

A photograph of construction workers on a building site. In the foreground, a worker in a yellow high-visibility suit and a yellow hard hat is bent over, working with blue-painted steel rebar. In the background, two other workers are visible: one in a white shirt and white hard hat, and another in a green safety vest and yellow hard hat. The scene is set on a floor slab with a grid of rebar. To the right, a tall, vertical rebar structure is visible against a clear sky. The image is framed by orange vertical bars on the left and right sides.

ANNUAL PERFORMANCE PLAN

For 2024/25 Financial Year



Foreword by the Minister



Dr. BE Nzimande, MP

Executive Authority of Higher Education,
Science, and Innovation

The mandate of the Sector Education and Training Authorities is derived, in the main, from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills Plans (SSPs).

In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment, and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

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

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the

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

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

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

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

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

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

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

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

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

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

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



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



Foreword by the Accounting Authority



Mr Thabo Masombuka
Chairperson: Accounting Authority

It is our honour to present the Annual Performance Plan for the Construction Education and Training Authority (CETA) updated for FY2024/25.

This document is presented in terms of the Skills Development Act and the Public Finance Management Act (Act 1 of 1999, as amended) and is submitted as per the Department of Higher Education and Training's (DHET) Compliance Calendar. The Framework guiding the development of this Strategic Plan is set out in the National Treasury's Framework for Strategic Plans and Annual Performance Plans and as informed by the Department of Planning, Monitoring and Evaluation.

The Accounting Authority endorses this Annual Performance Plan as an appropriate response by the organisation post the COVID-19 pandemic, Administration period and various change drivers in the construction sector. Prior to COVID-19, the construction sector was already in decline, as indicated in the Statistics SA Construction Industry report 2020, with 20% decline in employment from June 2017 until June 2020¹. Since COVID-19, the Government has adopted plans and strategies to stimulate economic growth and in particular, the Economic Recovery and Reconstruction Plan (ERRP) which the CETA is contributing towards in all provinces.

¹ 22nd Report of the Commission for Employment Equity

The sector is diverse, with five broad categories or sub-sectors namely: Roads and Civil Construction, Materials Manufacturing, Building Construction, Built Environment Professions and Electrical Construction. The need for skilled employees is driven by spending in these sub-sectors by both public and private investors. The CETA will be establishing dedicated resources to these sectors, aiming to foster enhanced skills within the industry by cultivating closer and mutually advantageous partnerships. These chambers are being established in the current financial year, 2023/24, and the CETA looks forward to making a positive impact in its service to stakeholders and discharging its mandate better through active and regular industry participation. We are committed to building stronger relationships with all stakeholders, and our commitment aims not only to augment the quantity of skills present but also to cultivate high-quality skills that ensure global competitiveness.

The CETA exited Administration in February 2022, and the organisation has improved its performance and addressed the governance breaches that led to it being placed under administration. To this end, the CETA is capacitating itself internally to respond to current challenges. Together with the newly appointed executive, the Accounting Authority will work with all employees to ensure that skills development in the sector is facilitated in an ethical, responsive, and professional manner. Systems are being improved, and where they do not exist, are being developed to strengthen the organisation to support the sector.

The CETA continues to support the goal of economic inclusion and will continue to focus on working with stakeholders to realise transformation in the sector, through prioritising designated groups in its programmes. The sector, like most sectors, remains untransformed at management levels, with African and Coloureds found to be under-represented.² The candidacy and bursary programmes are examples of pathways used by the CETA to effect transformation and there will be more emphasis on supporting them in the future.

The CETA's strategic direction over the period of this Annual Performance Plan is aimed at sustainably supporting skills development within the construction sector and making a significant contribution to economic growth. The CETA will continue to do this by positioning skills as a foundation for economic development and empowerment, working with industry to realise the dream of turning each construction site in the country into a learning site for all our learners.

THABO MASOMBUKA
Chairperson
ACCOUNTING AUTHORITY

² District Development Model website

Official Sign-Off

It is hereby confirmed that this Annual Performance Plan for the Construction Education and Training Authority was developed by the management team of the CETA under the guidance of the Accounting Authority.

It takes into account all the relevant legislation, policies and other mandates for which the CETA is responsible; and accurately reflects the strategic goals and objectives which the CETA will endeavour to achieve over the period 2024/25.

This Strategy Framework is hereby presented as the guiding document for the CETA for the period in compliance with the National Treasury Guidelines.

MS MOLEBOGENG THOBELA

CETA Executive Manager: Strategic Support

Signature: _____

01 March 2024

MR SANELE RADEBE

Acting Chief Financial Officer

Signature: _____

01 March 2024

MR MALUSI SHEZI

CETA Chief Executive Officer

Signature: _____

01 March 2024

MR THABO MASOMBUKA

CETA Board Chairperson

Signature: _____

01 March 2024





Foreword by the Minister

Foreword by the Accounting Authority

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Glossary of terms

Accounting Authority	The governing body of the CETA
Apprenticeship	A trade qualification registered with Quality Council for Trades and Occupations in terms of the Skills Development Act No 97 of 1998 as amended
AQP	Assessment Quality Partner
Assessment	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered, national standards
DHET	Department of Higher Education, Science and Technology
Discretionary Grant	Grants paid out in terms of Regulation 6(3) (a) and (b) of the Skills Development Levies Act No 9 of 1999
DQP	Development Quality Partner
Employer	Employer as defined in the Fourth Schedule to the Income Tax Act
ERRP	Economic Reconstruction and Recovery Plan
Learnership	A vocational based learning qualification that includes a practical work-based component. A learnership has to be aligned with a registered NQF qualification
Learning programme	A set of unit standards based learning activities intended to give a learner particular knowledge and skills
MG	Mandatory Grants
MTSF	Medium-Term Strategic Planning Framework
NQF	National Qualifications Framework
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
OFO	Organising Framework of Occupations codes
PFMA	Public Finance Management Act No 1 of 1999
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes that result in occupational qualifications and may include a knowledge component that is normally delivered at a further education and training college or a university as well as structured learning in an accredited training centre or an approved workplace
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System as defined by the CETA
RPL	Recognition of Prior Learning by assessing competence against the outcomes of a set of unit standards
SAQA	South African Qualifications Authority established in terms of the South African Qualifications Authority Act No 58 of 1995
SCM	Supply Chain Management
SDL	Skills Development Levy
Skills Programmes	Occupationally based unit standard training programme, delivered by accredited education and training providers
SLA	Service Level Agreement
SSP	Sector Skills Plan
TVET	Technical Vocational Education and Training at Levels 2 to 4 of the National Qualifications Framework (NQF)
WSP	Workplace Skills Plan



PART A

Our Mandate

The CETA was established in April 2000 and is responsible for skills development activities within the construction sector. The following mandates represent the legislative environment in which the CETA operates.

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1 Updates to the relevant legislative and policy mandates

1.1 Constitutional Mandates

The Constitution of the Republic of South Africa is the supreme law governing South Africa. It provides the legal foundation for the existence of the Republic and sets out the rights and duties of its citizens and defines the structure of the Government. The relevant sections of the Constitution that have a direct bearing on the governance of the CETA are the following:

- *Right to education including further education (Section 29)*

The CETA complies with this by ensuring that there are credible mechanisms for skills planning through conducting research and using labour market information intelligence tools, to develop a Sector Skills Plan for the construction sector to guide skills planning. These processes also assist in enhancing and supporting training for new entrants and the workforce in the construction sector. The SSP forms the basis of skills planning, as well as sets skills priorities to be pursued by the CETA through this Strategic Plan.

The updated CETA Strategic Plan has four programmes as per the Uniform SETA's Budget Programme Structure prescribed by DHET to guide SETAs in developing planning and reporting documents. This programme structure is aimed at streamlining and standardising planning, budgeting, implementation, monitoring, evaluation and reporting processes by the CETA. The programmes also address the sub-sectors within the construction sector. These four programmes are as follows:



Programme 1:
Administration



Programme 2:
Research, Planning
and Reporting



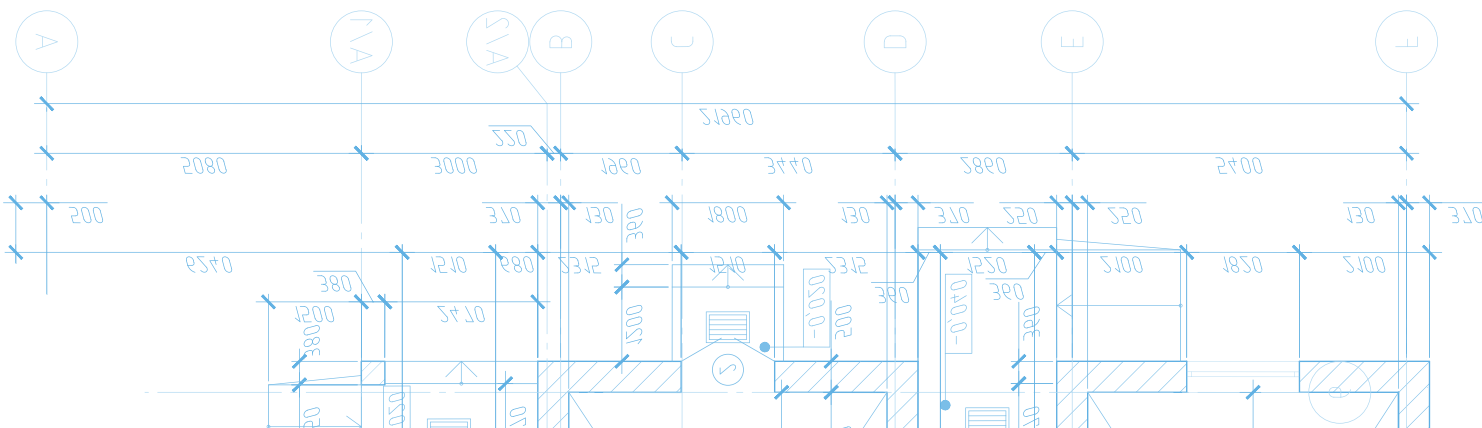
Programme 3:
Learning Programmes
and Projects



Programme 4:
Quality Assurance.

As a public entity, the CETA reports to the Minister of Higher Education, Science, and Innovation. We are accountable to Parliament (through the Portfolio Committee on Higher Education, Science, and Innovation) and are also under the oversight of National Treasury in terms of performance management and financial administration.

We engage with a broad range of stakeholders in the public domain in fulfilment of our CETA mandate, which requires us to uphold principles of good governance in the interest of making a meaningful contribution in skills development for the benefit of the construction sector and the country. In response to this, the CETA is obliged to submit its approved Strategic Plan, Annual Performance Plan and its audited Annual Report to Parliament as per the Compliance Calendar prescribed by DHET.



2 Legislative and Policy Mandates

The CETA was established in April 2000 and is responsible for skills development activities within the construction sector. The following mandates represent the legislative environment in which the CETA operates:

2.1 Legislative Mandates

2.1.1 Skills Development Act 1998 (Act 97 of 1998) (As amended)

The Skills Development Act requires the CETA to develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Plan 2030 (NSDP).

2.1.2 Skills Development Levies Act, 1999 (Act 9 of 1999) (As amended)

The Act makes provision for the South African Revenue Service (SARS) to collect skills levies and distribute them by paying a portion thereof into the account of the National Skills Funds (NSF) and use the remainder in terms of its provision and those of the Skills Development Act and SETA Grant Regulations.

2.1.3 Public Finance Management 1999, (Act 1 of 1999)

The Public Finance Management (PFMA) is aimed at promoting good financial management in order to maximise delivery through the efficient and effective use of financial resources within public institutions. It regulates that all revenue, expenditure, assets and liabilities are managed efficiently and effectively.

2.1.4 SETA Grants Regulations (2012)

The SETA's Grant Regulations Regarding Monies Received by a SETA and Related Matters, which was gazetted on 3 December 2012 and came into effect on 1 April 2013, has also been considered in our budgeting and identification of PIVOTAL and Non – PIVOTAL interventions.

2.1.5 The National Qualifications Framework (NQF) Act (Act 67 of 2008)

The National Qualifications Framework (NQF) Act allows for the CETA to develop qualifications within the occupational and higher education sub-frameworks. This Act also provides for the regulation of qualifications and professional bodies and establishes the quality councils that the CETA interacts with including the QCTO.

2.1.6 The Construction Regulations Act, 2014: The Registration of Construction Health and Safety (CHS) Professionals

The following categories of Construction Health and Safety have been approved for registration: Registration Rules for Construction Health and Safety Agent (PrCHSA) in Terms of

Section 18 (1) (c) of the Act, (Act No. 48 of 2000), as published on 31 May 2013 in the Government Gazette, Gazette No. 36525, Board Notice 115 of 2013 for commencement 1 June 2013.

- Construction Health and Safety Agent (PrCHSA)
- Construction Health and Safety Manager (CHSM)
- Construction Health and Safety Officer (CHSO)

The CETA's mandate is to ensure that relevant health and safety programmes are developed or curriculum is reviewed and that skills development providers are accredited for such programmes. Construction Health and Safety assessors and moderators are registered against recognised standards with the CETA.

2.1.7 Income Tax Act 1962 – Tax Allowance, (Act 58 of 1962) (As amended)

Section 12H of the Income Tax allows for tax breaks for entities participating in learnerships and apprenticeships programmes and other relevant approved SETA programmes. The CETA is involved in the process of learnership tax claims by entities in the sector registering learnerships or apprenticeships agreements with the CETA as well as for completion of such learning programmes included in the tax breaks by the South African Revenue Services (SARS).

2.1.8 Basic Conditions of Employment Act (BCEA) 1997, (Act No 75 of 1997): Sectoral Determination No 5: Learnerships

The Act makes the sectoral determination establishing binding conditions of employment and rates of allowances for learners in all sectors where SETAs operate.

2.1.9 Employment Equity 1998, (Act 55 of 1998)

This Act aims to facilitate workplace transformation through the elimination of unfair discrimination and implementation of affirmative action and measures to enable equitable representation of employees from different race and gender groups in the workplace.

The Commission for Employment Equity's (CEE) 1 annual report for the 2020-2021 financial year as released by the Department of Labour, highlights the under – representation of targeted groups at the senior and Top Management levels of the workforce. The CETA is actively targeting designated groups in its programmes.

2 Legislative and Policy Mandates continued

2.1 Legislative Mandates continued

2.1.10 Broad-Based Black Economic Empowerment Amendment Act 2013, (Act 46 of 2013) (As amended)

The amended Code Series 300, Statement 300: The General Principles for Measuring Skills Development prescribes compliance targets and weighting points to be claimed by Measured Entities, subject to verifiable expenditure incurred for training black people on various listed learning interventions.

The Code determines that “Workplace Skills Plan, an Annual Training Report and Pivotal Report which are SETA approved” will constitute criteria for Measured Entities to receive points towards their B-BBEE scorecards. The CETA evaluates the submitted WSPs for approval. Upon approval of the WSP, the CETA issues an approved entity with a compliance certificate that the entities may use for B-BBEE purposes.

The implications for skills planning for the CETA is as follows:

- Prioritise skills development in qualifying small companies;
- Assist large and medium enterprises in developing skills which will assist with their B-BBEE efforts;
- WSP-ATR submissions approved by the CETA;

Learning Programme Matrix under the B-BBEE Code places an emphasis on PIVOTAL training and provision for accredited training.

2.1.11 Other key legislations

- South African Qualifications Authority Act 1995 (Act No 58 of 1995)
- Protection of Personal Information Act 2013, (Act No 4 of 2013)
- Promotion of Access to Information Act 2000 (Act No 2 of 2000)

2.2 Policy Mandates

The CETA's strategic planning process has taken into consideration the aims and objectives of the Human Resources Development Strategy for South Africa (HRDS-SA), which outlines the human resources development strategy for the country; the Medium Term Strategic Framework (MTSF), which is a broad Government framework that indicates economic growth drivers and the National Skills Development Plan 2030 (NSDP). These mandates serve as the roadmap for the CETA within which to deliver our skills development interventions.

2.2.1 The National Development Plan (NDP) (2013)

The National Development Plan (NDP) was introduced at the end of 2011 by the National Planning Commission. It focuses on the reduction of poverty and inequality and reiterates the objectives of the New Growth Path. It lays out the vision to be achieved by 2030. The NDP is a detailed blueprint for how the country can eliminate poverty and reduce inequality by the year 2030.

The most important aspect of the plan from the point of view of the construction industry is the massive infrastructure investment. Cutting across all infrastructural projects and initiatives is the operation and maintenance of such infrastructure post establishment.

2.2.2 National Skills Development Plan 2030

The National Skills Development Plan 2030 (NSDP) has been developed to respond to the policy goals of the White Paper on Post School Education and Training (“White Paper”) to improve both the integration of the post – school education and training system (“PSET”), and the interface between PSET institutions and the world of work.

To illustrate the alignment between the CETA's updated strategic plan and the outcomes of the NSDP 2030, the Table below outlines the link between these outcomes and the CETA programmes and strategic goals:

2.2.3 Economic Reconstruction and Recovery Plan

The government's immediate response to the most pressing socio-economic pressures post COVID-19 pandemic is set out in some detail in the Economic Reconstruction and Recovery Plan (ERRP). Several aspects of the plan have direct impact on the CETA and the construction sector including the following:

- The CETA and the construction sector should be fully plugged into government's infrastructure-built programmes and investment efforts, to facilitate social compacting at sector level as well as growth and jobs.
- The moment calls on the CETA and its partners to revert to its core business of producing skills for current and future needs of the sector.
- The crisis presents the CETA and the sector with a rare opportunity to make determined efforts in tackling exclusion in the sector. In other words, there is a real opportunity to “build back better”.

