
SKILLS DEVELOPMENT LEVIES COLLECTION		
LEVIES COLLECTION FROM EMPLOYERS		1 248 690 000
Less: NSF allocation (20%)		(249 738 000)
Levy allocation to the SETA		998 952 000
Allocation of levies received by the SETA:		998 952 000
- Admin Expenses (10.5% of collection)		131 121 000
- Mandatory Grants (20% of collection)		249 296 000
- Discretionary Grants (49.5% of collection)		618 534 000

The Annual Performance Plan 2025/26 was prepared on a multi-year funding model based on the principle that skills development interventions are funded from start to completion to achieve the maximum impact. Programme 3 is the highest funded at R724 million and constitutes 90% of the Annual Performance Plan cost. The total costed plan of R858 million is, therefore, justifiable.

Table 8: MTEF – Estimates of income and expenditure

BUDGET ITEMS DESCRIPTION	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	'R'000			'R'000			
	Audited			Current Year Estimates	MTEF Forecast		
Mandatory Levies (20%)	189 465	209 978	226 633	241 475	249 296	274 226	301 649
Discretionary Levies (49.5%)	472 293	518 578	562 304	596 365	618 534	680 388	748 427
Administration Levies (10.5%)	100 152	110 006	119 201	126 507	131 121	144 233	158 657
Interest and Penalties	12 599	15 249	19 568	17 536	21 525	23 677	26 045
Other Income and Government Levies	19 453	6 193	6 305	34 484	36 208	39 829	43 812
Investment Income	38 215	60 465	84 118	69 535	92 530	101 783	111 961
Retention of Surpluses	-	-	-	-	76 500	-	-
TOTAL REVENUE	832 177	920 469	1 018 129	1 085 901	1 225 715	1 264 136	1 390 550
Mandatory Grant	-161 025	-149 389	-179 552	-193 180	-199 437	-219 381	-241 319
Discretionary Grants	-668 763	-735 361	-600 385	-728 705	-858 948	-860 693	-886 433
Administration Costs including Capex	-102 935	-132 437	-136 948	-157 655	-160 331	-176 364	-254 330
Administration Cost – QCTO	-3 685	-5 013	-5 696	-6 362	-6 998	-7 698	-8 468
TOTAL EXPENDITURE	-936 408	-1 022 200	-922 581	-1 085 901	-1 225 715	-1 264 136	-1 390 549
Surplus/Deficit for the Year	-104 231	-101 731	95 548	0	0	0	0

* TETA has not budgeted at a deficit.



Annual Performance Plan Budget

ANNUAL PERFORMANCE PLAN BUDGET	2025/26
	'R000'
Administration Expenditure (10.5% of collection)	-167 329
Mandatory Grants Expenditure (20% of collection)	-199 437
Discretionary Grant Expenditure (49.5% of collection)	-858 948
Total	-1 225 715

Table 9: Indicators, annual and quarterly targets

PROGRAMME	ADMINISTRATION	PROJECT CORE COST	TOTAL
Programme 1	-	21 150 000	21 150 000
Programme 2	608 108	8 999 960	9 608 068
Programme 3	51 247 381	673 034 372	724 281 753
Programme 4	3 199 966	46 763 710	49 963 676
Total	55 055 456	749 948 042	805 003 497





13. Key Risks

Table 10: Key Risks and Risk Mitigation

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



STRATEGIC PLAN

PART D

TECHNICAL INDICATOR
DESCRIPTIONS

Driven by Vision

EXECUTIVE SUMMARY

Consistent with the PFMA, Treasury Regulations and the Department of Planning Monitoring and Evaluation (DPME) Framework, the TETA Board has formulated a Strategic Plan that specifies how the Board will discharge its legislative mandates and functions over the 2025 to 2030 period in line with the Medium-Term Expenditure Framework (MTEF) for the same period.

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

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

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



TECHNICAL – INDICATOR DESCRIPTIONS

Programme 1: Administration

Indicator Title	(1.1) Submission of TETA WSP and ATR to ETDP SETA
Definition	The submission of the TETA Workplace Skills Plan and Annual Training Report to ETDP SETA by the 30 April each year
Source of Data	TETA training report and employee planned Personal Development Plans (PDPs)
Method of Calculation or assessment	Qualitative - Timeous submission (date of submission: 30 April each year)
Means of verification	WSP and ATR report; proof of submission to ETDP SETA
Assumption	Employee PDPs are submitted to HR department and training report generated
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Trained and upskilled workforce
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.2) Number of wellness activities conducted
Definition	Wellness activities conducted not limited to health screenings, wellness days, wellness seminars or workshops
Source of Data	Employee wellness session plan
Method of Calculation or assessment	Qualitative - Count the number of wellness activities conducted
Means of verification	Invitation and attendance register
Assumption	Availability of wellness programmes budget
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Staff retention and healthy workplace
Indicator Responsibility	Executive Manager Corporate Services



Indicator Title	(1.3) Number of of stakeholder satisfaction surveys conducted
Definition	The survey measures internal and external stakeholder experiences and perceptions on the quality and relevance of the services and products offered by TETA
Source of Data	Data collection tools – questionnaires, interviews, stakeholder engagement sessions
Method of Calculation or assessment	Qualitative - Count the number of surveys conducted
Means of verification	Survey report
Assumption	Stakeholder participation, survey budget
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	High stakeholder satisfaction levels for both internal and external stakeholders
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(1.4) Number of digitised business processes per annum
Definition	Digitised business processes refer to the automation of the following processes; <ul style="list-style-type: none"> Internally focused support: Project Management, Performance Management, Risk Management Externally focused: Mandatory Grant, Discretionary Grant, Bursary Module, Stakeholder CRM management and Career portal RM management and Career portal Digitised includes system enhancements and development Additionally, the objective of this output indicator is to implement the AGSA action plan effectively
Source of Data	Actual demonstration of the digitised business process
Method of Calculation or assessment	Quantitative: Count the total number of business processes successfully digitised and operationalised within the reporting year.
Means of verification	Approved specifications of business processes
Assumption	It is assumed that the TETA has sufficient resources, including budget, skilled personnel, and appropriate technology, to support the digitisation of identified business processes annually
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improvement in efficiency and customer satisfaction
Indicator Responsibility	Senior Manager: IT