2.2 Policy Mandates continued

In addressing the above-mentioned aspects, the CETA ERRP programmes commenced in 2021/22 with a focus on short skills and continued in 2022/23 with a variety of pathways, including Learnerships, Apprenticeships, ARPL, Internship, TVET Placements and Candidacy Programmes. Please see the tables below:

FY2021/22 ERRPs: TABLE 1

PROVINCE	ENTITY	TOTAL LEARNERS	DISTRICT MUNICIPALITIES
Eastern Cape	Department of Transport (EC)	1 333	Chris Hani District; OR Tambo District; Amathole District
KwaZulu-Natal	Department of Economic Development; Tourism and Environmental Affairs	1 666	EThekweni Metropolitan Municipality; Umkhanyakude District; Umgungundlovu District; iLembe District; uMzinyathi District; uThungulu District; uGu District
Limpopo	Mahumani Empowerment Services	333	Mopani District
Mpumalanga	Department of Public Works, Roads and Transport (MP)	1 000	Ehlanzeni District; Gert Sibande District; Nkangala District
Northern Cape	Department of Roads and Transport (NC)	400	JTG District; Namakwa District; Pixley Ka Seme District; Pixley Ka Seme District; ZFM District
Western Cape	Matzikama Municipality	500	West Coast District
	Cederberg Municipality	900	West Coast District
Total		6 132	

2022/23 FY ERRPs: TABLE 2

PROVINCE	ENTITY	TOTAL LEARNERS	DISTRICT MUNICIPALITIES
Free State	Office of the Premier Free State Province	450	Lejweleputswa District; Motheo District; Xhariep District; Thabo Mofutsanyane District; Mangaung Metropolitan
KwaZulu-Natal	Department of Economic Development; Tourism and Environmental Affairs	1000	Amajuba District; Harry Gwala District; Zululand District; King Cetshwayo District and Mkhayakude District
Limpopo	Mahumani Empowerment Services	200	Mopani District Municipality
	Office of the Premier Limpopo Province	400	Fezile Dabi District; Lejweleputswa District; Thabo Mofutsanyana District; Xhariep District; Mangaung Metropolitan Municipality
Mpumalanga	Department of Public Works, Roads and Transport (MP)	700	Gert Sibande District Municipality; Nkangala District Municipality; Bohlabela District Municipality; Ehlanzeni District Municipality
Northern Cape	Department of Roads and Transport (NC)	600	Pixley Ka Seme District Municipality; Francis Baard District Municipality; Namakwa District Municipality; John Taolo Gaetsewe District Municipality; ZF Mgcawu District Municipality
North West	Office of the Premier North West Province	500	Bojanala Platinum District; Dr Kenneth Kaunda District; Dr Ruth Segomotsi Mompati District; Ngaka Modiri Molema District
Western Cape	Drakkenstein Municipality	500	Cape Winelands District
	Cape Agulhas Municipality	400	Overberg District
Total		4 750	

2 Legislative and Policy Mandates

continued

2.2 Policy Mandates continued

2.2.3 Economic Reconstruction and Recovery Plan continued

THE CETA WAS ABLE TO RESPOND TO THE FOLLOWING KEY ELEMENTS OF THE ERRP VERSUS NATIONAL DEVELOPMENT INDICATORS THROUGH THE FUNDING AND IMPLEMENTATION OF SKILLS DEVELOPMENT PROJECTS: TABLE 3

Key Elements of the ERRP	National Development Indicators	CETAs Response
Gender equality and economic inclusion of women and youth	Reduction of inequality	The construction industry in South Africa has often been characterised as male dominated and an aging sector. In the implementation of skills development projects in the sector, employers are required to ensure they prioritise the recruitment of black youth with a focus on having at least 51% representation of females as well as a minimum of 2% to be people with disabilities.
An employment stimulus to create jobs and support livelihoods	Youth unemployment Poverty eradication	South Africa is faced with the triple challenges of unemployment, inequality and poverty. One of the CETA's strategic priorities has always been to support skills development of the youth and workers. Much of the funding for skills development projects is directed at unemployed youth with the aim of upskilling them in construction skills for either employment or self-employment opportunities. This considers that the sector is largely informal in nature and opportunities for entrepreneurs exist.

In addition to the ERRP projects, the CETA entered into strategic partnerships to fund the following interventions:

- Funding Lecturer Development in the TVET sector benefiting 270 Lecturers across the Country in 2021/22.
- Supported CETs and TVET Colleges with office equipment (2021/22 and 2022/23).
- Bursary support for TVET lecturers (2021/22 and 2022/23).
- TVET lecturer capacitation programme on curriculum, which benefited 30 lecturers in Free State and Gauteng (2022/23).
- Partnership to support entrepreneur development for 20 beneficiaries in 2022/23.
- Partnership for capacity building for NGOs and Co-operatives in skills development, which benefited 13 NGOs and 9 Co-ops (2022/23). This will improve the pool of skills development providers in the sector.

2.2 Policy Mandates continued

2.2.3 Economic Reconstruction and Recovery Plan continued

THE CETA'S ALIGNMENT TO THE NSDP OUTCOMES: TABLE 4




NSDP Outcomes	CETA Linked Outcomes	CETA Linked Programmes
4.1 Identify and increase production of occupations in high demand	<p>To ensure a credible mechanism for skills planning and reporting in the construction sector –</p> <ul style="list-style-type: none"> Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector. 	 <p>Programme 2: Skills Planning and Reporting</p>
4.2 Linking education and the workplace	<p>To address skills priorities within the construction sector – Support skills development of new entrants or unemployed to the construction sector Enhance the skills of the existing workforce of the construction sector.</p>	 <p>Programme 3: Learning Programmes and Projects</p>  <p>Programme 4: Quality Assurance</p>
4.3 Improving the level of skills in the South African workforce	<p>Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions.</p>	 <p>Programme 3: Learning Programmes and Projects</p>  <p>Programme 4: Quality Assurance</p>
4.4 Increase access to occupationally directed programmes	<p>Support skills development of new entrants or unemployed to the construction sector. Enhance the skills of the existing workforce of the construction sector.</p>	 <p>This goal is addressed as part of Programme 2 under Sub Programme: Short Skills Programme</p>  <p>Programme 4: Quality Assurance</p>
4.5 Support the growth of the public college institutional type as a key provider of skills required for socio-economic development.	<p>Support skills development of new entrants or unemployed to the construction sector.</p>	 <p>Programme 3: Learning Programmes and Projects</p>

2 Legislative and Policy Mandates continued

2.2 Policy Mandates continued

2.2.3 Economic Reconstruction and Recovery Plan continued

THE CETA'S ALIGNMENT TO THE NSDP OUTCOMES: TABLE 4

NSDP Outcomes	CETA Linked Outcomes	CETA Linked Programmes
4.6 Skills development support for entrepreneurship and cooperative development	Support national imperatives in relation to skills development, with emphasis on the construction sector.	 Programme 3: Learning Programmes and Projects
4.7 Encourage and support worker-initiated training	Support national imperatives in relation to skills development, with emphasis on the construction sector.	 Programme 3: Learning Programmes and Projects
4.8 Support Career Development Services	Support skills development of new entrants or unemployed to the construction sector.	 Programme 3: Learning Programmes and Projects

2.2.4 White Paper on Post-School Education and Training (PSET)

The White Paper was established, amongst others, to ensure a coordinated, and inclusive post school education and training system, expand access, improve quality of provision and ensure education and training system that is responsive to citizens, employers as well as the broader societal developmental objectives.

It seeks to expand the scope of education and training to include even people who could not attend formal education. The White Paper aims to simplify the role of SETAs and build their capacity in line with their redefined roles. In terms of the White Paper, SETAs will continue facilitating development of skills for those in existing enterprises and skills pipelines in workplaces. This means that SETAs will ensure that the skills requirements of their respective industries are understood and catered for by different providers as contemplated within the policy document.

2.2.5 Transformation in the Construction Sector: Construction Charter Codes (2017)

Transformation charters such as the Construction Charter (revised), which seek to increase the participation of Black people and people with disabilities in general and focuses on the Broad-Based Black Economic Empowerment in the sector, continue to guide the CETA's strategic planning process.

The sector continues to reflect vast inequalities in ownership patterns, black participation is principally through micro and small businesses where sustainability levels are generally low. There are limited number of black people, especially black women, in controlling positions, managerial positions and in specialised professions in the larger enterprises in the sector.

There is a depleted skills base due to disconnection between academia from the needs of the sector, the sector's low appeal as a career choice, the low numbers of school leavers with adequate grades in mathematics and science, low salaries and poor prospects for career development. Inadequate investment in skills development exacerbates this problem despite sufficient funding allocated by the CETA to the sector. Challenges include inadequate recognition of prior learning and low levels of workplace training. The sector has a dire need for recognition of prior learning amongst other areas in the scaffolding, formwork or working at heights industry, plant operations industry and within the construction health and safety industry.





Transformation within the built environment sector remains a challenge and not all the set sector targets are met or achieved. The CETA has funded and implemented Candidacy Programmes; through partnering with the relevant statutory councils and voluntary associations within the built environment industry, the CETA hopes to contribute towards the transformation of the sector.

2.2 Policy Mandates continued

2.2.6 National Human Resource Development (HRD) Strategy of South Africa

The National HRD Strategy of South Africa (2010 to 2030) is a social compact distilling the critical skill challenges for the socio-economic growth and development of the country. The document also sets out collective commitments for all sectors of the society. The CETA addresses the HRD Strategy commitments as follows:

CETA'S ALIGNMENT TO THE NATIONAL HRD STRATEGY: TABLE 5

HRDSA Commitment	CETA alignment
Address shortages of supply of people with priority skills	 <p>Programme 3: Learning Programmes and Projects</p> <ul style="list-style-type: none"> Implementation of learning programmes.
Increase the number of appropriately skilled people	 <p>Programme 3: Learning Programmes and Projects</p> <ul style="list-style-type: none"> Increase access to occupationally directed programmes in the construction sector.
Access to education and training	 <p>Programme 3: Learning Programmes and Projects</p> <ul style="list-style-type: none"> Increase access to occupationally directed programmes in the construction sector.
Improve technological and innovation capability	 <p>Programme 3: Learning Programmes and Projects</p> <ul style="list-style-type: none"> Contribute to the improvement of the technological and innovation capability and outcomes within the public and private sectors by funding post graduate studies and research studies within the built environment disciplines. <p>Innovative Programmes:</p> <ul style="list-style-type: none"> Development of SMME Programmes. Increased focus on research and innovation. Development of Quality Partnerships for construction programmes. Development and Support of Academic Programmes. Inter-SETA Collaboration. Establishment of Skills Development Centres.

2 Legislative and Policy Mandates continued

2.2 Policy Mandates continued

2.2.7 The Expanded Public Works Programme (2004)

The EPWP is a nationwide programme covering all spheres of Government and state-owned enterprises. The programme provides an important avenue for labour absorption and income transfers to poor households in the short to medium-term. It is also a deliberate attempt by the public sector bodies to use expenditure on goods and services to create work opportunities for the unemployed. EPWP projects employ workers on a temporary or ongoing basis either by Government, by contractors, or by other non – Governmental organisations under the Ministerial Conditions of Employment for the EPWP or learnership employment conditions. 3 The first phase was reviewed in 2008 as presented to Cabinet and the subsequent extension of the programme to EPWP Phase 2.

The third phase of EPWP Phase 3 was launched by the President of South Africa in 2014 to kick start the creation of six million work opportunities. Since 2004, the EPWP has provided work opportunities and training for the unemployed. The new phase aims to provide six million work opportunities by 2019. EPWP Projects employ workers on a temporary or ongoing basis either by Government, contractors or other non – Governmental organisations under the Ministerial Conditions of Employment for the EPWP or learnership employment conditions.

The CETA's contribution is to conduct external moderation for the training in the construction sector and to certify the learners. The CETA considers the National Department of Public Works as a major public sector partner in the delivery of skills development activities and on an annual basis provides financial support in the implementation of bursaries, internships, candidacy and learnership programmes.

2.2.8 National Infrastructure Maintenance Strategy (2007)

Cutting across all infrastructural projects and initiatives is the operation and maintenance of such infrastructure post establishment. This strategy also focuses on Municipal Infrastructure Maintenance. Municipal service activities to ensure infrastructure is delivered effectively require all Government spheres to work together in planning and coordination.

The CETA supports the strategy through the provisioning of discretionary funding to municipalities based on its economic activity aligned to construction sector. There is a national drive by the state towards the professionalisation of allied built environment disciplines such as the planned regulation and professionalisation of the public sector building inspectors, construction procurement specialist as well as the implementation of the infrastructure delivery management system in local Government, national and provincial Government sectors to enhance service delivery.

2.2.9 Comprehensive Rural Development Programme (2009)

The aim of the Comprehensive Rural Development Programme (CRDP) is to empower and mobilise rural communities, and with the assistance of Government, to help these regions to develop. The CETA has a role to play in supporting the rural and township contractors and to support the rural economy or localisation.

To facilitate training in contractor development particularly in the area of supply chain management to assist these emerging entities in tendering processes. This support includes both technical construction skills support and venture creation and management skills. The CETA Skills Development Centres are located in rural and township areas, and are therefore relevant to the CRDP.

2.2.10 Strategic Infrastructure Projects (2012)

The CETA provides skills development support to the construction related programmes within the 18 SIPS as each has relevance to construction industry. Through the Sector Skills Plan, the CETA identifies and implements SIPS Priority Occupations, e.g., massive rail road infrastructure and water in Limpopo will require specialised technical built environment skills.

2.2.11 The National Infrastructure Plan (NIP) (2012)

The NIP was adopted by the South African Government in 2012 to transform the economic landscape of the country simultaneously creating jobs and improving basic service delivery. The plan maps the spatial infrastructural gaps taking into consideration future population growth, economic growth and underserved areas in South Africa.

The National Infrastructure Plan as well as the 9 Point Plan campaigns, presented by Government at the 2015 State of the Nation address, focuses on economic growth and social development.

2.2 Policy Mandates continued

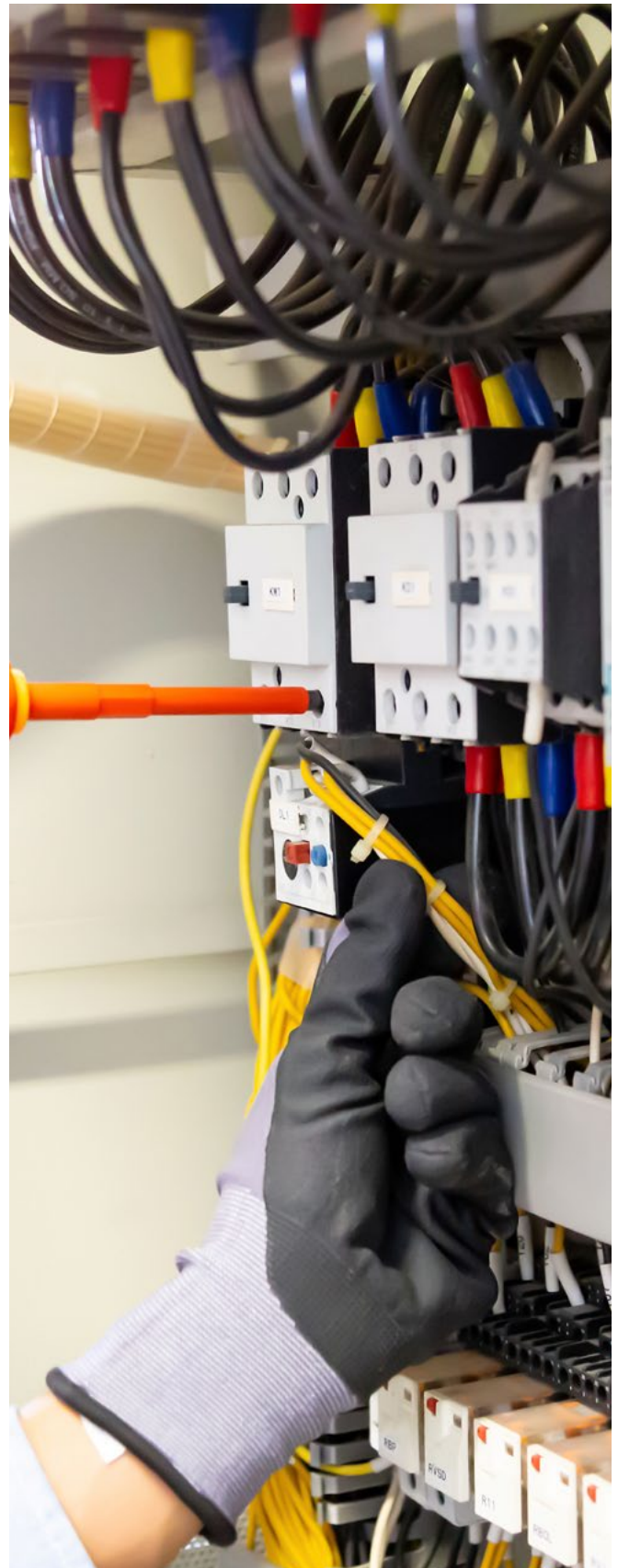
2.2.12 District Development Model

The District Development Model (DDM) is an operational model for improving Cooperative Governance aimed at building a capable, ethical Developmental State. It embodies an approach by which the three spheres of government and state entities work in unison in an impact-oriented way, and where there is higher performance and accountability for coherent service delivery and development outcomes. Although each sphere, sector or entity has its distinct constitutional powers, functions and responsibilities, they cooperate and undertake collaborative planning, budgeting and implementation processes converging efforts at the district/metropolitan level.

This joint work is expressed through the formulation and implementation of a “One Plan” which is a long-term strategic framework guiding investment and delivery in each district and metropolitan space.

2.2.13 Youth Employment Service (YES) Programme

Gazetted in 2018 by the Department of Trade and Industry, the YES Programme seeks to facilitate the gaining of work experience by South African youth by encouraging corporates to make a contribution to national imperatives such as addressing youth unemployment. Corporates are encouraged to adopt programmes that address specific YES targets, which in turn can assist them to gain up to Level 2 B-BBEE scoring.



3 Institutional Policies and Strategies over the Five-year Planning Period

3.1 The CETA'S Strategic Priorities

In addition to focusing its interventions on:

- Women;
- People with disabilities;
- Youth and workers;
- Military veterans; and
- Rural and township communities

The CETA will focus its energies on:

The development of quality and relevant qualifications that respond to current and future sector needs. This will be underpinned by credible research conducted in collaboration with our partners.

- Transformation of the sector by providing more support to the candidacy and related programmes.
- More collaborations and stronger relationships with stakeholders.
- Building internal capacity to support the goal of clean administration.

3.2 Ministerial Imperatives

In addition to legislative and policy mandates, the CETA is focused on addressing ministerial imperatives as identified by the Minister of Higher Education, Science and Technology and the Portfolio Committee on Higher Education, Science and Technology. Broadly the Ministerial imperatives focuses on the improvement of education levels in the sector, partnerships with all relevant stakeholders from TVET, Colleges, HETs to SETAs, and the implementation of an inclusive Post School Education and Training System (PSET), amongst many others.

These imperatives have been incorporated into the programmes and interventions that the CETA implemented to achieve the goals and objectives of the NSDP. Specific target and budget information related to these imperatives is included in the Annual Performance Plan (APP).

3.2.1 Economic Reconstruction and Recovery Plan

The government's immediate response to the most pressing socio-economic pressures caused by the COVID-19 pandemic is set out in some detail in the Economic Reconstruction and Recovery Plan (ERRP). As a participant to the Economic Recovery and Reconstruction Programme (ERRP), the CETA has used this initiative to directly align with the Public Sector implementation of the District Delivery Model (DDM), which encompasses the following principles:

- Special projects awarded to Provincial governments and Municipalities to be aligned to Infrastructure development programmes.
- Provinces are required to demonstrate the regional spread of the skills development initiatives in their proposals before awards are made.

Of the 8 key elements of the ERRP, the rollout by the CETA addresses the following:

- Gender equality and economic inclusion of women and youth.
- An employment stimulus to create jobs and support livelihoods.

The ERRP programmes commenced in 2021/22 with a focus on short skills and continued in 2022/23 with a variety of pathways, including Learnerships, Apprenticeships, ARPL, Internship, TVET Placements and Candidacy programmes.

3.2 Ministerial Imperatives continued

3.2.1 Economic Reconstruction and Recovery Plan continued

Please see the tables below:

2021/22 FY ERRPs: TABLE 6

PROVINCE	ENTITY	TOTAL LEARNERS	DISTRICT MUNICIPALITIES
Eastern Cape	Department of Transport (EC)	1 333	Chris Hani District; OR Tambo District; Amathole District
KwaZulu Natal	Department of Economic Development; Tourism and Environmental Affairs	1 666	EThekweni Metropolitan Municipality; Umkhanyakude District; Umgungundlovu District; iLembe District; uMzinyathi District; uThungulu District; uGu District
Limpopo	Mahumani Empowerment Services	333	Mopani District
Mpumalanga	Department of Public Works, Roads and Transport (MP)	1 000	Ehlanzeni District; Gert Sibande District; Nkangala District
Northern Cape	Department of Roads and Transport (NC)	400	JTG District; Namakwa District; Pixley Ka Seme District; Pixley Ka Seme District; ZFM District
Western Cape	Matzikama Municipality Cederberg Municipality	500 900	West Coast District West Coast District
Total		6 132	

2022/23 FY ERRPs: TABLE 7

PROVINCE	ENTITY	TOTAL LEARNERS	DISTRICT MUNICIPALITIES
Free State	Office of the Premier Free State Province	450	Lejweleputswa District; Motheo District; Xhariep District; Thabo Mofutsanyane District; Mangaung Metropolitan
KwaZulu Natal	Department of Economic Development; Tourism and Environmental Affairs	1 000	Amajuba District; Harry Gwala District; Zululand District; King Cetshwayo District and Mkhayakude District
Limpopo	Mahumani Empowerment Services	200	Mopani District Municipality
	Office of the Premier Limpopo Province	400	Fezile Dabi District; Lejweleputswa District; Thabo Mofutsanyana District; Xhariep District; Mangaung Metropolitan Municipality
Mpumalanga	Department of Public Works, Roads and Transport (MP)	700	Gert Sibande District Municipality; Nkangala District Municipality; Bojalela District Municipality; Ehlanzeni District Municipality
Northern Cape	Department of Roads and Transport (NC)	600	Pixley Ka Seme District Municipality; Francis Baard District Municipality; Namakwa District Municipality; John Taolo Gaetsewe District Municipality; ZF Mgcawu District Municipality
North West	Office of the Premier North West Province	500	Bojanala Platinum District; Dr Kenneth Kaunda District; Dr Ruth Segomotsi Mompati District; Ngaka Modiri Molema District
Western Cape	Drakkenstein Municipality Cape Agulhas Municipality	500 400	Cape Winelands District Overberg District
Total		4 750	

3 Institutional Policies and Strategies over the Five-year Planning Period continued

3.2 Ministerial Imperatives continued

3.2.2 Report of the Ministerial Task Team on the Implications of the 4th Industrial Revolution for the Post-School Education and Training System

As part of its research agenda, and in collaboration with partners in higher education, the CETA will undertake research on the implication of 4IR on the work done by the CETA in support of the sector in the facilitation of skills development.

4 Relevant Court Rulings

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

The appeal was heard in Johannesburg. Judgment has been handed down and the appeal was successful. The Labour Appeal Court held that there was no clear explanation from the Minister as to what he, as the decision-maker who promulgated Regulation 4(4), considered had changed in the context of giving rise to the decision to promulgate the same regulation. The Labour Court's judgment has been set aside and is replaced with the following:

- (a) Regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998 is set aside.
- (b) The first respondent (Minister of Higher Education and Training) is ordered to pay the costs of this application.



PART B

Our Strategic Focus

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5 Updated Situational Analysis

This section sets out the external environment of the CETA. In the first instance, the focus is on an overview of the construction sector (including all its sub-sectors), then a discussion of skills supply and demand dynamics in the construction sector, the economic contribution of the sector to the overall South African economy and lastly, the priority action points adopted by the CETA to meet the skills shortages in the labour market.

5.1 Micro Environmental Analysis

The construction sector plays a significant role in terms of its contribution to South Africa's fixed gross capital formation. The sub-sectors that make up the CETA's areas of focus in the sector are the following:

- Building Construction
- Built Environment Professionals
- Materials Manufacturing
- Roads and Civil Construction
- Electrical Construction

The South African economy has been underperforming and experiencing low growth. According to the Research and Markets, globally the demand for construction is increasing due to huge economic growth in developing countries. Also, factors such as increasing private sector investments in construction, technological development, and rising disposable income are expected to propel the growth of the market during the 2024/2025 financial year. Moreover, increased infrastructure and housing spending by governments and private companies across the globe is invigorating the market growth.

The industry serves as a huge pool for the employment of labour both in the formal and informal sectors (Stats SA, 2010). Over a timeline of about a decade, the construction industry accounted for approximately 8% of both documented and undocumented jobs in South Africa (CIDB, 2017).

From 2005 to 2019, the construction sector's average contribution to gross fixed capital formation was around 43%, this is in line with a number of studies which have confirmed that approximately half of the investment in gross fixed capital formation in developing countries is done by the construction sector (CIDB, 2019). The global construction market is driven by the growing population, increasing urbanisation, and the rise in domestic manufacturing. The residential segment is exhibiting a strong growth, primarily in the single-family construction segment. The non-residential buildings sector has also shown a growth in the historical period, thus further enhancing the growth of the global construction market.

The increasing modernisation of transportation infrastructure (roads, bridges, rail) is also aiding market growth. Infrastructure related to sporting (the construction of stadia and other sporting facilities) events is propelling the market forward.

An increase in the infrastructure and housing spending by governments across the globe is invigorating the market growth for construction. Increasing private sector investments in construction is further aiding the growth of the industry. Expanding manufacturing footprint and rising foreign investments are also enhancing the construction market growth. This global construction market attained a value of nearly USD 11.7 trillion in 2019 and was expected to witness a further growth in the forecast period of 2020–2025, growing at an AGR of 3.5%. Initial projections estimated that the industry could reach a value of almost USD 14.4 trillion by 2025.

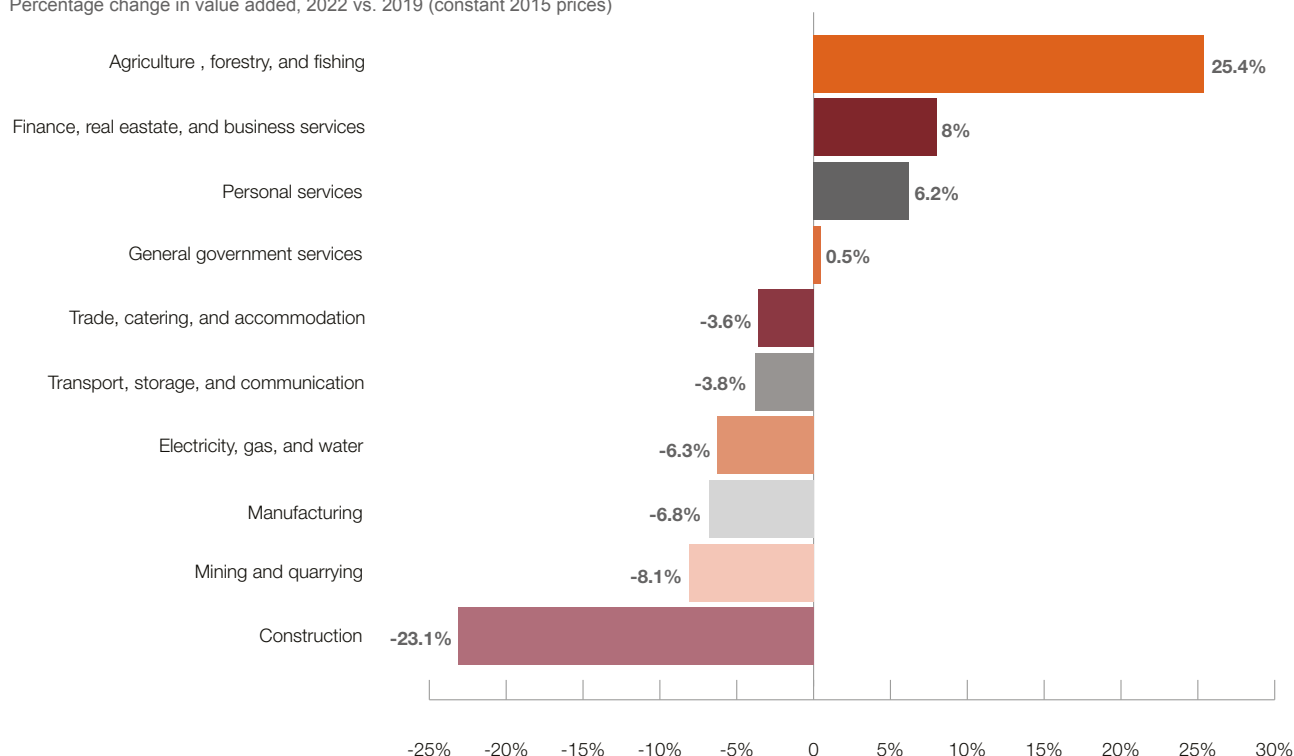
While this optimism once held true for South Africa, with average contribution to gross fixed capital formation around 43%, current realities point to a different trajectory. The global economy has suffered a significant slowdown amid prolonged trade disputes and wide-ranging policy uncertainties. While a slight uptick in economic activity is forecast for 2020, the World Economic Situation and Prospects 2020 warns that economic risks remain strongly tilted to the downside in the near future (UN, 2020).

According to Statistics South Africa (StatsSA), the South African economy has grown by only 0.3% since the pandemic's outbreak (between 2019 and 2022), which is a fraction of the country's population growth during that time. Six industries, most notably construction, mining, and manufacturing, continue to fall under pre-pandemic output levels (figure 1).

5.1 Micro Environmental Analysis continued

FIGURE 1: SOUTH AFRICA'S ECONOMIC OUTLOOK

Six of 10 industries still lag their prepandemic levels of production
Percentage change in value added, 2022 vs. 2019 (constant 2015 prices)



Source: StatsSA (2023), South Africa's economic outlook

5.1.1 A Fragile fiscal outlook

Pre and Post COVID-19 pandemic, South Africa has been struggling significantly to decrease the debt to GDP monetary, however, at midnight on 31 March 2023, SARS collected a record gross amount of R2 067.8 billion. The net collection after payment of R381.1 billion in refunds is R1 686.7 billion. This is the first time since it was formed that SARS collected more than R2 068 billion. The amount paid in refunds is also the largest ever paid since its formation.

5.1.2 Rising borrowing costs

Ratings agencies Fitch and Standard and Poor downgraded South Africa to junk status in 2017, thereby severely impacting the country's standing in the World Government Bond Index. However, a complete exit was prevented by rival agency Moody's maintenance of South Africa at sub-investment grade, until March 2020.

The downgrade by Moody's marked the end of South Africa's precarious standing above junk status. Given the performance of the economy in the past several years, this was inevitable. Nevertheless, junk status by all major ratings agencies will make borrowing extremely costly for South Africa, going forward. With the ratings downgrade, the cost of borrowing and servicing the debt will increase and the government will either have to cut back on social spending or tax more, the National Treasury said, at a time when almost a third of the population is unemployed

5.1.3 Stubborn unemployment numbers

Unemployment has been South Africa's Achilles-heel for decades, this is in part a function of an economy that has yet to graduate from its narrow and racially defined focus, to one that actively includes all socio-economic and racial groups in South Africa. It is important to underline that unemployment and access to economic opportunities is largely racially defined, has gender and geographic dimensions.

5 Updated Situational Analysis

continued

5.1 Micro Environmental Analysis continued

Blacks, women, the disabled, rural dwellers, and those located in South Africa's townships continue to suffer the brunt of economic and social exclusion. Current unemployment rates are at 33.9% and the expanded definition places it at 44.1%, with young people between the ages of 15–34 representing 45.0% of the unemployed. The impact and aftermath of the COVID-19 pandemic is expected to worsen these numbers significantly. The economic outlook is therefore dire.

5.1.4 Post COVID-19 Impact IMPACT ON SKILLS PLANNING

The CETA found it difficult to fully rely on “business as usual” skills planning instruments (WSPs, ATRs etc) given the immense disruption to normal economic activity wrought by the pandemic. As much as this is an important limitation, like all crises it also presents opportunities to do skills planning in new and, hopefully, more effective ways. Planners are compelled to make far more effective use of economic data, economic trends and comparative analysis (how is the construction sector elsewhere in the world managing the crisis and how are other sectors of our economy negotiating the current disruption and uncertainty). Has our preoccupation with WSPs and ATRs forced us to be overly inward looking, when we should have (like the rest of the world) been exploring innovative ways of growing our sector? Have we paid sufficient attention to the potential role of technology in our sector (3D technology and the 4th Industrial Revolution)? Have we invested enough in exploring the great potential benefits of the “green economy” as far as the construction sector is concerned? These are all critical questions that are emerging as we go beyond the ‘normal’ and as we seek ways to re-imagine the construction sector in a post-COVID-19 environment.

IMPACT ON THE SECTOR

There is little doubt that the COVID-19 pandemic has had a devastating impact on the construction sector and the South African labour market more broadly. Early indications are that the sector lost around 7 000 jobs in Quarter 1 of 2020 (StatSA, 2020). Employment in the construction sector in 2019 averaged 1 350 000 and is estimated at 1 343 000 for Q2 2020; accounting for about 6% of total employment in South Africa. Although the sector started the last decade robustly across the board, largely driven by massive state and private sector-led infrastructure investments (stadia, dams and water, roads, malls etc). From around 2015, things have been trending downwards, as evidenced by the liquidation of several ‘big players’ in the sector (with the associated losses in jobs). In the meantime, the sector has been experiencing a mushrooming of informal construction activity. The level of informal employment in the sector is higher

than in other sectors of the economy, an average of 35% of total employment compared to 21% for total employment excluding the agricultural sector. The protracted economic downturn and reduced levels of public infrastructure investment have exacted a heavy toll on contractors, including most of the sector's major players, compelling some to file for business rescue.

OTHER SECTORS

This bleak picture is not unique to the construction sector. The International Labour Organisation (ILO) and the Minerals Council of South Africa, show that there are similar concerns in the mining sector. The 420 000 odd employees in that sector are also facing uncertainty and so too, does the future of several mining houses, with restructuring, mergers and bankruptcies a real possibility. On a positive note, there are efforts afoot to re-imagine mining in the COVID-19 period and a post-pandemic environment. The Minerals Council of South Africa has recently published a 10-Point Action Plan, which sets out measures to operate in the current environment. As discussed above, the mining sector is also looking into investing into research and innovation (skills of the future). These include the possibility of self-driving haul trucks, remote operations centres, fully automated loaders and drills.