Indicator Title	(1.5) Number of new revenue growth initiatives per annum
Definition	<p>The initiative aims to count newly implemented revenue strategies aimed at boosting and ensuring financial stability.</p> <p>Initiatives refers but not limited to:</p> <ul style="list-style-type: none"> • Number of new companies paying skills development levies per annum • Number of fee-based services initiated per annum • Income generated via fee-based services per annum
Source of Data	<ul style="list-style-type: none"> • Monthly DHET Levy downloads files • List of fee-based services offered and pricing
Method of Calculation or assessment	<p>Qualitative</p> <ul style="list-style-type: none"> • Number of levy companies contributing for the first time • Number of fee-based services offered
Means of verification	<ul style="list-style-type: none"> • Levy download Files • Number of fee-based services activated (financial report)
Assumption	<ul style="list-style-type: none"> • Compliance with the regulatory bodies • Companies have needs to be assisted by fee-based offerings • Value offering can be commercialised
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Increased and sustainable revenue streams
Indicator Responsibility	Chief Financial Officer



TECHNICAL INDICATOR DESCRIPTIONS

Programme 2: Skills Planning & Research

Indicator Title	(2.1) Number of research studies conducted
Definition	Research studies conducted in the transport industry, this indicator includes sector research agreements signed for TVET growth occupationally directed programmes.
Source of Data	Literature reviews, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions
Method of Calculation or assessment	Quantitative - Count of approved research reports
Means of verification	Approved research reports
Assumption	Research literature conducted, database of target population with accurate contact details, role players participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Credible research initiatives that support accurate planning
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.2a) Produce an approved TETA Sector Skills Plan (SSP)
Definition	Comprehensive and analytical Sector Skills Plan (SSP) that details current labour market trends, supply and demand dynamics, growth prospects and performance of transport sector
Source of Data	Literature review, Questionnaires, Surveys, Interviews, Stakeholder Focus Group Discussions, Statistics SA, WSP/ATR data, SARS Levy file
Method of Calculation or assessment	Quantitative - Approval by DHET
Means of verification	Approved SSP by DHET
Assumption	SSP framework compliance, database of TETA stakeholders with accurate contact details, role players participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Accurate transport industry labour market information
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.2b) Number of Tracer study conducted
Definition	A survey of TETA funded beneficiaries through education institutions and employers
Source of Data	Questionnaires, Surveys, Focus Group Discussions, completed learner Information forms, Historical DG contracts, Completed learners, Employers
Method of Calculation or assessment	Quantitative - Count the number of reports
Means of verification	Approved tracer study reports
Assumption	Database of previously funded beneficiaries accurate contact details, learner participation, relevant and credible data
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	To reach not less than 30% of the sampled learners
Indicator Responsibility	Research and Knowledge Manager

Indicator Title	(2.3a) Number of mandatory grants approved for large firms
Definition	Mandatory Grants approved for large firms that submitted WSPs/ATRs for companies employing 150 or more employees
Source of Data	Stakeholder training needs analysis report, transport sector scares and critical list
Method of Calculation or assessment	Quantitative - Count the number of all MG applications approved for large firms
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all large firms MG applications
Indicator Responsibility	SD & LP Senior Manager



Indicator Title	(2.3b) Number of mandatory grants approved for medium firms
Definition	Mandatory Grants approved for medium firms that submitted WSPs/ATRs for companies employing between 50 and 149 employees
Source of Data	Stakeholder training needs analysis report, transport sector scores and critical list
Method of Calculation or assessment	Quantitative - Count the number of all MG applications approved for medium firms
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all medium firms MG applications
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.3c) Number of mandatory grants approved for small firms
Definition	Mandatory Grants approved for small firms that submitted WSPs/ATRs for companies employing between 0 and 49 employees
Source of Data	Stakeholder training needs analysis report, transport sector scores and critical list
Method of Calculation or assessment	Quantitative - Count the number of all MG applications approved for small firms
Means of verification	TETA Board MG approval list
Assumption	Compliance with MG criteria, Stakeholder participation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	100% approval for all small firms MG applications
Indicator Responsibility	SD & LP Senior Manager



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.3d) Percentage of mandatory grants paid
Definition	Approved Mandatory Grants are paid quarterly
Source of Data	Financial statements, Approved WSP List
Method of Calculation or assessment	Quantitative - Total MG paid/total MG payable*100%
Means of verification	MG payment list
Assumption	All approved companies are paid
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	80% of MGs are paid to employers
Indicator Responsibility	Chief Financial Officer

Indicator Title	(2.3e) Number of verifications conducted for mandatory grants/ discretionary grants/ due diligence
Definition	Monitoring activities conducted for stakeholders and potential stakeholder activities includes: physical, virtual and desktop monitoring
Source of Data	MG Applications, DG contracts, approved MGs, special projects applications
Method of Calculation or assessment	Quantitative - Count the reports
Means of verification	Signed monetary reports/due diligence reports
Assumption	Stakeholder are available for scheduled visits
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Captured training is validated
Indicator Responsibility	Chamber Executive Officers and Units