Innovation, creativity, research and development have also been thrust forcefully on other sectors of the economy notably, the new protocols introduced at airports and taxi ranks for the transport sector and new measures regarding buffets dishes at hotels and restaurants for the tourism sector or the additional safety protocols for the beauty industry, gyms and increased role of online shopping and delivery services, throughout the services sector. Thus, while the impact of the COVID-19 and a sluggish economy is uneven across sectors, no sector has been left unscathed by the need for innovation, new technology and environmental awareness, in how business is conducted, moving forward.

5.1.5 War in Ukraine

The war in Ukraine has triggered a costly humanitarian crisis across the world. At the same time, economic damage from the conflict will contribute to a significant slowdown in global growth in 2022 and add to rising inflation. Fuel and food prices have increased rapidly, hitting vulnerable populations in low-income countries hardest. The construction sector in South Africa has also been directly impacted by the war in Ukraine in various ways. Namely, because of rising price of commodities, it is now suggested that construction companies include the risk mitigation of exceptional international events (Polity, March 2022).

6 Employer Profile

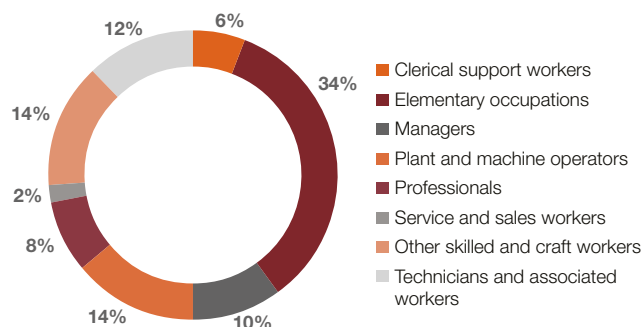
The construction sector employs far more men than women as shown in Figure 8. The proportion of women employed in the industry has remained relatively stable over the total period from 2011 to 2019. In this period, the proportion of women showed a varying trend, although the highest percentage (12.5%) was reached in 2017. This was followed by a sharp decline to 10.7% of total employment in 2019. The ratio is considerably below the average for total female employment in the economy during the period, i.e., 11% female employment in the construction sector compared to 44% overall female employment. While the net employment effect is a decline for both genders during the pandemic period, there has been a disproportionate impact on females relative to their male counterparts.

The sector employs a wide range of occupations, many that are specialist to the sector, such as civil engineers, architects, and similar professionals, but also others of a more general nature, such as clerical support, and service and sales employees.

Figure 6 shows our estimates of total employment in the sector by broad occupation using the Quarterly Labour Force Survey and WSP data. Elementary occupations represent the largest proportion of employees, nearly 34% of the labour force, followed by skilled craft workers, plant and machine operators and technicians. The proportion of elementary occupations in the industry is considerably higher than the national average of 23% for these occupations. Managers account for 10% of employees in the industry, a little above the national average of 9%.

FIGURE 2: ESTIMATED EMPLOYMENT BY MAJOR OCCUPATION 2020

Estimated Employment by Major Occupation 2020

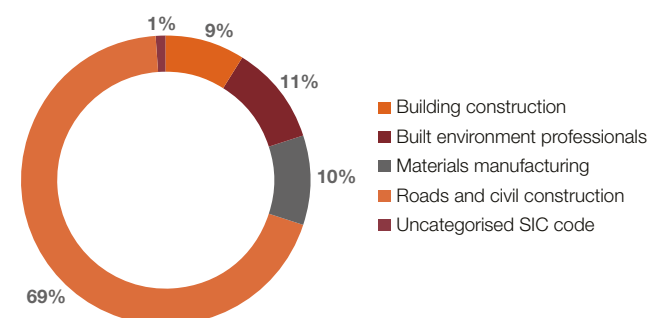


Source: Stats SA

Most employees work in the roads and civil sub-sector, nearly 70% of the total employed in the whole sector. There has been little growth in employees in any of the broad sub-sectors since 2015.

FIGURE 3: EMPLOYMENT BY SUBSECTOR

Employment by subsector



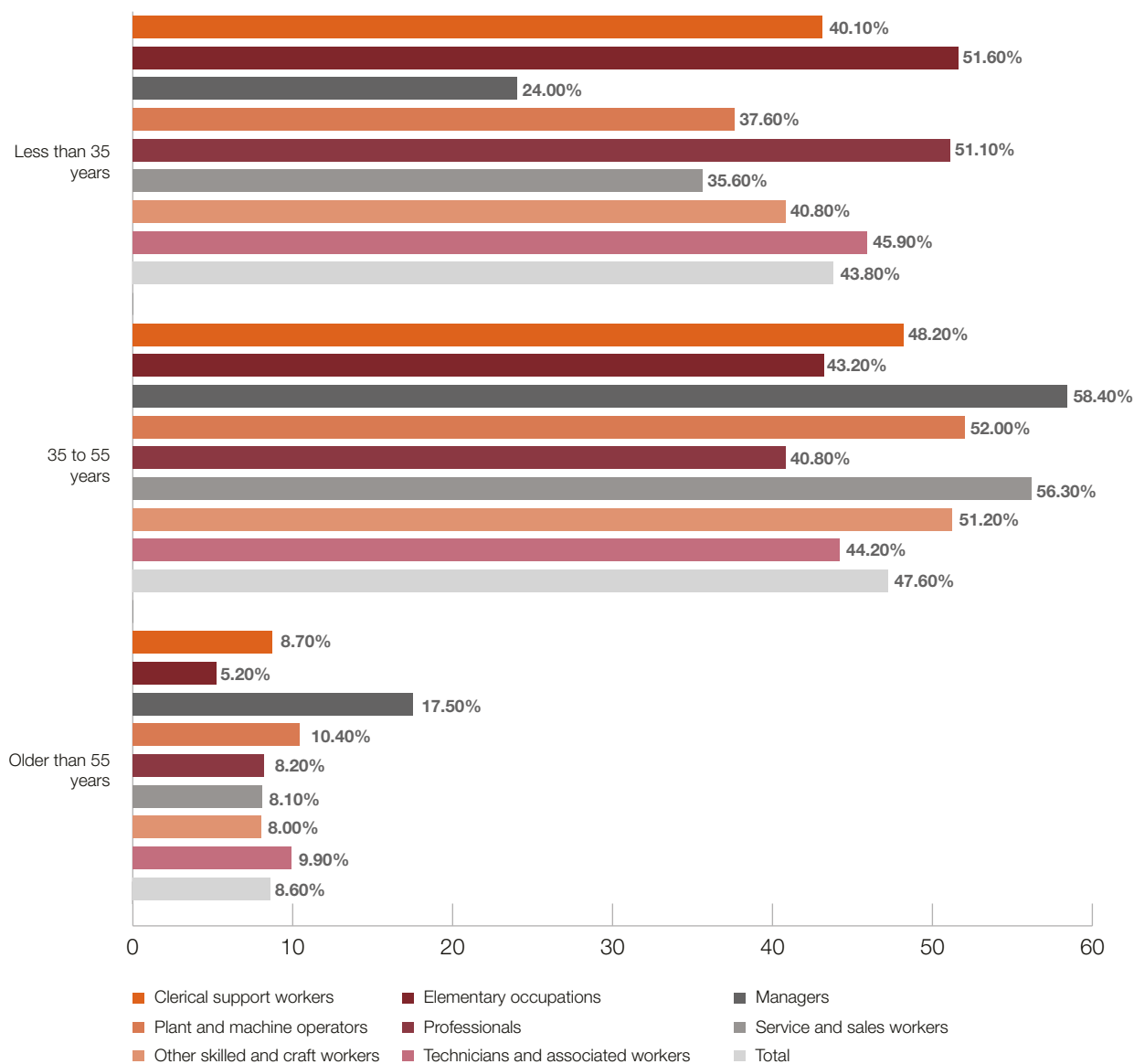
Source: CETA database

The age distribution of workers in the sector using WSP data for 2018 is shown in Figure 10. The data breaks down permanent employees in three groups by major occupation in the industry: employees under 35 years of age (111 815), those between 35 and 55 years (121 303), and those above 55 years (21 978). The table shows, as would be expected, that there are relatively few workers over 55 years in the industry, accounting for under 9% of total employees, although for managers the proportion is higher at 17,5%. The number of employees below 35 years, and between 35 to 55 years is broadly similar but varies significantly by occupation.

6 Employer Profile continued

FIGURE 4: AGE DISTRIBUTION OF EMPLOYEES

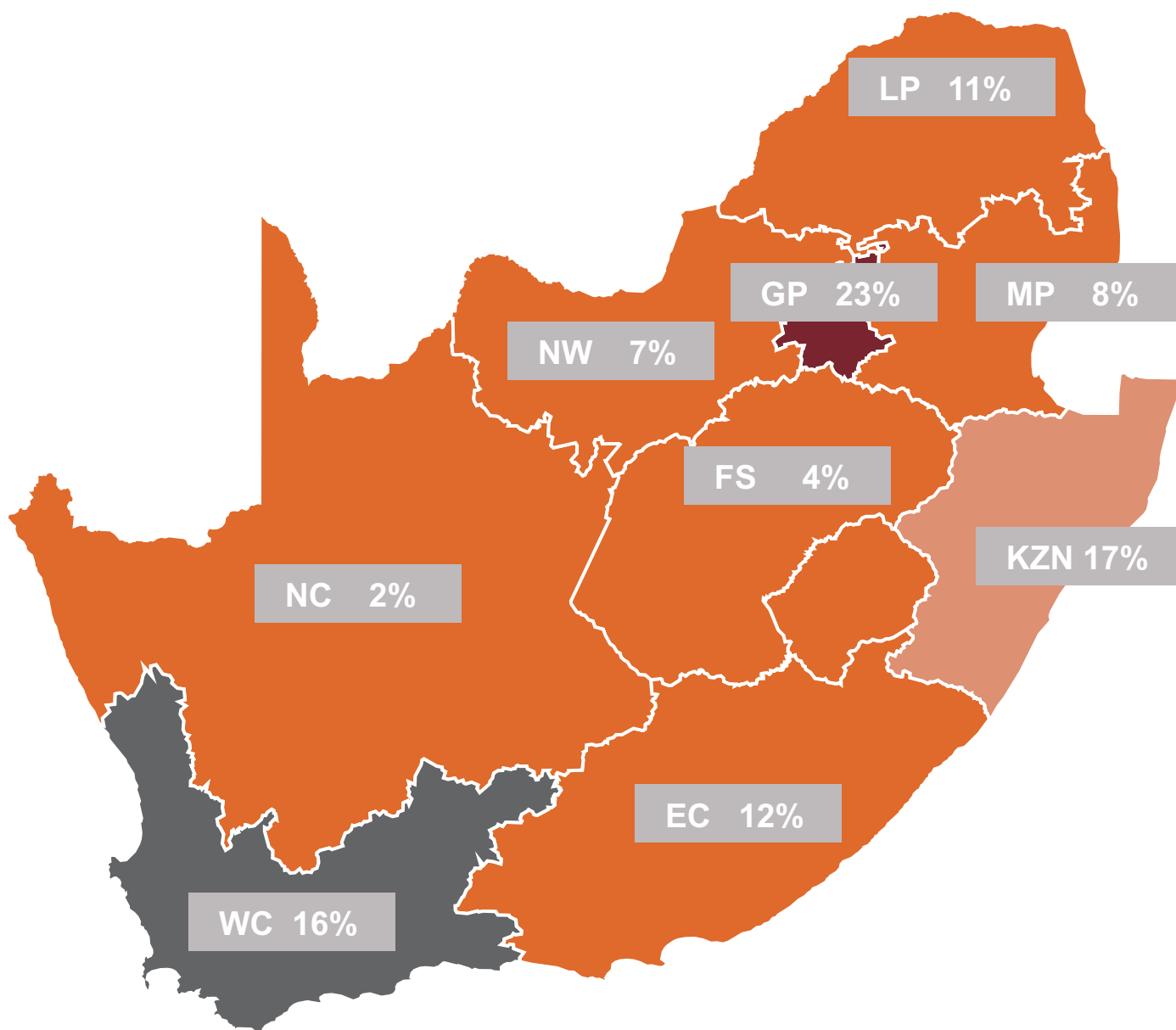
Age distribution of employees across occupational levels



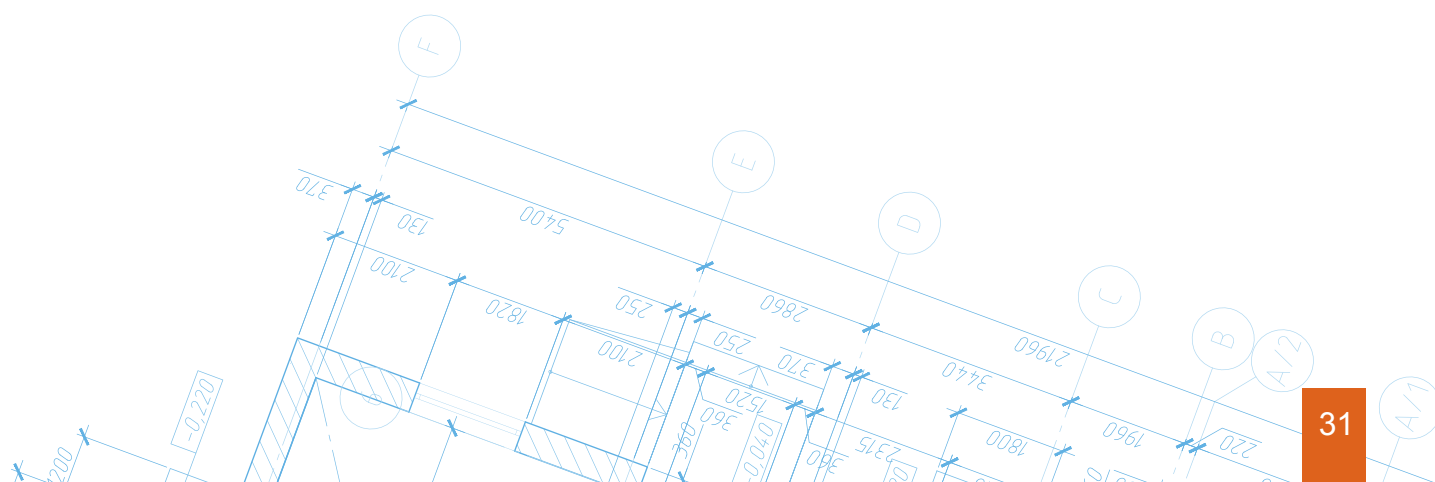
Source: CETA WSP data, 2020

Figure 9 shows the numbers employed in the construction sector by province. Employment is well-dispersed among the provinces. In 2019, Gauteng employed the largest number of construction workers, 310 000 (23% of the total), followed by KwaZulu-Natal and Western Cape provinces. Together, these three provinces accounted for 56% of the total number employed in the sector during the year.

FIGURE 5: EMPLOYMENT BY GEOGRAPHY 2020



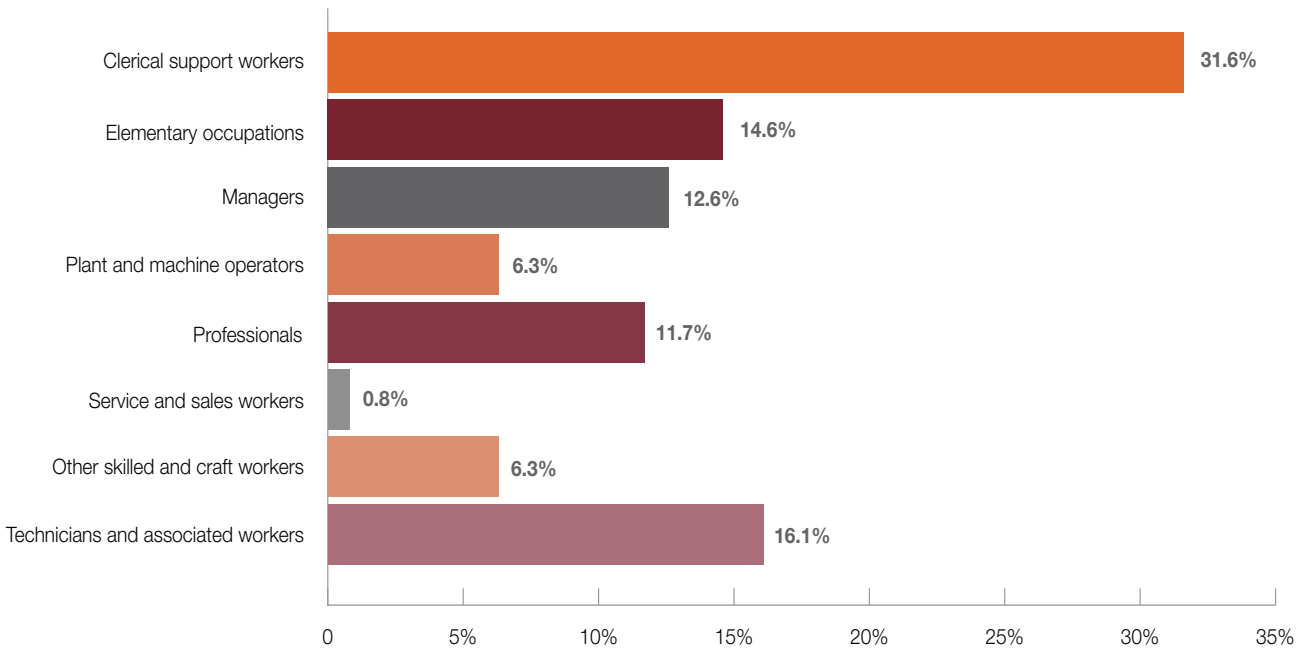
Source: Stats SA, 2020



6 Employer Profile continued

In 2019, there were 1 120 disabled employees in companies registered with the CETA. Figure 10 shows the number of disabled employees by occupation in 2020. Over a third worked in clerical support activities followed by technicians, elementary occupations, managers, and professional employees.

FIGURE 6: DISABLED WORKERS BY OCCUPATION 2020



Source: CETA WSP data, 2020

The distribution of employees by race and occupation in 2020 based on WSP data is shown in Figure 11 African employees represent 73%, coloured employees 9%, Indian/Asian employees 3% and White employees 15% of the total number employed in the sector. African employees account for higher proportions of total employees than average in the sector in elementary occupations (89%), plant and machine operators and 'other skilled and craft workers' (82%).

Even though seven out of 10 employees in the construction sector are African, in the management occupational category about half of the employees are White while 35% are African. In the professional occupational category African and White employees account for 42% each. In other words, about six out of ten employees in the professional category are Black (i.e., African, Indian, and Coloured) whilst about four out of 10 are White. This is clearly not reflective of the racial demographics of the country as contemplated in the Employment Equity Act.



FIGURE 7: RACE DISTRIBUTION ACROSS OCCUPATIONAL LEVELS

Race distribution of employees across occupational levels



Source: WSP data, 2020

ANALYSIS OF EMPLOYMENT IN THE SECTOR

The COVID-19 pandemic has had a devastating impact on the construction sector and the South African labour market more broadly. Early indications are that the sector lost around 7 000 jobs in Quarter 1 of 2020 (StatSA, 2020). Employment in the construction sector in 2019 averaged 1 350 000 and is estimated at 1 343 000 for Q2 2020; accounting for about 6% of total employment in South Africa. Although the sector started the last decade robustly across the board, largely driven by massive state and private sector led infrastructure investments (stadia, dams and water, roads malls, etc). From around 2015, things have been trending downwards, as evidenced by the liquidation of several 'big players' in the sector (with the associated losses in jobs).

In the meantime, the sector has been experiencing a mushrooming of informal construction activity. The level of informal employment in the sector is higher than in other sectors of the economy, an average of 35% of total employment compared to 21% for total employment excluding the agricultural sector.

The construction sector employs far more men than women as shown in Figure 8. The proportion of women employed in the industry has remained relatively stable over the total period from 2011 to 2019. In this period, the proportion of women showed a varying trend, although the highest percentage (12,5%) was reached in 2017. This was followed by a sharp decline to 10.7% of total employment in 2019. The ratio is considerably below the average for total female employment in the economy during the period, i.e., 11% female employment in the construction sector compared to 44% overall female employment. While the net employment effect is a decline for both genders during the pandemic period, there has been a disproportionate impact on females relative to their male counterparts.

The sector employs a wide range of occupations, many that are specialists to the sector, such as civil engineers, architects and similar professionals, but also others of a more general nature, such as clerical support, and service and sales employees. Figure 6 shows our estimates of total employment in the sector by broad occupation using the Quarterly Labour Force Survey and WSP data.

6 Employer Profile continued

Elementary occupations represent the largest proportion of employees, nearly 34% of the labour force, followed by skilled craft workers, plant and machine operators and technicians. The proportion of elementary occupations in the industry is considerably higher than the national average of 23% for these occupations. Managers account for 10% of employees in the industry, a little above the national average of 9%. Most employees work in the roads and civil sub-sector, nearly 70% of the total employed in the whole sector. There has been little growth in employees in any of the broad sub-sectors since 2015.

6.1 Skills demand analysis

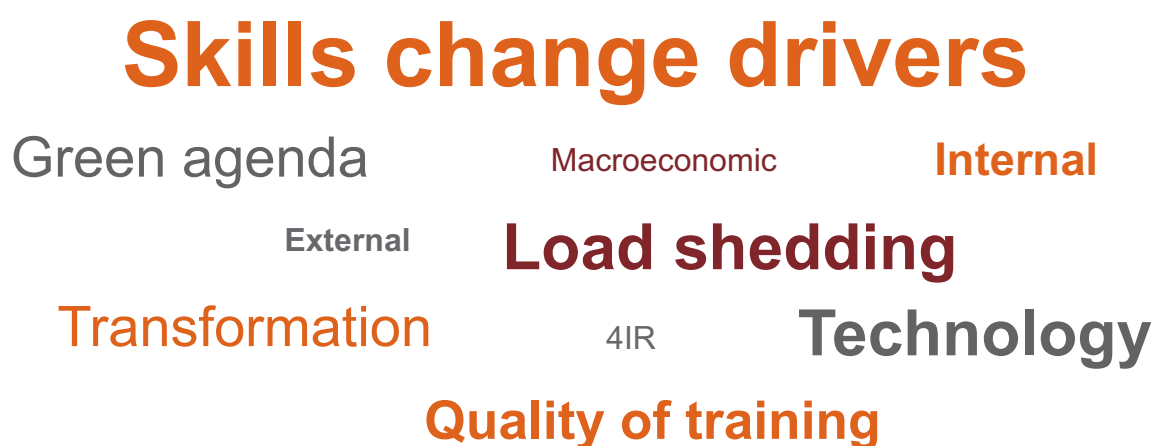
6.1.1 Change drivers for skills demand

Key drivers affecting changes in demand and supply of skills in the construction sector can be divided into internal and external factors. There exist a complex and dynamic interplay between these factors. The internal factors, which are also change drivers, are those that are internal (endogenous) to the construction sector and CETA, over which they have a degree of control. The external factors, or change drivers, on the other hand, are external (exogenous) to the CETA and not within their direct control.

External factors include the South African macro economy, technological change affecting the sector and the policy environment including the National Development Plan (NDP), and the quality of school-leavers entering the post-school environment. The recent COVID-19 pandemic, a global economic contraction, a war situation, and other natural disasters would also belong to this category.

Internal factors include the employment absorption rate in both the formal and informal sectors, skills shortages, and skills development and training, the quality of such training and the capacity of the CETA to drive and effectively oversee skills development in the construction sector. The below figure illustrates some of the key strategic priorities that are necessitated by a poor performing economy, transformational and internal capacity challenges of the CETA:

FIGURE 8: KEY CHANGE DRIVERS



TRANSFORMATION IN THE CONSTRUCTION SECTOR

Identifying transformation as a key change driver provides the sector with an opportunity to shine the spotlight firmly on the racial and gender inequities afflicting the sector. There is a definite need to ensure representativity of women and Black people in highly skilled occupational categories in the sector. There is also a pressing need for a definition of more effective tools to monitor and measure transformation in the sector.

The integration of digital technology into all parts of a construction organisation, optimising operations and value delivery, is known as digital transformation in construction. A culture shift is also required as part of a construction digital transformation; construction firms must challenge the existing quo and differentiate. As far as implication of skills in the sector is concerned, some of the implications of transformation (technology) reveal that the use of construction equipment will have a tremendous impact on the workforce as one equipment would be able to execute work that could be done by a sizeable number of labourers.

6.1 Skills demand analysis continued

6.1.1 Change drivers for skills demand continued

IMPLICATIONS IN THE SECTOR

The construction sector is not immune to the country's racial and gender inequities, with black, women, disabled persons and those located in rural areas and townships. In the main, these groups bear the brunt of such inequality of opportunities, throughout the pipeline and value chain of the sector.

INTERVENTIONS TO ADDRESS TRANSFORMATION AS A KEY CHANGE DRIVER

Given the extent of racial and gender inequality in the construction sector, the CETA has a responsibility of actively contributing to removing the logjam. More attention will be focused on transformation profiles of training providers, assessors, and moderators. Historically black institutions of higher learning and TVETs will be supported with the aim of ensuring that they have the necessary infrastructure to offer construction related programmes. A Reference Group is being established to 1) review CETA bursary funding and 2) explore the adequacy of current candidacy programmes (especially as they affect black and women candidates).

While preferential procurement (and other opportunities for black people, women, and people with disability) is important, the most potent instrument in the hands of the CETA is that of ensuring that all obstacles to the production of a predominantly black and gender representative skilled workforce in the construction sector are removed.

Identifying transformation as a key change driver provides the sector with an opportunity to shine the spotlight firmly on the racial and gender inequities afflicting the sector. There is a definite need to ensure representativity of women and black people in highly skilled occupational categories in the sector. There is also a pressing need for a definition of more effective tools to monitor and measure transformation in the sector.

TECHNOLOGY AND INNOVATION

The sector is increasingly going digital too and these innovations need to be invested in and supported, and skills would inevitably be required to bring these innovations into practice.

Examples of such change and innovation consist of emerging technologies such as the Fourth Industrial Revolution, Three-Dimensional Printing of prefabricated walls, Artificial Intelligence (AI), Machine Learning and advanced Data Analytics. These technological drivers are expected to shape the future skills demand in the construction sector, but not in the immediate term, where South African building techniques are expected to remain traditional, with the dominance of bricks-and-mortar and steel frame methodologies.

IMPLICATIONS OF TECHNOLOGY IN THE SECTOR

Foresight and early investment in the future is critical. After all, the process of producing skills is not instantaneous, instead, it calls for advance planning. Other technological changes affecting construction skills are advances and developments in "Smart Buildings", "Green Buildings", communication, materials production and handling, transport of construction materials, and assembly methods.

INTERVENTIONS TO ADDRESS TECHNOLOGY AS A KEY CHANGE DRIVER

The increase in demand forms the new reality for the sector as far as the technology is concerned. The incorporation of BIM (Building Information Modelling) as a governmental construction standard has contributed significantly to this course, thus making construction managers and personnel conform to the new trend in construction innovation.

In addition, the development of the BIM dimension model, which ranges from 3D to 7D, and some digital innovations, such as Virtual and Augmented Reality, have made these trends more affordable and accessible for companies of different sizes.

THE USE OF DRONES IN THE CONSTRUCTION SECTOR

As drones become more common and affordable, new applications for their use emerge all the time. Drones are also increasingly being employed on building sites in a variety of ways. Drones, also known as unmanned aerial vehicles (UAVs), are not totally autonomous, but they can go into locations that are inaccessible or even dangerous for humans.

To avoid material waste, high labour expenses, frequent mistakes and errors on the job site, or the difficulties of meeting deadlines that are directly (and excessively) dependent on human resources. Looking at some of the operational issues within the industry, it is not possible to ignore the concept of construction automation, similar to how robots are widely used in the automobile industry. Using remotely controlled or programmed robots to carry out a task independently has various benefits and can result in significant savings in construction projects. According to studies, it is safe to claim that Drone is an enormous future capability that the construction sector cannot afford to ignore. The following are some of the advantages of using UAVs (drones), Aero (2023).

6 Employer Profile continued

6.1 Skills demand analysis continued

6.1.1 Change drivers for skills demand continued

BUILDING SURVEYS

Roof access is frequently required for surveys of newly constructed or pre-existing buildings, which is not always easy to get. Instead of utilising scaffolding, which has health and safety implications, a drone can be used to conduct the survey.

Efficiency

Manually surveying a construction site is a difficult and time-consuming task. With the growing expertise of deploying drones in the business, the issue of managing time and safety can be mitigated, as can quality assurance.

Infrared imaging

A drone equipped with the appropriate camera may capture thermal imaging of a complete construction project. This will emphasise cold or hot regions, which may indicate architectural faults or electrical problems.

GREEN AGENDA AND CLIMATE CHANGE

Green Agenda

The world faces significant environmental challenges and to help combat these, the construction sector needs to play its role in reducing CO₂ emissions by designing and building more energy efficient structures, homes, and materials, reduce the costs of heating and help meet the country's required energy needs.

Delivery of low carbon buildings and adapting the existing building fabric is the biggest and most pressing challenge facing the property and construction sector. However, provided with the right conditions, decarbonising the building stock could also be a huge opportunity to drive growth across the sector, export skills around the world and provide a much-needed lever for training a new generation of skilled workers.

Although the pursuit of a green agenda in the construction sector is far advanced in other global centres, its fuller exploration in the South African context is constrained by lack of skills, poor investment, and planning. Accordingly, there is an opportunity to be forward looking in this regard. The CETA should invest in Research and Development (R&D) focused on pursuing evermore greener technologies and innovations, across the construction value chain (including timber and wood technology).

Where there are institutions and training providers offering some of these courses, the CETA and its partners in the sector might want to invest in projects designed to support learners, to equip them with these future skills.

CLIMATE CHANGE

The construction sector is a significant contributor to climate change; however, it can also be an important factor in decreasing greenhouse gas submissions. These need to be taken into consideration when manufacturing of materials and efficiencies in building when considering architectural design.

A recent example of the devastating effects of climate change in South Africa is the recent floods in KwaZulu-Natal, which impacted infrastructure extensively, and provides the construction industry with an opportunity to rethink the skills required for these types of climate related construction projects. Apart from the work to rebuild the destruction, according to Deloitte (Deloitte, 2022), the industry needs to consider building resilience against the environmental consequences of climate change, when considering developments.

The CETA will need to also consider the types of skills required to adapt to the requirements of the climate change and how to support the construction industry needs more effectively.

IMPLICATIONS OF GREEN AGENDA AND CLIMATE CHANGE

The extent in which concrete, steel and wood can be used for green housing or climate change. Unsustainable building has a negative impact on the environment; however, in office and commercial buildings, transitioning from non-sustainable building materials such as concrete and steel to sustainable building materials such as wood helps the construction sector contribute to a healthier planet.

Concrete and steel were previously the most innovative building materials. Big grey constructions were and still are the hallmarks of civilisation and progress during the industrial revolution. Leed (2016) discovered that this is no longer the case.

According to a study led by Galina Churkina (2020), urbanisation and population growth will create a large demand for the construction of new housing and commercial buildings, implying that cement and steel production will continue to be a major source of greenhouse gas emissions unless appropriately addressed.

6.1 Skills demand analysis continued

6.1.1 Change drivers for skills demand continued

INTERVENTIONS TO ADDRESS GREEN AGENDA AND CLIMATE CHANGE IMPACT

Green agenda

Construction sustainability isn't just beneficial for the environment, but it also supports the well-being of individuals and communities. Ergonomic construction isn't just about using renewable materials; it's also about implementing methods that enhance sustainable efforts. Some of these methods include.

- Limiting the materials used to reduce waste;
- Controlling waste management, such as separating and recycling waste;
- Constructing green buildings;
- Adaptive reuse projects that transform old buildings and
- Managing construction sites to improve conservation efforts.

CLIMATE CHANGE

With challenges come opportunities, contractors that acquire these capabilities now will be in the best position to grow their business by retrofitting buildings with energy-efficient upgrades, putting up new buildings that meet strict environmental standards, and protecting themselves and their clients from the negative impacts of climate change. They also will be regarded favourably by the surety bond guarantors they apply to for the necessary performance bonds.

LOAD SHEDDING

Load shedding interferes with the normal operation of households, businesses, and industries. Power outages can cause problems with lighting, cooking, heating and cooling, as well as the operation of electrical appliances and equipment. This can have an impact on productivity, communication, and general quality of life.

IMPLICATION OF LOAD SHEDDING IN THE SECTOR

The construction sector significantly relies on electricity to run heavy machinery and lights. Load shedding has so disturbed work plans, caused delays, forced contractors to reschedule their projects, and damaged electrical equipment due to power surges and voltage spikes, according to Van de Berg (2023).

Furthermore, the rising cost of power has resulted in greater building expenses, while the supply and maintenance of generators can also result in higher prices and increased pollution. These variables add up to dramatically greater expenses and decreased productivity.

Finally, the insecurity and volatility of power induced by load shedding has harmed firms throughout the value chain, including suppliers, subcontractors, and manufacturers, all of whom offer critical inputs to the industry.

INTERVENTIONS TO ADDRESS THE CHALLENGES

- Encourage and expedite private investment in generation capacity,
- Accelerate the acquisition of new capacity,
- Renewable energy, gas, and battery storage,
- Encourage businesses and individuals to invest in rooftop solar,
- Transform the power industry fundamentally in order to secure long-term energy security.

INFORMAL SECTOR

This sector is a key change driver in that it is growing extensively and has very nuanced needs. In certain instances, programmatically it would prove sustainable to incorporate these individuals or small entities into the broader construction industry, through accreditation and Recognition of Prior Learning (RPL) programmes; however, it could also be met with resistance for those individuals and entities that prefer the 'informality' of their sector and the way it operates. The CETA aims to identify the skills required in the informal sector.

IMPLICATION OF THE INFORMAL SECTOR AS A KEY CHANGE DRIVER

The lack of essential skills, particularly in the supply of artisans, is a major barrier for the construction sector's ability to continue to grow and sustain its importance as a contributor to South Africa's Gross Domestic Product (GDP). If the informal sector issue is not addressed, the industry will continue to endure the impact of this shortage and thus struggle to meet the 30 000-artisan target by 2030 as outlined by NDP.

INTERVENTIONS TO ADDRESS INFORMAL SECTOR AS A CHANGE DRIVER

There is a need for a public-private partnership between the CETA and the 'big five'. Through this partnership, the establishment of cooperatives and small businesses could develop to assist the informal sector. This could include the use of technology through apps since majority of the artisans have mobile phones (Wits, 2018). In addition to this, a possibility across the nine provinces is to cluster the informal artisans within each province to form a cooperative.

6 Employer Profile continued

6.1 Skills demand analysis continued

6.1.1 Change drivers for skills demand continued

This will further link into the SMME strategy and make the CETA work more visible in the provinces. A public-private initiative with the CETA and the 'big five' involved could leverage on some form of corporate social responsibility (CSR) as well. There is the need to develop a sustainable strategy for recognition of prior learning (RPL) that is implementable drawing from the database built on the basis of this study. This is an urgent imperative. The importance of soft skills has been argued for as pertinent to employability (Succi and Canovi, 2019). The authors identified twenty soft skills in their study, which are very relevant to the recommendation made here.