Indicator Title	(2.4a) Percentage of discretionary grant budget allocated to developing high level skills
Definition	<ul style="list-style-type: none"> DGs allocated to funding bursaries and leadership development programmes from the total DG budget High level skills – are learning interventions at an exceptional knowledge level, between level 7 to 10
Source of Data	Costed APP
Method of Calculation or assessment	Quantitative: Total approved bursaries and leadership development programmes / Total DG budget * 100%
Means of verification	Approved DGs schedule, approved bursary report and Leadership development programmes contracts
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Targeted allocation for high level skills
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(2.4b) Percentage of discretionary grant budget allocated to developing intermediate skills
Definition	<ul style="list-style-type: none"> DGs allocated to funding learnerships, apprenticeship, skills programmes, work experience, internships, and Work Integrated Learning (WIL) from the total DG budget Intermediate skills are learning interventions at a developmental stage, between NQF Level 2 to 6 (learnerships, skills programmes, internships, WIL, OC's, Apprenticeships, Bursaries and ARPL) Includes non-NQF aligned interventions such as Cadetships, Regulatory Programmes and Candidacy
Source of Data	Costed APP
Method of Calculation or assessment	Quantitative: Total approved allocation for intermediate skills/ Total DG budget * 100
Means of verification	Approved DGs schedule, approved special projects schedule
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Targeted allocation for intermediate skills
Indicator Responsibility	SD & LP Senior Manager



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(2.4c) Percentage of discretionary grant budget allocated to developing elementary skills
Definition	<ul style="list-style-type: none"> DGs allocated to funding Adult Education and Training (AET) and any other elementary skills from the total DG budget Elementary skills refer to the basic competencies in literacy, numeracy and life orientation that are introduced during early-stage education or foundational learning programs, up to and including NQF Level 1
Source of Data	Costed APP
Method of Calculation or assessment	Quantitative - Total approved allocation for elementary skills/ Total DG budget * 100
Means of verification	Approved DG schedule, approved special projects schedule, discretionary grant application
Assumption	Submission of DG and special projects applications by stakeholders
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Targeted allocation for elementary skills
Indicator Responsibility	SD & LP Senior Manager



TECHNICAL INDICATOR DESCRIPTIONS

Programme 3: Increase access to occupationally directed programmes

Indicator Title	(3.1a) Number of employed learners on bursaries
Definition	<ul style="list-style-type: none"> Bursaries awarded to employed learners through a contract with their employers Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of enrolled learners funded through bursaries Completed - Count of learners that obtained the qualification
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; bursary contract; certified ID copies/passport and work permit for nonRSA residents; proof of registration; proof of employment Completed: academic record/statement of results/certificate
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA Bursaries and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out Bursary programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1b) Number of employed learners on bursaries (continuing)
Definition	<ul style="list-style-type: none"> Bursaries awarded to employed learners through a contract with their employers Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative - Continuing: Count of learners continuing with the bursary
Means of verification	Continuing: Bursary contract, statement of results, proof of registration and certified ID copies/passport and work permit for nonRSA residents
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA Bursaries and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out Bursary programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1c) Number of employed learners on skills programmes
Definition	<ul style="list-style-type: none"> Employed learners granted funding for skills programmes or part-qualifications Skills programmes – Means an occupation-based programme inclusive of regulated skills programmes aimed at building skills that have economic value which incorporates at least one-unit standard. It is registered by a SETA and delivered by an accredited training provider Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on a skills programme or part-qualification Completed: Count of learners that completed a skills programme or part qualification issued with statement of results
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; proof of employment, learner information form certified ID copies/passport and work permit for nonRSA residents Completed: Statement of results
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA Skills programmes and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out skills programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1d) Number of employed learners on learnership programmes
Definition	<ul style="list-style-type: none"> Employed learners granted funding for learnership programmes through TETA stakeholders Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed Learnerships – Means a period of workplace-based learning culminating in an occupational qualification or part qualification
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on a learnership programme. Completed: Count of learners completed and issued with statement of results /or certificates
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; Workplace based learning programme agreement; certified ID copies/passport and work permit for nonRSA residents; proof of employment Completed: Statement of results/certificate
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA learnership and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out learnership programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.1e) Number of employed learners enrolled for Occupational Qualifications
Definition	<ul style="list-style-type: none"> Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed Occupational qualifications – is a qualification that consists of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external integrated summative assessment
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on an occupational qualification programme Completed: Count of learners completed and issued with statement of results/ certificates
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; Workplace based learning programme agreement; certified ID copy/ passport and permit; proof of employment Completed: Statement of results/certificates
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA occupational qualification and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out occupational qualification
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.1f) Number of employed learners on AET programmes
Definition	<ul style="list-style-type: none"> Employed learners granted funding for Adult Education Training programmes Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed Adult Education Training programmes – Means Adult Education Training level and includes the General Education and Training Certificate at NQF level 1
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of employed learners funded through AET Programmes Completed: Count of learners completed and issued with statement of results and/or certificates
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; learner information forms; certified ID copy; proof of employment Completed: Statement of results/certificate
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA AET programmes and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out AET Programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.1g) Number of employed learners on apprenticeship programmes (artisan)
Definition	<ul style="list-style-type: none"> Employed learners granted funding for apprenticeships training programmes to address the artisan skills shortages in support of the Decade of the Artisan Apprenticeship programmes – Means a period of workplace-based learning culminating in an occupational certificate for a listed trade Employed learner means an employee of an employer party to the learning agreement concerned when the agreement was signed
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on apprenticeship programme Completed: Count of learners that completed the apprenticeship programme and issued with a trade test report or trade certificate
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; proof of employment, Workplace based learning programme agreement; certified ID copies/passport and work permit for non-RSA residents. Completed: trade test report or trade certificate.
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA apprenticeships training and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out apprenticeships training programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.1h) Number of learners on ARPL/RPL programmes
Definition	<ul style="list-style-type: none"> Number of learners placed on Artisan Recognition of Prior Learning or Recognition of Prior Learning programme for qualifications Artisan Recognition of Prior Learning - means artisan recognition of prior learning, an evaluation/ or assessment process which measures a candidate's meaningful level of related work experience, integrated conceptual knowledge and work related technical and personal skills to facilitate access to a process that may lead to certification as an artisan Recognition of prior learning programmes - means principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on ARPL/RPL programme Completed: Count of learners that completed the ARPL/RPL programme and issued with a trade test certificate or trade test report/statement of results or certificate
Means of verification	ARPL <ul style="list-style-type: none"> Entered: DG contract; Workplace based learning programme agreement; proof of employment, certified ID copy, service letter Completion: trade test report or trade certificate RPL <ul style="list-style-type: none"> Entered: DG contract; agreement between learner or learner information form and stakeholder; certified ID copy Completed: Statement of results/Certificate
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA AET programmes and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out AET Programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