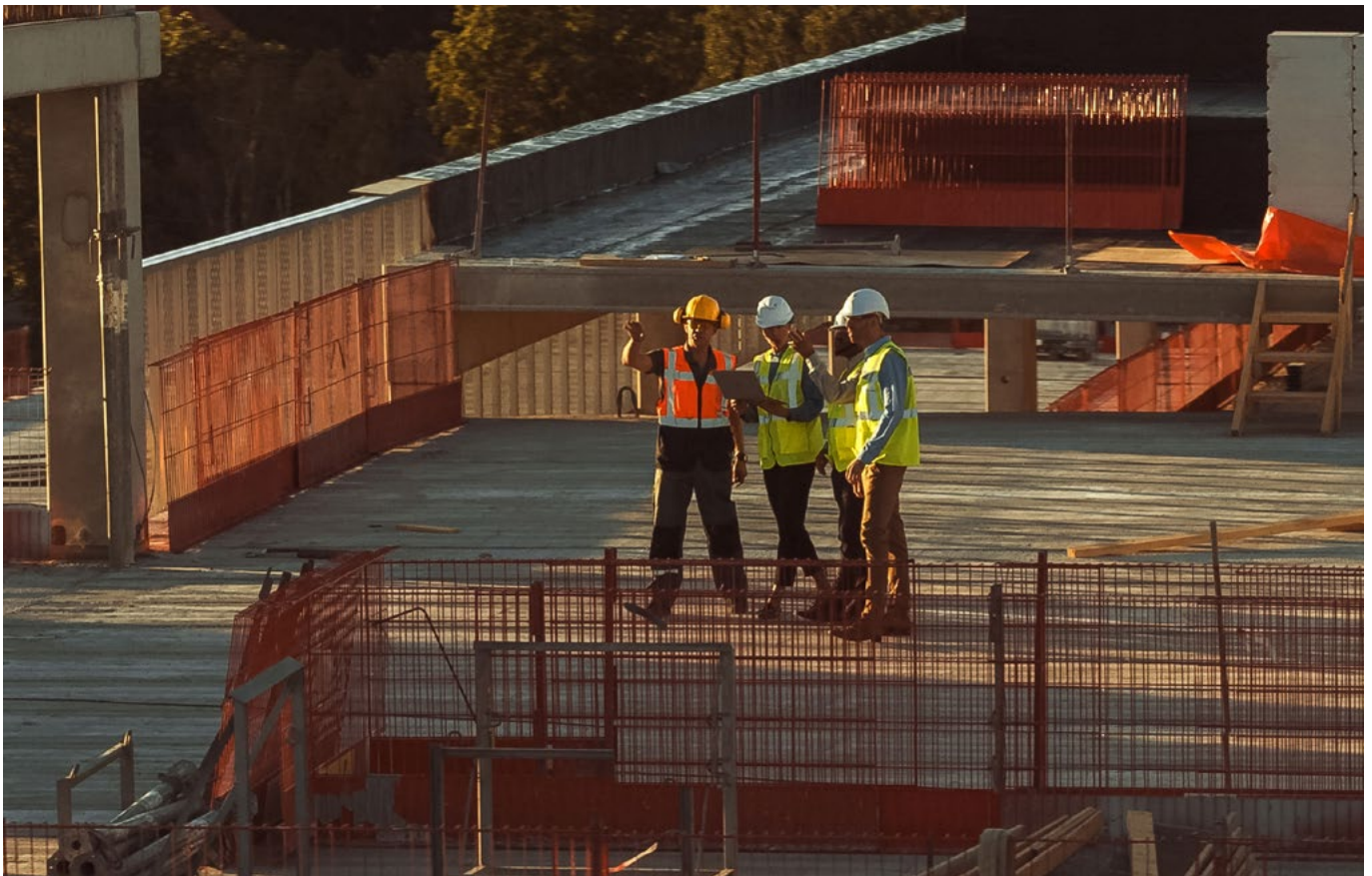
As the sixth sector, the requirements and skills need of the informal sector need to be considered by the CETA and its planning. This sector is a key change driver in that it is growing extensively and has very nuanced needs. In certain instances, programmatically it would prove sustainable to incorporate these individuals or small entities into the broader construction industry, through accreditation and Recognition of Prior Learning (RPL) programmes; however, it could also be met with resistance for those individuals and entities that prefer the 'informality' of their sector and the way it operates.

SKILLS DEMANDS FOR THE CONSTRUCTION SECTOR

2023/24 CETA WSP's and ATR's received were in total 2 871. The below report seeks to give feedback on the outcomes of the data analysis for the WSP's and ATR's submitted to CETA by companies within the construction sector for the 2023/2024 financial year. The study objectives were to:

- Conduct an analysis of WSPs and ATRs for the 2023/2024 financial year,
- Identify sector scarce and critical skills (hard to fill vacancies),
- Identify sector skills gaps, and
- Determine training trends and future training needs.

In the past 11 years (2011–2022) the Human Resource Strategy (HRDS), the National Skills Development Strategy (NSDS) III, NSDP 2030, as well as the SETA Grant Regulations make clear reference to the need for the identification of scarce and critical skills in various sectors of the economy.



6.1 Skills demand analysis continued

6.1.1 Change drivers for skills demand continued

The HRDS and NSDS III has prioritised the need for the development of a scarce skills list based on sound, and accurate data. The common terminology that has been used by the Sector Education and Training Authorities (SETAs) when compiling the Sector Skills Plan (SSP) referring to sectoral skills needs has always been scarce and critical skills until 2016 when the hard to fill concept was introduced into the SSP framework. Below is the process followed for data analysis.

LIST OF HARD-TO-FILL VACANCIES IN THE CONSTRUCTION SECTOR – 2023: TABLE 8

MAJOR GROUP	OFO CODE	OFO OCCUPATION	HARD TO FILL VACANCY REASON	QUANTITY NEEDED
Managers	2021–121206	Health and Safety Manager	Lack of qualifications, lack of relevant experience	24
	2021–121904	Contract Manager	Lack of qualifications, lack of relevant experience	24
	2021–132104	Engineering Manager	Lack of experience, lack of qualifications	39
	2021–132301	Construction Project Manager	Lack of experience, lack of qualifications	115
Professionals	2021–214201	Civil Engineer	Lack of relevant qualifications, lack of relevant experience	118
	2021–214202	Civil Engineering Technologist	Lack of relevant qualifications, lack of relevant experience	33
	2021–214904	Quantity Surveyor	Lack of relevant qualifications, lack of relevant experience	34
	2021–641401	Concreter	Lack of relevant qualifications, lack of relevant experience	150
	2021–733210	Road construction operator	Lack of relevant qualifications, lack of relevant experience	51
	2021–734201	Earth moving plant operator	Lack of relevant qualifications, lack of relevant experience	27
	2021–214101	Industrial Engineering	Lack of relevant qualifications, lack of relevant experience	30
	2021–216101	Architect	Lack of relevant qualifications, lack of relevant experience	23
Technicians and Associate Professionals	2021–312301	Building Associate	Lack of relevant qualifications, lack of relevant experience	33
Trades Workers	2021–641502	Carpenter	Lack of relevant qualifications, lack of relevant experience	144
	2021–671101	Electricians	Lack of relevant qualifications, lack of relevant experience	40

Source: CETA WSP Database, 2023.

6 Employer Profile continued

6.1 Skills demand analysis continued

6.1.1 Change drivers for skills demand continued

THE TABLE BELOW DEPICTS THE SKILLS GAP FOR WORKERS IN THE CONSTRUCTION SECTOR: TABLE 9

MAJOR GROUP	OFO CODE	OFO OCCUPATIONS	SKILLS GAP
Managers	2021-132301	Construction Project Manager	Lack of experience, lack of qualifications
	2021-121206	Health and Safety Manager	
	2021-121905	Programme or Project Manager	Lack of experience, lack of qualifications
	2021-121201	Human Resource Manager	
	2021-132102	Manufacturing Operations Manager	
Professionals	2021-214401	Mechanical Engineer	Lack of qualifications
	2021-226302	Safety, Health, Environment and Quality (SHE&Q) Practitioner	Lack of experience, lack of qualifications
	2021-711401	Concrete Products Machine Operator	Technical skills
	2021-653306	Diesel Mechanic	Lack of experience, lack of qualifications
	2021-642602	Solar Installer	Lack of experience
	2021-214201	Civil Engineer	Lack of experience
	2021-734201	Earthmoving Plant Operator (General)	Lack of experience, lack of qualifications
	2021-214202	Quantity Surveyor	
	2021-216101	Architect	Lack of experience, lack of qualifications
	2021-214202	Civil Engineering Technologist	
Technicians and Associate Professionals	2021-313901	Integrated Manufacturing Line Process Control Technician	Lack of experience, lack of qualifications
Clerical Support Workers	2021-441903	Program or Project Administrators	Lack of relevant qualifications, Lack of relevant experience
Service and Sales Workers	2021-243301 2021-332202	Industrial Products Sales Representative Sales Representative (Building and Plumbing Supplies)	Lack of relevant qualifications, Lack of relevant experience
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	2021-641501	Carpenter and Joiner	Technical skills
	2021-641101	House Builder	Technical skills

Source: CETA WSP Database, 2023.

6.1 Skills demand analysis continued

6.1.2 Performance Environment

The CETA delivers its services to a diverse economic sector comprising of five sub-sectors. The table below is an illustration of the environment in which the CETA operates. The following are the five sub-sectors, their related Standard Industry Classification (SIC) codes and the number of CETA registered employers. Table below shows a breakdown of the number of businesses by level of employment and broad activity in the sector. Roads and civil construction are clearly the largest sub-sector accounting for two-thirds of the employers in the sector.

EMPLOYERS BY SUB-SECTOR IN 2020: TABLE 10

Sub-sector	Large (>149)	Medium (50–149)	Small (< 49)	Total
Building construction	1 506	1 604	3 503	6 613
Built environment professional	2 496	1 833	4 503	8 832
Materials manufacturing	2 779	1 938	2 676	7 393
Roads and civil construction	13 879	9 637	10 646	34 162
Uncategorised SIC code	1	568	2 039	2 608
Total	20 661	15 580	23 367	59 608

Source: CETA data, 2020.

Approximately 59 608 employers are registered on the CETA database. In 2020 the CETA received 2 405 WSP submissions for the 2020/21 financial year which represents only 4.03%. This represents an decrease from the previous financial year wherein 2 721 submissions were received. Important to note is that although submissions have increased, the number of larger entities submitted have decreased. This is indicative of a decline in the construction sector.

6.2 PIVOTAL List

The compilation The PIVOTAL list is based on the scarce skills within the sector. The occupational groups identified as being in short supply form the basis of the list. The training interventions that are best suited to provide the skills required in those occupations are added to the list. The training interventions consist of the educational qualifications that are generally required in the sector and for the specific occupations as well as the learnerships used in the sector. Information from the projects for which educational institutions and professional bodies apply for funding is also considered in the development of the PIVOTAL list.

6 Employer Profile continued

6.2 PIVOTAL List continued

PIVOTAL LIST: TABLE 11

SETA Name	Period	Occupation Code	Occupation Description	Intervention Planned by CETA	NQF Level	NQF Aligned	Quantity Needed	Quantity envisaged to be supported by the CETA
CETA	2024/2025	2021-132301	Construction Project Manager	Learnership Apprenticeship HET Placement Bursary	NQF 4, 5, 6 NQF 6 NQF 6, 7, 8, 9, 10	Y Y Y	117 85 140	342
	2024/2025	2021-311201	Civil Engineering Technician	Bursary Candidacy Apprenticeship HET Placement	NQF 4, 5, 7, 8, 9 NQF 6, 7 NQF 4 NQF 6, 7, 8	Y Y Y Y	102 111 20 137	370
	2024/2025	2021-214201	Civil Engineer	HET Placement Bursary Candidacy	NQF 5, 6, 7, 8 NQF 5, 6, 7, 8, 9 NQF 7	Y Y Y	50 367 268	685
	2024/2025	2021-641201	Bricklayer	Apprenticeship Learnership HET Placement Bursary	NQF 4, 5 NQF 2, 4 NQF 5 NQF 4	Y Y Y Y	261 44 7 4	316
	2024/2025	2021-215101	Electrical Engineer	Bursary Apprenticeship	NQF 6, 7, 8 NQF 5	Y Y	200 58	398
	2024/2025	2021-642601	Plumber	Bursary HET Placement Learnership Apprenticeship	NQF 4 NQF 4 NQF 4 NQF 4	Y Y Y Y	9 9 165 122	305
	2024/2025	2021-216101	Architect	Bursary Candidacy	NQF 5, 6, 7, 8, 9 NQF 6	Y Y	246 17	267
	2024/2025	2021-226302	Safety, Health, Environment and Quality (SHE&Q) Practitioner	Bursaries Candidacy	NQF 6, 7, 8, 9 NQF 6, 7	Y Y	355 24	379
	2024/2025	2021-441903	Program or Project Administrators	Bursaries Learnership, Apprenticeship	NQF 6, 7, 8, 9 NQF 4, 5, 6,	Y Y	306 232	538
	2024/2025	2021-312301	Building Associate	Bursary HET Placement Apprenticeship Learnership Candidacy	NQF 4, 5, 6, 7 NQF 5, 6, 7 NQF 4 NQF 4 NQF 6	Y Y Y Y Y	52 62 36 202 64	416

6.3 Macro Environment Analysis

6.3.1 TOPAC-G Assessment

The CETA utilised the TOPAC-G framework to scan the macro external environmental factors that have an impact on its business. This framework analyses various elements which have a direct influence on the operating environment of the CETA. The elements are as follows:

TOPAC-G ASSESSMENT : **TABLE 8**

Trends	Trends within the sector as well as other sectors. Key role players, stakeholders, collaborators, and suppliers the CETA should be learning from and partnering with.
Opportunities	This looked at the opportunities the CETA has before it. Critical questions had to be asked to determine whether the CETA's house was in order operationally to take advantage of these opportunities.
Position	With a clear understanding of the CETA's stakeholders and collaborators, their needs and the opportunities available, what value proposition would the CETA propose to them to meet their needs?
Alignment	The CETA must align its processes and organisational structure to be able to deliver on its mandate and the value it has proposed to the stakeholders and collaborators.
Competencies	The ideal competency sets the CETA requires to deliver on its mandate and objectives. These competencies span over various capabilities including technological advances, and their relevance in applicability over different localities.
Goals	The CETA's growth targets for the term of the current strategic plan including the identification of risks and mitigation plans.

6 Employer Profile continued

6.3 Macro Environment Analysis continued

6.3.1 TOPAC-G Assessment continued

The TOPAC-G framework was used together with the Gap-Reduction (G-R) Strategic Tool to action the key findings of the exercise. The G-R framework allowed the CETA to envision, analyse, diagnose and find solutions from within, for all elements of the TOPAC-G by asking four critical questions:

GAP REDUCTION TOOL : TABLE 9

What should be happening?	The CETA had to have an outward look of an ideal future state with the assumption of all conditions perfect, how it would address each element.
What is currently happening	The CETA had to conduct introspection of the current way “As-Is State” in which it is handling each of the elements versus the ideal state.
Why is there a gap?	With the understanding gained, the CETA can draw a comprehensible diagnosis of where the potential gaps and bottle necks may be.
What are we going to do to close the gap?	With the application of creative thinking, the CETA derives interventions that will assist the organisation to fulfil its mandate.

The following is the outcome of the exercise detailed in the table below:

STRATEGIC PLAN 2024/25 – 2025/26

CETA TOPAC-G ASSESSMENT: TABLE 10

Strategic Considerations	What Should Be Happening	What is Currently Happening	Why Is There A Gap	What Are We Going to Do To Close The Gap
Trends	1. More partnerships with established employers.	Partnerships with institutions of higher education.	Few opportunities for impactful engagement with private sector players that can lead to more partnerships.	More engagements with established employers. Identification of key private sector players to enter partnerships with.
	2. Infrastructure positioned by government as an enabler to economic development.	There is little integrated planning to tap into opportunities created by this drive.	Limited interactions with institutions responsible for Infrastructure development.	As part of Stakeholder engagement, work more closely with relevant institutions through regular interactions to understand Infrastructure planning and aligning programmes thereto.
	3. Reduce high levels of unemployment.	Training interventions are not impactful enough to absorb most of most programme participants.	CETA has internally focused without an effective feedback mechanism that assesses the impact of its programmes.	Conduct research on the impact of learning programmes on the sector and implement recommendations.

6.3 Macro Environment Analysis continued

6.3.1 TOPAC-G Assessment continued

STRATEGIC PLAN 2024/25 – 2025/26 CONTINUED

CETA TOPAC-G ASSESSMENT: TABLE 10 CONTINUED

Strategic Considerations	What Should Be Happening	What is Currently Happening	Why Is There A Gap	What Are We Going to Do To Close The Gap
Opportunities	1. Training interventions impact assessment – ensuring return on investment	There is no post-learning support of learners.	Resourcing and data management Partnerships not mapped for maximum impact.	Internal data management and post-learning tracing. Use the stakeholder engagements on training rollout to ensure continued relationship with learners and providers.
	2. Partnership with Government and Private Infrastructure Programme.	There are currently no initiatives.	No policy, process developed to guide the CETA's involvement in infrastructure planning.	Identify all relevant institutions that partnering with would improve relevance, quality and efficiency in delivery of programs.
	3. Contribution in the placements and absorption of learners post-training.	No defined processes to effectively contribute to learner absorption.	Lack of research to support the improvement of delivery models and/or quality of programmes which may result in absorption.	Develop policy and guidelines to be active in post training initiatives.
	4. Continued research and implementation of new ways to deliver training initiatives.	Training materials exclusively developed by the providers without guidance from the CETA.	The CETA has traditionally focused on the accreditation of learning programmes only and not involved itself in assisting providers with the development of learning material.	Develop a strategy and plan to contribute towards standardisation of learning programmes that respond to sector needs as well as the development of a policy on qualification development and program implementation.
	5. Increased number of people with disabilities trained.	People with disabilities are trained, however, there is no deliberate initiative to target them with the aim of increasing their numbers in the programmes.	Awards are currently dependent on DG applications trained, however, there is no deliberate initiative to target them with the aim of increasing their numbers in the programmes.	Use of special projects and partnerships to focus on recruitment of people with disabilities.

6 Employer Profile continued

6.3 Macro Environment Analysis continued

6.3.1 TOPAC-G Assessment continued

STRATEGIC PLAN 2024/25 – 2025/26 CONTINUED

CETA TOPAC-G ASSESSMENT: TABLE 10 CONTINUED

Strategic Considerations	What Should Be Happening	What is Currently Happening	Why Is There A Gap	What Are We Going to Do To Close The Gap
Position	1. Skills development agenda must form an integral part of planning in the sector.	The CETA is not involved in platforms where planning for the sector is done.	The CETA, through stakeholder engagement and planning activities, should identify platforms for participation in sector planning platforms.	Strengthened research on sector needs, future skills, creation of an engagement platform for sector players should place the CETA at an advantage to contribute to sector planning.
	2. Provide quality and relevant training by recruiting and capacitation of employees that have specialised knowledge in different areas of core business.	Even though there are positions with Specialists title on the organogram, these are not intended to be occupied by specialists on various areas.	Limited and/or misplaced core business competencies in the organisation required to successfully support programmes.	Develop relevant competency matrix and development plan for different core business departments and ensure their development and/or acquisition. Employee development plan for continued learning.
	3. Visibility – to be the first point of contact for the skills development in the sector.	Not accessible and not first point of contact on skills discussions and plans.	Existing systems and processes not in line with new trends of doing things create inefficiencies across the value chain and this impacts the stakeholders experience.	Quarterly stakeholder engagements on various matters affecting the industry. Invest in technology for efficiencies and to keep active participation by stakeholders.

6.3 Macro Environment Analysis continued

6.3.1 TOPAC-G Assessment continued

STRATEGIC PLAN 2024/25 – 2025/26 CONTINUED

CETA TOPAC-G ASSESSMENT: TABLE 10 CONTINUED

Strategic Considerations	What Should Be Happening	What is Currently Happening	Why Is There A Gap	What Are We Going to Do To Close The Gap
Alignment	1. Industry alignment in terms of the skills required by the sector.	Established Chambers for the sub-sectors to enable closer interaction with industry	Lack of chambers leading to an uncoordinated response to sector skills needs.	Actively engage with the industry to understand their needs, through amongst other platforms, the creation of Chambers in the CETA.
	2. The CETA to be more responsive to stakeholders.	Ineffective stakeholder engagement and management.	Existing frameworks not responsive to industry post-COVID.	Develop and implement a Stakeholder Management Framework using national and international best practice.
Competency	1. Appropriately qualified staff members should be appointed, and internal skills be continuously developed.	Skills and competencies required on various areas not defined.	Undefined skills and competencies for core business.	Define the skills/ competencies relevant for the delivery of the mandate. Change the naming convention of posts on the structure to reflect on the nature of work to be executed by the post.
	2. Subject matter experts should be hired on highly specialised areas.	The CETA is currently making plans to contract subject matter experts.	Many processes interrupted during administration in an effort to revitalise the CETA.	Expedite the appointment of subject matter experts.
Goals	1. To support industry by supplying required and relevant skills.	Inadequate research on relevant and future skills. Lack of involvement in curriculum design or development.	Inadequate capacity/ resources.	Continually focus on improvement of quality and delivery mechanisms of training interventions through timely research and interaction with industry through the Chambers.
	2. Support the transformation agenda through opening opportunities to previously marginalised groups.	DG policy addresses the transformation target.	Lack of enforcement.	Implement the existing policy directives in the recruitment of learners.

7 Internal Environment Analysis

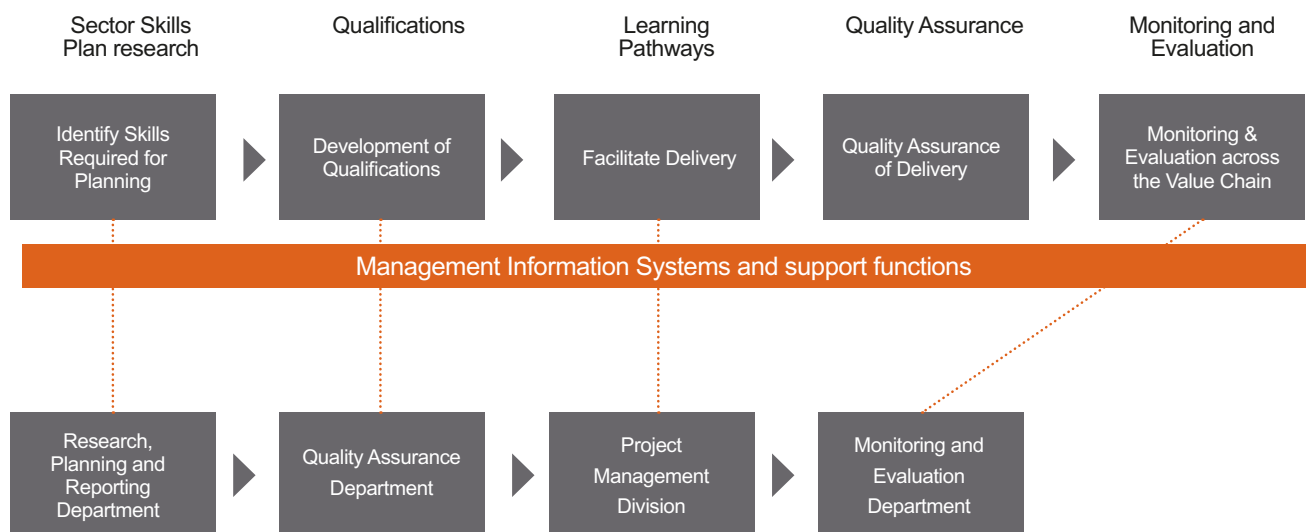
7.1 The CETA Skills Value Chain

The CETA Critical Success Factors are described as the key processes that deliver services to its stakeholders. The CETA Skills Value Chain starts with Research, Planning and Reporting, it is implemented through Learning Pathway and Development and Learning Programmes and Projects. The value chain is then supported throughout by Monitoring (contract/project management) and Evaluation (impact analysis).

The CETA as part of its mandate performs the following core functions:

- Research, Planning and Reporting.
- Client Services and Projects.
- Education Training and Quality Assurance.
- Monitoring and Evaluation.

CETA SKILLS VALUE CHAIN: FIGURE 9



7.1.1 The CETA Audit Opinion from the Auditor General

The Auditor-General has furnished the entity with the audit report that contains a qualified audit opinion. An Audit Action Plan has been prepared to address the Auditor-General's concerns and non-compliance gaps and control deficiencies that have been identified as a major risk to the organisation.

7.1.2 Governance

The Accounting Authority of the CETA is constituted in line with the prescripts of its Constitution. The following are its Committees:

- Board Executive Committee
- Audit and Risk Committee
- Finance, Remuneration, Human Resources and Ethics Committee
- Governance, Strategy and Information and Communications Technology Committee

All the Committees of the Accounting Authority meet as per the requirements of the Constitution and delivered on their respective mandates. The organisation is currently under review and as a result the governance structures as well as the constitution are under review.

7.1.3 CETA Staff

The CETA staff complement is currently 107 (*exclusive of 88 interns, of which 40 interns are currently at the CETA*) and has the required skills in implementing the strategy and systems. This staff complement includes Head Office as well as nine (9) Provincial Offices.



PART C

MEASURING OUR PERFORMANCE

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8 Institutional Programme Performance Information

8.1 Programme 1: Administration

STRATEGIC OBJECTIVE ANNUAL TARGETS 2024/2025

1. PROGRAMME 1: ADMINISTRATION

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Imperatives in relation to skills development, with emphasis on the construction sector.	Effective and clean administration and Governance.	1.1. Improved controls and audit outcomes.	Unqualified Audit Opinion.	Qualified Audit Opinion.	Qualified Audit Opinion.	Clean Audit Opinion.	Clean Audit Opinion.	Clean Audit Opinion.
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Enhanced reputation of the CETA through public relations and marketing activities.	1.2. Effective and enhanced stakeholder relations with improved the CETA brand and reputation.	1	–	0% Stakeholder issues Unresolved for more than one month.	0% Stakeholder issues Unresolved for more than one month.	Stakeholder Survey conducted.	Implementation report of recommendations from the Stakeholder survey.

8.1.1 Indicators, Annual and Quarterly Targets for 2024/2025

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
1.1 Improved controls and audit outcomes.	Clean Audit Opinion.	–	–	–	Clean Audit Opinion.
1.2. Effective and enhanced stakeholder relations with improved the CETA brand and reputation.	0% stakeholder issues unresolved for more than one month.	0%	0%	0%	0%

8.2 Programme 2: Research, Planning and Reporting

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Enhance the skills of the existing workforce of the construction sector.	Identified interventions required to improve enrolment and completion of priority Occupations.	2.1 Number of WSPs and ATRs approved for small firms.	1 545	2 410	1 715	1 460	1 465	1475
		2.2 Number of WSPs and ATRs approved for medium firms.	525	2 410	482	450	450	470
		2.3 Number of WSPs and ATRs approved for large firms.	335	2 410	284	230	230	240
	Identified interventions required to improve enrolment and completion of priority occupations.	2.4 SDF workshop per annum on WSP and ATR compilation and submission	9	9	9	9	9	9
		2.5 Conduct research to produce an updated and approved Sector Skills Plan aligned to the DHET SSP Framework.	1	1	1	1	–	–
Support national imperative in relation to skills development, with emphasis on the construction sector.	Accurate and compliant reporting on the CETA's Performance Information.	2.6 Quarterly Monitoring Reports (QMR) are submitted to the DHET, and validation reports are kept.	4	4	4	4	4	4
	Identified interventions required to improve enrolment and completion of priority occupations.	2.7 Perform at least one research activity to enhance skill development in the sector.	–	1	1	1	1	–
		2.8. Perform at least one research activity to enhance the growth of occupationally directed programmes in the TVET sector.	–	0	1	1	0	–

8.2 Programme 2: Research, Planning and Reporting continued

8.2.1 Indicators, Annual and Quarterly Targets for 2024/2025

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
2.1. Number of WSPs and ATRs approved for small firms.	1 465	0	1 465	0	0
2.2. Number of WSPs and ATRs approved for medium firms.	450	0	450	0	0
2.3. Number of WSPs and ATRs approved for large firms.	230	0	230	0	0
2.4. 1 SDF workshop per province per annum on WSP and ATR compilation and submission.	9	0	0	0	9
2.6 QMR are submitted to the DHET, and validation reports are kept.	4	1	1	1	1
2.7 Perform at least one research activity to measure the delivery of skills in the sector.	1	0	0	1	0

8.3 Programme 3: Learning Programmes and Projects

Outcome	Outputs	Output Indicators	Audited Performance				Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	
Support skills development of new entrants or unemployed people into the construction sector and enhance the skills of the existing workforce in the construction sector.	National enrolment and resource ratios for the high, intermediate, and elementary skills level.	3.1. Percentage of discretionary grant budget allocated at developing high-level skills.	20%	19%	15%	15%	15%	15%	
		3.2. Percentage of discretionary grant budget allocated at developing intermediate skills.	60%	69%	73%	75%	75%	75%	
		3.3. Percentage of discretionary grant budget allocated at developing elementary skills.	20%	12%	12%	10%	10%	10%	
	Learners placed in employment internships, TVET placement, HET placement, apprenticeship, learnerships completed.	3.4. Number of learners who completed workplace-based learning programmes, absorbed into employment or self-employment.	1 134	–	–	1 281	–	–	–

8.3 Programme 3: Learning Programmes and Projects continued

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Support skills development of new entrants or unemployed people into the construction sector and enhance the skills of the existing workforce of the construction sector.	Increased number of learnerships entered.	3.5. Number of unemployed learners per year entering in learnerships (Funded through DG, ERRP, and unfunded)	1 000 (funded)	–	3 002 (funded)	1 250 (funded)	2 553 (funded)	2 600
			399 (unfunded)	–	536 (unfunded)	452 (unfunded)	472 (unfunded)	500
		3.6. Number of employed learners per year entering in learnerships.	100 (funded)	31	127 (funded)	282 (funded)	560 (funded)	600
	Increased number of learnerships completed.		60 (unfunded)	80	92 (unfunded)	68 (unfunded)	71 (unfunded)	100
		3.7. Number of unemployed learners per year completing learnerships.	1 569 (funded)	1 672	798 (funded)	2023 (funded)	1 362 (funded)	1 500
			200 (unfunded)	566	1 349 (unfunded)	227 (unfunded)	237 (unfunded)	250
	Increased number of skills programmes entered.	3.8. Number of employed learners per year completing learnerships.	100 (funded)		41 (funded)	110 (funded)	301 (funded)	320
			29 (unfunded)		261 (unfunded)	32 (unfunded)	33 (unfunded)	40
		3.9. Number of unemployed learners per year entering skills programmes (DG and ERRP).	450 (funded)		3 170 (funded)	757 (funded)	2 720 (funded)	2 750
	Increased number of skills Programmes completed.		285 (Unfunded)	–	677 (unfunded)	323 (unfunded)	337 (unfunded)	340
		3.10. Number of employed learners per year entering skills programmes (DG and ERRP).	0 (funded)	0	0 (funded)	117 (funded)	0 (funded)	
			209 (unfunded)	–	33 (unfunded)	236 (unfunded)	246 (unfunded)	260
Increased number of skills Programmes completed.	3.11. Number of unemployed learners per year completing skills programmes.	627 (funded)	157 (funded)	4 024 (funded)	712 (funded)	2 339 (funded)	23 50	
		143 (unfunded)	615	2 558 (unfunded)	161 (unfunded)	168 (unfunded)	180	
	3.12. Number of employed learners per year completing skills programmes.	0 (funded)	0	0 (funded)	103 (funded)	395 (funded)	405	
		72 (unfunded)	3	607 (unfunded)	82 (unfunded)	85 (unfunded)	100	

8 Institutional Programme

Performance Information

continued

8.3 Programme 3: Learning Programmes and Projects continued

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Increased number of artisans entered.		3.13. Number of unemployed learners per year entering artisan programmes.	2 050 (funded)	1 788	2 232 (funded)	2 140 (funded)	4 200 (funded)	4 300
			582 (unfunded)	23	718 (unfunded)	660 (unfunded)	689 (unfunded)	700
		3.14. Number of employed learners per year entering artisan programmes.	0 (funded)	0	0 (funded)	0 (funded)	0 (funded)	–
Increased number of artisans completed.			0 (unfunded)	0	0 (unfunded)	0 (unfunded)	0 (unfunded)	–
		3.15. Number of unemployed learners per year completing artisan programmes.	1 745 (funded)	278	1 723 (funded)	1 279 (funded)	1 960 (funded)	2 000
			292 (unfunded)	0	2 472 (unfunded)	331 (unfunded)	345 (unfunded)	350
		3.16. Number of employed learners per year completing artisan programmes.	0 (funded)	0	0 (funded)	0 (funded)	0 (funded)	0
			0 (unfunded)	0	0 (unfunded)	0 (unfunded)	0 (unfunded)	0
		3.17. Number of unemployed bursaries learners enrolled (new enrolments)	100 (funded)	112 (funded)	150 (funded)	104 (funded)	108 (funded)	115
		3.18. Number of unemployed bursaries learners enrolled (Continuation)	638 (funded)	223	148 (funded)	300 (funded)	300 (funded)	320
		3.19. Number of employed bursaries learners enrolled (new enrolments)	105 (funded)	15	114 (funded)	118 (funded)	123 (funded)	140
		3.20. Number of employed bursaries learners enrolled (continuation)	30 (funded)	0	44 (funded)	42 (funded)	43 (funded)	50
Increased number of bursaries completed		3.21. Number of unemployed bursary learners per year (completed)	125 (funded)	216	77 (funded)	173 (funded)	180 (funded)	200
		3.22. Number of employed bursary learners per year (completed)	75 (funded)	0	17 (funded)	85 (funded)	88 (funded)	90

8.3 Programme 3: Learning Programmes and Projects continued

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	Increased number of internships entered	3.23. Number of unemployed learners per year entering internships	340 (funded)	112	356 (funded)	250 (funded)	375 (funded)	400
	Increased number of internships completed	3.24. Number of unemployed learners per year completing Internships	100 (funded)	1	125 (funded)	200 (funded)		200
	Increased number of University Student Placement entered per year.	3.25. Number of University Student Placement entered per year.	261 (funded)	65	144 (funded)	225 (funded)	338 (funded)	350
	Increased number of University Student Placement completed per Year.	3.26. Number of University Student Placement completed per year.	57 (funded)	4	64 (funded)	65 (funded)	67 (funded)	70
	Increased number of TVET Student Placement entered per year.	3.27. Number of TVET Student Placement entered per year.	522 (funded)	266	616 (funded)	364 (funded)	546 (funded)	356
	Increased number of TVET Student Placement completed per year.	3.28. Number of TVET Student Placement completed per year.	57 (funded)	34	69 (funded)	66 (funded)	68 (funded)	70
	Increase in number of Candidacy Programmes entered per year.	3.29. Number of learners entering Candidacy Programmes per year.	522 (funded)	128	25 (funded)	320 (funded)	200 (funded)	250
	Increase in number of Candidacy Programmes completed per year.	3.30. Number of learners Completing Candidacy Programmes per year.	55 (funded)	0	8 (funded)	63 (funded)	65 (funded)	68
	Supported skills development centres in the construction sector.	3.31. Number of skills development centres in the construction sector supported.	7	7	7			1
	Support national imperatives in relation to skills development, with emphasis on the construction Sector.							