TECHNICAL – INDICATOR DESCRIPTIONS

Indicator Title	(3.1i) Number of candidates on leadership development programmes
Definition	Candidates registered onto an international leadership development programme (ILDLP)
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of candidates registered to be trained through ILDPs Completed: Count of learners completed and issued a statement of results or certificate
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; certified ID copy; candidate's CV; Proof of registration Completed: Statement of results or certificate
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up leadership development programmes and the throughput will be maintained
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Impactful leadership in the industry
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.1j) Number of candidates on executive leadership development programmes
Definition	<ul style="list-style-type: none"> Candidates registered on an International Executive Leadership Development Programme (IEDP) IEDP is a learning programme that aims to prepare individuals with a necessary management skill to make difficult business decision in complex environments
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of candidates registered to be trained through executive development programmes Completed: Count of learners completed and issued a statement of results/certificate
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; learner information forms; certified ID copy; proof of employment Completed: Statement of results/certificate
Assumption	<ul style="list-style-type: none"> Candidates are interested in taking up executive leadership development programme and the throughput will be maintained
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Impactful leadership in the industry
Indicator Responsibility	Executive Manager Corporate Services



Indicator Title	3.1k) Number of candidates on Master's programme in maritime affairs
Definition	Candidates trained on master's programme in maritime
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of candidates that were registered to be trained through master's programme in maritime Completed: Count of learners completed and issued a statement of results/ certificate
Means of verification	<ul style="list-style-type: none"> Entered: Contract with the university; proof of acceptance in the programme; certified ID copy/ passport and permit Completed: statement of results/certificates
Assumption	Candidates are interested in taking up the master's programme in maritime and the throughput will be maintained
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 20% Target for Youth: 20% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	All candidates registered on master's programme successfully completed the programme
Indicator Responsibility	Maritime Chamber Executive Officer

Indicator Title	(3.2a) Number of unemployed learners on bursaries
Definition	<ul style="list-style-type: none"> Bursaries awarded to unemployed learners through a contract to study transport related qualifications and any desired qualifications that address skills deficit in the transport sector Unemployed - means a learner that was not in employment at the time the learner agreement was signed Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college, or any other training institution for post school qualifications
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of enrolled learners funded through bursaries Completed: Count of learners that obtained the qualification
Means of verification	<ul style="list-style-type: none"> Entered: Bursary Agreement; certified ID copy, proof of registration and a sworn affidavit confirming that the learner is not currently employed Completed: Statement of results/ Letter of completion / certificates / Licenses
Assumption	Learners are interested in taking up Bursaries
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 50% Target for Youth: 80% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners funded learners complete the programme
Indicator Responsibility	SD & LP Senior Manager



TECHNICAL – INDICATOR DESCRIPTIONS

Indicator Title	(3.2b) Number of unemployed learners on bursaries (continuing)
Definition	<ul style="list-style-type: none"> Bursaries awarded to unemployed learners through a contract to study transport related qualifications and any desired qualifications that address skills deficit in the transport sector Unemployed - means a learner that was not in employment at the time the learner agreement was signed Bursaries - means a grant awarded by TETA to an individual(s) to enable them to study at university, college, or any other training institution for post school qualifications
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Continuing: Count of learners continuing with the bursary
Means of verification	Continuing: Bursary Agreement, statement of results, proof of registration/fee statement certified and a sworn affidavit confirming that the learner is not currently employed
Assumption	Learners are interested in taking up Bursaries
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 50% Target for Youth: 80% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	All learners funded learners complete the programme
Indicator Responsibility	SD & LP Senior Manager

Indicator Title	(3.2c) Number of unemployed learners on skills programmes
Definition	<ul style="list-style-type: none"> Unemployed learners granted funding for unit and non-unit standard skills programmes or part-qualifications Skills programmes – Means an occupation-based programme inclusive of regulated skills programmes aimed at building skills that have economic value, and which incorporates at least one-unit standard. It is registered by a SETA and delivered by an accredited training provider
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on a skills programme or part-qualifications Completed: Count of learners that completed a skills programme, part-qualification or regulatory training issued with statement of results or certificate or license
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; learner information forms; certified ID copies and a sworn affidavit confirming that the learner is not currently employed Completed: statement of results/ certificates
Assumption	Learners are interested in taking up TETA skills programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 30% Target for Youth: 50% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	10% of unemployed learners registered on skills programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.2d) Number of unemployed learners on learnership programmes
Definition	<ul style="list-style-type: none"> Unemployed learners granted funding for learnership programmes through TETA stakeholders Learnerships – Means a period of workplace-based learning culminating in an occupational qualification or part qualification
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on a learnership programme Completed: Count of learners completed and issued with statement of results/ certificate
Means of verification	<ul style="list-style-type: none"> Entered: DG contracts; learnership agreements; certified ID copies, and a sworn affidavit confirming that the learner is not currently employed Completed: Statement of results/certificates
Assumption	Learners are interested in taking up TETA learnership programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 30% Target for Youth: 50% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	10% of unemployed learners registered on learnership programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.2e) Number of unemployed learners on AET programmes
Definition	Unemployed learners granted funding for Adult Education Training level 1-4 which also include General Education Training Certificate (GETC) at NQF Level 1 qualification, as well as AET for CET learners.
Source of Data	Learner Listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of enrolled unemployed learners funded through AET Programmes Completed: Count of learners completed and issued with statement of result or certificate
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; certified ID copies; learner information forms and a sworn affidavit confirming that the learner is not currently employed Completed: Statement of results or certificate
Assumption	Learners are interested in taking up AET programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 30% Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	10% of unemployed learners registered on AET programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners certificated
Indicator Responsibility	Chamber Executive Officers



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2f) Number of unemployed learners on apprenticeship programmes (artisan)
Definition	<ul style="list-style-type: none"> Unemployed learners granted funding for apprenticeships training programmes to address artisan skills shortages Apprenticeship programmes – Means a period of workplace-based learning culminating in an occupational qualification for a listed trade
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on apprenticeship programme Completed: Count of learners that completed the apprenticeship programme and issued with a trade test report/ trade test certificate
Means of verification	<ul style="list-style-type: none"> Entered: DG contracts; workplace-based learning programme agreement; certified ID copy; proof of employment and a sworn affidavit confirming that the learner is not currently employed Completions: trade test report/trade certificate
Assumption	Learners are interested in taking up apprenticeship programme
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 20% Target for Youth: 50% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	10% of unemployed learners registered on apprenticeship programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.2g) Number of learners on cadetship
Definition	<ul style="list-style-type: none"> Learners granted funding for cadetship training programmes Cadetship - is a form of a training programme that combines theoretical training and formal on-board practical training which culminates in a certificate of competency or proficiency for the professional designations of the Safe Manning, Training and Certification Regulations of the Merchant Shipping Act
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on cadetship programme Completed: Count of learners issued with a statement of results SAMSA certificate/ License
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; cadetship contract; certified ID copy/ passport and permit; learner information form and a sworn affidavit confirming that the learner is not currently employed Completed: Certificate of Proficiency/ interim certificate issued by SAMSA
Assumption	Learners are interested in taking up cadetship training programme
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 1% Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.2h) Number of learners on candidacy programmes
Definition	Funding of learners to obtain a professional designation with a professional body
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on candidacy Completed: Count of learners issued designation from professional body
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; learner information forms; certified ID copy; proof of registration; proof of employment; copy of qualification Completed: Proof of designation with the relevant professional body
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA Candidacy programmes and the throughput will be maintained TETA receives adequate applications from stakeholders to roll out for Candidacy programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 20% Target for Youth: 30% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.2i) Number of unemployed learners on Regulatory programmes
Definition	<ul style="list-style-type: none"> Unemployed learners granted funding for Regulatory Programmes Regulatory programmes - includes training programmes legislated or mandated by a regulatory authority (such as civil aviation, maritime safety, rail passenger safety, etc.) to gain a certificate of proficiency or competence for designations that currently fall outside the scope of the NQF
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on a regulatory programme Completed: Count of learners that completed a Regulatory programme
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; learner information form; certified ID copy and a sworn affidavit confirming that the learner is not currently employed Completed: Statement of results/Certificate/license
Assumption	Learners are interested in taking up cadetship training programme
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	20% of unemployed learners registered on regulatory programmes will be from rural areas/ disadvantaged communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.2j) Number of unemployed learners on Occupational Qualifications
Definition	<ul style="list-style-type: none"> Unemployed learners granted funding for occupational qualification programmes through TETA stakeholders Occupational qualifications – is a qualification that consists of a minimum of 25 credits associated with a trade, occupation, or profession. It results from work-based learning, consists of three components (knowledge, practical skills, and work experience), and has an external integrated summative assessment
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on an occupational qualification programme Completed: Count of learners issued with statement of results/ certificates
Means of verification	<ul style="list-style-type: none"> Entered: DG contract; Workplace based learning programme agreement; certified ID copy; proof of fixed-term employment and a sworn affidavit confirming that the learner is not currently employed Completed: Statement of results/ certificates
Assumption	Learners are interested in taking up occupational qualification
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 10% Target for Youth: 20% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.3a) Number of strategic partnerships established and implemented (PSET, Government, Agencies, and Industry)
Definition	Collaborative partnerships that seek to advance TETA's mandate., through establishing, implementing, and renewing existing partnerships with PSET entities (TVETs, CETs, HEIs), government agencies, and industry.
Source of Data	Partnership Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Established - Count of MoUs signed Implemented MoUs - Count of MoAs signed
Means of verification	<ul style="list-style-type: none"> Established: Signed MoUs Implemented: Active MoU and signed MoAs
Assumption	Stakeholders willing to enter a partnership with TETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Established and implementable partnerships with stakeholders
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.4a) Number of graduates placed on internship programmes (Graduate Internship)
Definition	<ul style="list-style-type: none"> Regulatory Training, HEI, TVET, CET and any other post-school graduates placed on internship programmes to receive exposure to a variety of practical work experiences. Unemployed - means a learner that was not in employment at the time the learner agreement was signed
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered - Count of number of learners entered Completed: Count the number of learners completed
Means of verification	<ul style="list-style-type: none"> Entered: Contract between TETA and stakeholder (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; fixed-term contract with host employer and a sworn affidavit confirming that the learner is not currently employed Completed: Report on completion of the programme/ Letter of completion or resignation letter with Proof of employment
Assumption	<ul style="list-style-type: none"> Learners are interested in taking up TETA Graduate Internship programmes TETA receives adequate applications from stakeholders to roll out Graduate Internship programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 40% Target for Youth: 90% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Successful completion of the workplace experience
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.4b) Number of learners who have completed workplace-based learning programmes - absorbed in employment or self employed
Definition	Learners previously trained by TETA are absorbed through employment in the industry
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of learners absorbed
Means of verification	Employment contract/proof of employment; certified ID copies; proof of training through TETA funding
Assumption	Learners absorbed in employment after completion of funded learning programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners trained and absorbed
Indicator Responsibility	Research and Knowledge Manager and Chamber Executive Officers

Indicator Title	(3.4c) Number of HEI learners on workplace experience programmes (Internship Category A)
Definition	HEI learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled through a HEI. This indicator is not limited to "Youth"
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of learners placed on workplace experience programmes (Internship Category A) Completed: Count of learners that completed the full duration of the programme
Means of verification	<ul style="list-style-type: none"> Entered: Contract between TETA and provider (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; letter from institution indicating the requirement for workplace for completion of qualification; contract with employer signed by learner and a sworn affidavit confirming that the learner is not currently employed Completed: Report on completion on learners
Assumption	Learners are interested in taking up Internship Category A programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 40% Target for Youth: 90% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Successful completion of the workplace experience
Indicator Responsibility	Chamber Executive Officers

Indicator Title	(3.4d) Number of TVET learners placed on workplace experience programmes (Internship for N Diploma)
Definition	TVET learners placed on workplace experience programmes to gain practical experience to supplement the studies for a current qualification enrolled at a TVET college."
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of TVET learners placed on workplace experience programmes Completed: Count of TVET learners that completed the full duration of the programme
Means of verification	<ul style="list-style-type: none"> Entered: Contract between TETA and provider (where applicable); Workplace Based Learning Agreement; certified ID copies; copy of highest qualification; letter from the institution confirming the requirement for workplace experience; contract between learner and employer and a sworn affidavit confirming that the learner is not currently employed Completed: Report on completion for learners
Assumption	Learners are interested in taking up Internship for N Diploma
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 40% Target for Youth: 70% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	All learners to successfully complete the programme
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.4e) Number of unemployed graduates on work readiness programmes
Definition	<ul style="list-style-type: none"> Graduates mentored and coached through work readiness programmes Unemployed - means a learner that was not in employment at the time the learner agreement was signed
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count of graduates placed on work readiness programme Completed: Count of graduates that completed the programme/obtained employment
Means of verification	<ul style="list-style-type: none"> Entered: Contract between TETA and stakeholder; learner Information form; fixed-term contract; certified ID copy/ study permit and certified highest qualification and a sworn affidavit confirming that the learner is not currently employed Completed: Report on completion of the programme/ Letter of completion/ resignation letter with Proof of employment
Assumption	Learners are interested in taking up work readiness programmes
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 40% Target for Youth: 90% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Successful completion of the work readiness programme
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.5a) Number of TETA stakeholder capacitation workshops on contract management
Definition	Capacitation and support of stakeholders on the effective implementation of awarded contracts
Source of Data	Invitations or Motivation
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of workshops conducted
Means of verification	Attendance Register / Zoom log/ Teams register
Assumption	Stakeholders will attend contract management workshops
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Effective Implementation of contracts
Indicator Responsibility	Chamber Executive Officers



Indicator Title	(3.5b) Number of stakeholder engagement sessions conducted
Definition	Stakeholder engagements conducted on the mandate of TETA
Source of Data	Invitations, Proposal or Motivation
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of stakeholder engagements conducted
Means of verification	Attendance registers and agenda
Assumption	TETA has sufficient funds to pay for stakeholder engagement related costs
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Knowledgeable and empowered stakeholders on the new developments
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.6a) Number of TETA career exhibitions conducted for urban areas
Definition	Career development service activities conducted to enhance awareness for sectoral priority occupations and interventions
Source of Data	Invitation/proposals/motivation
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of career exhibition conducted
Means of verification	External invite received/motivation for the event and attendance registers/written confirmation of attendance
Assumption	There is sufficient money to cover costs related to career exhibitions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	100% Number of TETA career exhibitions conducted for urban areas
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased awareness of transport-related careers
Indicator Responsibility	Executive Manager Corporate Services



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	3.6b) Number of career development exhibitions in rural areas on occupations in high demand
Definition	Career development service conducted to enhance awareness in rural areas highlighting occupations in high demand
Source of Data	Performance Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of career exhibition conducted
Means of verification	External invite received/motivation for the event and attendance registers/written confirmation of attendance
Assumption	There is sufficient TETA funds to cover costs related to career exhibitions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	100% of career development exhibitions will be from rural areas.
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased awareness of transport-related careers
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.6c) Number of capacity building workshops conducted on career development services
Definition	Capacitation of teachers/career advisers in career development services
Source of Data	Motivation/ proposal / invitation
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of capacity building workshops conducted
Means of verification	Proof of attendance/ Written confirmation of attendance
Assumption	There are sufficient TETA funds to cover capacity building workshops on career
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Capacitated teachers/ career advisers can deliver career information to learners
Indicator Responsibility	Executive Manager Corporate Services

TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.6d) Number of career development Practitioners trained
Definition	Career guidance practitioners are trained on career development service processes and environment
Source of Data	Motivation/ proposal
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of career guidance practitioners trained
Means of verification	Agenda, presentations, attendance registers or Zoom log
Assumption	There is sufficient personnel to advocate for career guidance
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Information on careers is delivered to learners in standardised manner
Indicator Responsibility	Executive Manager Corporate Services

Indicator Title	(3.6e) Number of schools supported
Definition	Adopted schools supported through e-learning material for Grade 12 learners or career development services or interventions supporting the school, teachers, learners, and Senior Management Team
Source of Data	MoU
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of the number of supported schools
Means of verification	A report covering the progress and support provided at each school
Assumption	Learners in adopted schools fully participate in support interventions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	80% school must be from rural areas and disadvantage communities
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Number of schools supported improve in academic result and management
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.7a) Number of small businesses funded for skills that enhance growth and development
Definition	<ul style="list-style-type: none"> Entities that employ less than 50 employees supported in skills to grow their businesses to enhance economic development Skills development training that enhances enterprise growth and development refers to targeted training that equips the small businesses (management and employees) with skills to boost business performance and support sustainable growth
Source of Data	Company Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of registered small companies supported
Means of verification	Contract between TETA and stakeholder; proof of payment; a CIPC Disclosure Certificate confirming that the company is active and in good standing at the time of funding
Assumption	Small businesses apply and participate in skills development initiatives
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Participation of small companies in the economy
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.7b) Number of SMME's supported in business development initiatives
Definition	<ul style="list-style-type: none"> Entities supported in business development initiatives to enhance economic development Supported is defined as any of the following (but not limited to): mentoring and coaching support and training initiatives Support is provided to entities based on the needs diagnosis provided by the applicant
Source of Data	Company Listing
Method of Calculation or assessment	Quantitative: Count of registered small and medium companies supported in business development initiatives
Means of verification	Contract between TETA and stakeholder, proof of participation in business development initiatives, CIPC documents and diagnostic report
Assumption	SMMEs apply and participate in business development initiatives
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Participation of small and medium companies in the economy
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.7c) Number of NLPEs funded
Definition	Non-levy-paying enterprises and registered companies funded to participate in training
Source of Data	Company Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of small non-levy-paying entities funded
Means of verification	Contract between TETA and stakeholder, CIPC; Proof of payment
Assumption	Small non levy paying entities apply and participate in skills development initiatives
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Support small non-levy paying entities to register or participate in skills development
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.7d) Number of cooperatives funded for skills that enhance enterprise growth and development
Definition	<ul style="list-style-type: none"> Cooperatives funded to participate in skills development training to enhance capacity building Cooperatives - means an autonomous association of persons united voluntarily to meet their common economic and social needs, aspirations through a jointly owned, and democratically controlled enterprise organized, and operated on co-operative principles Skills development training that enhance enterprise growth and development refers to targeted training that equips the funded beneficiary cooperatives (members) with skills to boost organisational growth and development
Source of Data	Cooperative Listing
Method of Calculation or assessment	Quantitative: <ul style="list-style-type: none"> Count of cooperatives funded
Means of verification	Contract between TETA and stakeholder; a CIPC Disclosure Certificate confirming that the cooperatives is active and in good standing at the time of funding contract between provider and enterprise indicating the support and conditions of funding, reports, proof of attendance, proof payment and discretionary grant application
Assumption	Cooperatives are willing to take up funding with TETA conditions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Growing and sustainable cooperatives
Indicator Responsibility	Strategic Projects and Stakeholder Relations



Indicator Title	(3.7e) Number of NPOs/NPCs funded
Definition	NPOs/NPC funded for various interventions
Source of Data	Organisation Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count number of NPO/ NPC funded
Means of verification	Contract between TETA and stakeholder; A recent confirmation letter from the Department of Social Development verifying the organisation's active status at the time of funding; contract between provider and enterprise indicating the support and conditions of funding and proof of payment; proof of attendance, monitoring report
Assumption	NPO/ NPC are willing to take up funding with TETA conditions
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Growing and sustainable NPO/ NPC
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.7f) Number of learners trained on entrepreneurship to establish businesses (new venture creation)
Definition	Learners trained to start business ventures
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative: <ul style="list-style-type: none"> Entered: Count of learners registered to be trained on entrepreneurship programmes
Means of verification	Entered: DG contract; certified ID copies; learner information forms
Assumption	Learners are willing to take up funding to start new businesses
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for women owned enterprises: 40% Target for youth owned enterprises: 80% Target for people with disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Trained learners establish businesses
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



TECHNICAL INDICATOR DESCRIPTIONS

Indicator Title	(3.7g) Number of rural development projects supported
Definition	<ul style="list-style-type: none"> This indicator tracks the number of skills development projects implemented in rural areas, previously disadvantaged communities that are supported through capacity building training initiatives/programmes. Projects must be implemented in areas classified as rural, previously disadvantaged communities, verified using sources such as municipal spatial development frameworks or Stats SA classifications. Beneficiary Types: <ul style="list-style-type: none"> Beneficiaries may include, but are not limited to: Unemployed individuals and start up entrepreneurs in rural communities
Source of Data	Project Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of rural development projects supported
Means of verification	Contract between TETA and stakeholder, monitoring reports, attendance registers, proof of payment, discretionary grant application and municipal spatial development frameworks or Stats SA classifications.
Assumption	Stakeholders in rural areas apply for support with projects
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	80% Rural
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Sustainable rural projects that economically benefit communities
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.8a) Number of trade unions funded
Definition	Trade unions funded for various skills interventions
Source of Data	Trade Union List
Method of Calculation or assessment	Quantitative: <ul style="list-style-type: none"> Count the number of trade unions funded
Means of verification	Contract between TETA and provider or trade union, proof of payment, attendance register
Assumption	Trade Unions apply for training opportunities
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Trade unions funded facilitate training of their members
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



Indicator Title	(3.8b) Number of learners trained on accident prevention training programmes
Definition	Training of learners on accident prevention skills programmes funded to address safety in South Africa
Source of Data	Learner Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count the number of learners trained on accident prevention programme
Means of verification	Contract with stakeholders; certified ID copies; learner information forms
Assumption	There is availability of learners who require training on accident prevention programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Trained learners on accident prevention- programmes
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager

Indicator Title	(3.8c) Number of pandemic awareness programmes supported
Definition	Supported is defined as any of the following: financial support, advisory support, training, capacity building workshops and awareness drives
Source of Data	List of awareness programmes approved
Method of Calculation or assessment	Quantitative: <ul style="list-style-type: none"> Count the number of pandemic awareness initiatives supported
Means of verification	Contract between TETA and stakeholder; reports and proof of payments if support is financial
Assumption	Stakeholders are willing to take up these opportunities for awareness campaigns
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Pandemic awareness reaches the designated audiences
Indicator Responsibility	Strategic Projects and Stakeholder Relations Manager



TECHNICAL INDICATOR DESCRIPTIONS

Programme 4: Quality Assurance System

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

Indicator Title	(4.1b) Number of learning material developed for approved occupational qualifications
Definition	<ul style="list-style-type: none"> Learning materials developed for occupational qualifications/part qualifications/skills programmes Occupational Qualification include full qualification or part qualifications or skills programme
Source of Data	Learning material listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count the number of learning materials developed
Means of verification	DG contract/SLA, Final learning material
Assumption	Industry provides correct requirements for the learning material
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Learning materials used for the delivery of training
Indicator Responsibility	ETQA Manager



Indicator Title	4.2 Number of stakeholders monitored
Definition	Number of monitoring conducted to approve workspaces or Skills Development Providers (SDPs) or External moderations
Source of Data	Monitoring listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Each monitoring conducted will be counted once
Means of verification	Signed monitoring report
Assumption	SDPs apply for external moderation, workplace approves and SDP accreditation
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners successfully completed the programme
Indicator Responsibility	ETQA Manager

Indicator Title	(4.3a) Number of TVET/CET lecturers trained on quality assurance systems
Definition	<ul style="list-style-type: none"> Lecturers trained/capacitated on improving training provision within the TVET College system. CET lecturers are included
Source of Data	TVET Lecturers Listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Entered: Count the number of TVET/CET lecturers that entered the programme Completed: Count the number of TVET/CET lecturers that completed the programme
Means of verification	<ul style="list-style-type: none"> Contract/SLA Entered: Certified ID copies, learner information forms and confirmation of employment Completed: Certificate, attendance registers
Assumption	TVET colleges are willing to participate
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Improved delivery of training at TVET/CET Colleges
Indicator Responsibility	ETQA Manager



Indicator Title	4.3b) Number of TVET/ CET Managers trained on curriculum related studies
Definition	<ul style="list-style-type: none"> TVET/ CET Managers trained on curriculum related studies
Source of Data	Monitoring listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of TVET/CET managers trained to the industry Entered: <ul style="list-style-type: none"> Certified ID copy/ passport and permit, confirmation of employment
Means of verification	<ul style="list-style-type: none"> Entered: Certified ID copy/ passport and permit, confirmation of employment, Attendance register
Assumption	TVET /CET managers are willing to be exposed to workplace experience and availability of host companies
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved industry knowledge
Indicator Responsibility	ETQA Manager



Indicator Title	(4.3c) Number of TVET/ CET lecturers exposed to the industry
Definition	<ul style="list-style-type: none"> TVET/ CET lecturers exposed to the industry to receive exposure to a variety of practical workplace experiences that will improve training provided. CET lecturers are included
Source of Data	Monitoring listings
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count of TVET/CET lecturers exposed to the industry Entered: <ul style="list-style-type: none"> Certified ID copy/ passport and permit, confirmation of employment
Means of verification	<ul style="list-style-type: none"> Entered: Certified ID copy/ passport and permit, confirmation of employment, Attendance register
Assumption	TVET /CET Lecturers are willing to be exposed to workplace experience and availability of host companies
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Improved industry knowledge
Indicator Responsibility	ETQA Manager

Indicator Title	(4.3d) Number of TVET/CET colleges supported on infrastructure (learning equipment/resources)
Definition	<ul style="list-style-type: none"> Providing support to TVET colleges to improve the quality of training through funding of infrastructure (learning equipment/resources) CET colleges infrastructure support is included
Source of Data	TVET/CET college listing
Method of Calculation or assessment	Quantitative <ul style="list-style-type: none"> Count the number of TVET/CET colleges supported
Means of verification	DG Contract and proof of payment
Assumption	Training equipment delivered on time and lecturers capacitated to use the equipment
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non- cumulative
Reporting Cycle	Annually
Desired Performance	Capacitated TVET/CET colleges to provide quality training to learners
Indicator Responsibility	ETQA Manager



NOTES



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**higher education
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