8 Institutional Programme Performance Information

continued

8.3 Programme 3: Learning Programmes and Projects continued

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
3.1. Percentage of discretionary grant budget allocated at developing high-level skills through bursary grant funding.	0%	0%	0%	0%	0%
3.2. Percentage of discretionary grant budget allocated at developing intermediate skills through learnerships, apprenticeship, skills programmes, work experience/internships and WIL grant funding.	0%	0%	0%	0%	0%
3.3. Percentage of discretionary grant budget allocated at developing elementary skills through foundational and adult education and training grant.	0%	0%	0%	0%	0%
3.4. Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment.	1 338	0	0	0	1 338
Number of Learnerships entered:					
3.5. Unemployed learners per year.	(Funded)		553	1 500	500
	(Unfunded)	0	100	100	272
3.6. Employed learners per year.	(Funded)	0	0	500	60
	(Unfunded)	0	0	71	0

8.3 Programme 3: Learning Programmes and Projects continued

Output Indicators		Annual Target 2024/2025	Q1	Q2	Q3	Q4
Number of Learnerships completed:						
3.7. Unemployed learners per year.	(Funded)	1 862	0	50	400	1 412
	(Unfunded)	237				237
3.8. Employed learners per year.	(Funded)	114				114
	(Unfunded)	33				33
Number of Skills Programmes entered:						
3.9. Unemployed learners per year (DG and ERRP).	(Funded)	2 720	0		2 000	720
	(Unfunded)	337	0	37	200	100
3.10. Employed learners per year (DG and ERRP).	(Funded)	0	0	0	0	0
	(Unfunded)	246			246	
Number of Skills Programmes completed:						
3.11. Unemployed learners per year.	(Funded)	2 339	0	39	1 300	1 000
	(Unfunded)	168	0	10	80	68
3.12. Employed learners per year.	(Funded)	395	0	15	80	300
	(Unfunded)	85	0	0	85	0

8 Institutional Programme Performance Information

continued

8.3 Programme 3: Learning Programmes and Projects continued

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
Number of Artisans entered:					
3.13. Unemployed learners per year	(Funded)		100	2 000	2 100
	(Unfunded)	0	200	200	289
3.14. Employed learners per year	(Funded)	0	0	0	0
	(Unfunded)	0	0	0	0
Number of Artisans entered:					
3.15. Unemployed learners per year	(Funded)		500	960	500
	(Unfunded)	0	45	150	150
3.16. Employed learners per year	(Funded)	0	0	0	0
	(Unfunded)	0	0	0	0
Number of Bursaries entered:					
3.17. Number of unemployed bursaries learners enrolled (new enrolments)	(Funded)				108
3.18. Number of unemployed bursaries learners enrolled (continued)	(Funded)				300
3.19. Number of employed bursaries learners enrolled (new enrolments).	(Funded)	0	0	123	0
3.20. Number of employed bursaries learners enrolled (continued).	(Funded)				43

8.3 Programme 3: Learning Programmes and Projects continued

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
Number of Bursaries Completed:					
3.21. Unemployed learners per year.	(Funded) 180	0	0	0	180
3.22. Employed learners per year.	(Funded) 88	0	0	0	88
3.23. Number of internships entered: Unemployed learners per year.	(Funded) 375	0	75	200	100
3.24. Number of internships completed: Unemployed learners per year.	(Funded) 300	0	0	150	150
3.25. Number of University Student Placement entered per year.	(Funded) 338	0	0	150	188
3.26. Number of University Student Placement completed per year.	(Funded) 67			30	37
3.27. Number of TVET Student Placement entered per year.	(Funded) 546	0	182	181	182
3.28. Number of TVET Student Placement completed per year.	(Funded) 68	0		38	30
3.29. Number of Candidacy Programmes entered per year.	(Funded) 80			50	30
Number of Candidacy Programmes entered per year.	20 (Unfunded)				20
3.30. Number of Candidacy Programmes completed per year.	(Funded) 65	0	40	25	0
3.31. Number of Skills Development Centres Supported.	(Funded) 4	0	0		4

8 Institutional Programme Performance Information

continued

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025

SUB-PROGRAMME: PARTNERSHIPS – UNIVERSITY, TVET, AND CETA

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions. Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	SETA/University partnerships funded by the CETA through the discretionary grants for construction sector Programmes.	3.32. Number of active SETA/University partnerships for skills development Initiatives in the construction sector.	10	10	11	10	15	20
	SETA/TVET College partnerships supported and signed MOUs with CETA to deliver and implement skills development programmes in the construction sector.	3.33. Number of active SETA/TVET College Partnerships supported and signed MoUs with the CETA to deliver and implement skills development programmes in the construction sector.	35	35	21	20	30	35
	CET partnerships established.	3.34. Number of active SETA/Community College partnerships supported and signed MoUs with the CETA to deliver and implement skills development programmes in the construction sector.	9	9	9	9	9	9

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2024/25

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
3.32. Number of active CETA/University Partnerships for skills development initiatives in the construction sector.	15		10	5	0
3.33. Number of active CETA/TVET College Partnerships supported and signed MoUs with the CETA to deliver and implement skills development programmes in the construction sector.	30	20	0	10	0
3.34. Number of active CETA/Community College Partnerships supported and signed MoUs with the CETA to deliver and implement skills development programmes in the construction sector.	9	9	0	0	0

SUB-PROGRAMME: DEVELOPMENT AND GROWTH OF PUBLIC COLLEGE SYSTEM

Outcome	Outputs	Output Indicators	Audited Performance				Medium-Term Targets			
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26		
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Supported TVET Colleges.	3.35. Number of SETA offices established and maintained in TVET colleges.	9	2	2	2	–	–		
		3.36. Number of TVET lecturers exposed to the Industry.	10	10	11	10	10	10		
		3.37. Number of TVET colleges lecturers awarded bursaries.	5	5	5	5	50	55		
		3.38. Number of TVET colleges infrastructure development support (equipment/workshops).								
		3.39. Number of Managers and/or lecturers (TVET) receiving training on curriculum-related studies.	10	4	21	20	20	20		

8 Institutional Programme Performance Information

continued

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

Outcome	Outputs	Output Indicators	Audited Performance				Medium-Term Targets			
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26		
	Supported CET Colleges.	3.40. Number of CET colleges lecturers awarded skills development programmes.	9	9	10	10	20	20		
		3.41. Number of CET colleges infrastructure development support (equipment/workshops/Connectivity/ICT).	4	4	4	4	10	10		
		3.42. Number of Managers/lecturers (CET) receiving training on curriculum related studies.	10	12	9	9	20	20		

QUARTERLY TARGETS FOR 2024/25

Output Indicators	Annual Target 2024/2025	Q1			Q2			Q3			Q4
3.35. Number of SETA offices established and maintained in TVET colleges.	2	0	0	0	2	2	0	0	0	0	0
3.36. Number of TVET Lecturers exposed to the Industry.	10				10	10	0	0	0	0	0
3.37. Number of TVET colleges lecturers awarded bursaries.	50		0	0	0	0	20	20	30		
3.38. TVET colleges infrastructure development (equipment/workshops).	10		0	0	0	0	9	9	1		
3.39. Number of Managers (TVET) and or lectures receiving training on curriculum-related studies.	20		0	0	0	0	20	20	0		
3.40. Number of CET colleges managers and or lecturers awarded bursaries.	20		0	0	0	0	10	10	10		
3.41. CET colleges infrastructure development support (equipment/ workshops/Connectivity/ICT).	10		0	0	0	0	5	5	5		
3.42. Number of Managers and/or lecturers receiving training on curriculum related studies.	20		0	0	0	0	20	20	0		

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

SUB-PROGRAMME: DEVELOPMENT AND SUPPORT OF SMME'S, COOPS, NGOS, CBOS AND NPOS

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Co-operatives supported with training interventions and or funded.	3.43. Number of co-operatives funded for skills that enhance enterprise growth and development.	9	9	9	9	9	9
	SMMEs in the construction sector supported through funding and/or accreditation.	3.44. Number of small businesses funded for skills that enhance growth and development.	21	21	27	30	50	55
	People trained on entrepreneurship supported to start their businesses.	3.45. Number of people trained on entrepreneurship supported to start their business.	36	9	20	20	20	20
	Capacity building workshops held in skills development for trade union support.	3.46. Number of capacity building workshops in skills development for trade union support.	2	2	2	2	2	2
	NGOs supported with Skills Development Interventions/ Programmes within the construction sector.	3.47. Number of CBOs/ NGOs/NPOs funded for skills that enhance the development and sustainability of their organisation activities.	12	12	14	13	20	20

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

8 Institutional Programme
Performance Information
continued

QUARTERLY TARGETS FOR 2024/25

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
3.43. Number of co-operatives funded for skills that enhance enterprise growth and development.	15	0	0	10	5
3.44. Number of small businesses funded for skills that enhance growth and development.	15	0	0	15	0
3.45. Number of people trained on entrepreneurship supported to start their businesses (e.g., new venture creations).	30	0	0	20	10
3.46. Trade unions in the construction sector are supported for skills development-related interventions.	2	0	0	2	0
3.47. Number of CBOs/NGOs/NPOs funded for skills that enhance the development and sustainability of their organisation activities.	20	0	0	20	0

SUB-PROGRAMME: PARTNERSHIPS – PUBLIC AND PRIVATE

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Strengthen and expand strategic partnerships to maximise sustainability and impact of Skills Development Interventions.	Partnerships with public institutions improve service delivery through skills Development.	3.48. Number of partnerships entered or maintained with public institutions to improve service delivery through skills development.	12	13	14	14	14	14
	Partnerships with private institutions for economic growth.	3.49. Number of partnerships entered or maintained with employers to improve service delivery through skills development.	7	7	22	7	10	13
	Public sector projects in rural areas.	3.50. Number of rural development projects supported.	18	20	23	10	15	20
	Workshop with councils within the built environment sector.	3.51. One workshop with councils within the built environment sector is conducted.	6	6	6	1	–	–

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2024/25

Output Indicators		Annual Target 2024/2025	Q1	Q2	Q3	Q4
3.48. Number of partnerships entered or maintained with public institutions to improve service delivery through skills development.		9	0	0	9	0
3.49. Number of partnerships entered or maintained with private institutions to improve service delivery through skills development.		10	0	0	10	0
3.50. Number of Rural Development Projects supported.		15	0	0	10	5
3.51. One workshop with councils within the built environment sector is conducted.		0	0	0	1	0

SUB-PROGRAMME: IMPLEMENTATION OF LEARNING PROGRAMMES

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Enhance the skills of the existing workforce of the construction sector.		3.52. Number of RPL/ARPL Learners assessed through Recognition of Prior Learning.	1 396	129	1 530	1 586	1 657	1 680

QUARTERLY TARGETS FOR 2024/25

Output Indicators		Annual Target 2024/2025	Q1	Q2	Q3	Q4
3.52. Number of RPL/ARPL Learners assessed through Recognition of Prior Learning.		1 657		100	300	1 257

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

SUB-PROGRAMME: CAREER AND VOCATIONAL GUIDANCE

Outcome	Outputs	Output Indicators	Audited Performance				Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Career development exhibitions held in urban areas on occupations in high demand.	3.53. Number of career development exhibitions in urban areas on occupations in high demand.	21	22	17	15	15	15	
	Career development exhibitions held in rural areas on occupations in high demand.	3.54. Number of career development exhibitions in rural areas on occupations in high demand.	10	12	25	20	20	20	
	Trained career development practitioners.	3.55. Number of career development practitioners trained.	10	10	11	10	50	50	
	Updated career guidance booklets for the construction sector.	3.56. Number of career guidance booklets updated for the construction sector.	1	1	1	1	–	–	

INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2024/25

Output Indicators	Annual Target 2024/2025	Q1	Q2	Q3	Q4
3.53. Number of career development exhibitions in urban areas on occupations in high demand.	30	0	5	15	10
3.54. Number of career development exhibitions in rural areas on occupations in high demand.	50	0	10	20	20
3.55. Number of career development practitioners trained.	50	0	10	20	20
3.56. Update career guidance booklets updated for the construction sector.	0	0	0	0	0

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Support skills development of new entrants or unemployed people into the construction sector and enhances the skills of the existing workforce of the construction sector.	Newly accredited training providers for learnerships and short skills programmes.	4.1. Percentage of compliant skills development providers ultimately accredited.	55	60	102	95%	95%	95%
	Maintained database of CETA accredited training providers.	4.2. Maintain an up-to-date and accurate database of CETA valid accredited training providers and practitioners.	1	1	1	1	–	–
	Maintained database of QCTO registered construction qualifications.	4.3. Maintain a database of QCTO registered construction qualifications.	1	1	1	–	–	–
	Register with new occupational qualifications and curriculum.	4.3. Design, develop, and register new occupational qualifications and curriculum.	8	8	5	9	–	–

8 Institutional Programme Performance Information continued

8.4 Programme 4: Indicators, Annual and Quarterly Targets for 2024/2025 continued

SUB-PROGRAMME: CERTIFICATION

Outcome	Outputs	Output Indicators	Audited Performance			Medium-Term Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Support national imperatives in relation to skills development, with emphasis on the construction sector	Approved DPQ projects	4.4. Signed SLA with QCTO for the CETA to be the DQP.	1	1	1	–	–	–
		4.5. Number of DQP projects approved.	7	7	6	–	–	–
		4.6. Number of registered learnerships maintained with the DHET.						
	A learnerships register maintained with the DHET							
Support national imperatives in relation to skills development, with emphasis on the construction sector	CETA programmes effectively monitored	4.7. A percentage of active projects monitored, and external moderation visits conducted.	4	4	39	100%	100%	100%
	% of learners receiving certificate/statement of results	4.8. % of certificate or statement of results printed.	–	–	–	–	95%	95%
	Quarterly site visit audits for all accredited training providers to verify if they are still compliant	4.9. A percentage of monitoring visits to the accredited SDPs.	4	4	4	25%	25%	25%

9

Explanation of Planned Performance over the Medium-Term Period

Through the research presented in the SSP, the CETA has identified seven priority areas on which to focus on over the next five-year period. The following Table presents these priority areas and the subsequent action plan for achieving them:

PRIORITY AREAS: TABLE 11

Strategic priority	Actions Points
POST COVID-19	A detailed plan is set out for recovery from the worst effects of the pandemic on the CETA and the sector. This includes the immediate conversion of much of our operations and interactions into virtual platforms (where permissible), supporting training providers and employers to adapt to training in post-COVID-19 realities.
Technology and innovation	Post pandemic is imposing a new ways of doing business. The CETA is embracing the challenge for innovation and technological changes – internally and externally. Internally, the systems are being adapted in accordance with the demands of the new normal. Externally, a project has been adopted to distil all new and emerging construction methods and components. The results will be shared with employers, training providers and learning institutions, so that these are factored into the training, further explored for improvements, indigenisation and possible local manufacturing.
Green construction agenda	A comprehensive research project is in motion, to better understand green construction methods, and to integrate these techniques into skills training and the labour market. In the immediate term, skills transfer and integration into local curricula and eventually, the local manufacturing pipelines.
Transformation	Plans are afoot to address the ongoing exclusion of blacks, women and rural people from the mainstream construction economy. Concrete measures include a project to re-author the role and placement of women in the sector, with concrete measures in respect of recruitment, support, retention, and placement. In addition, a Transformation Colloquium is planned so that we may take stock, and devise new, innovative ways of advancing transformation in the sector.
Local manufacturing	A research project is in place to understand new technology available in the sector and to what extent components and innovative methods can be used to strengthen the local manufacturing in the sector. The results will be used to recalibrate curricula and training tools, so that they are constantly up to date, innovative and future focused.
SMMEs and Entrepreneurship	Several projects are in place to actively support small players in the sector, including creating a data base of all small entrepreneurs and sharing this with big players for regular contractor opportunities. Research results focusing on the 'informal sector' will be used to formalise training and skills (certification) through an RPL process. Once certificated, the plan is to get them into co-operatives and to put them on the CETA national data base so they can be considered for future opportunities.
Monitoring and Evaluation	To ensure that the CETA continues to improve on its outcomes. The CETA must have adequate internal monitoring and evaluation capacity to understand its impact. A monitoring and evaluation exercise will be implemented to improve performance, quality and impact. The end goal is to institutionalise monitoring and evaluation across the working and operations of the entire CETA, so there is more accountability, improved efficiencies and impact management. The OD process is nearing completion.
Economic Reconstruction and Recovery Plan	The CETA has already begun implementing programmes in line with the Governments Economic Reconstruction and Recovery Plan (ERRP) which will look at an infrastructure investment projects pipeline worth R340 billion in network industries such as energy, water, transport and telecommunications has been developed. Specific to the mandate of the CETA the ERRP aims to revive the Construction industry and create much-needed jobs. The ERRP programmes are primarily short skills development programmes which are reflected in programme 3 of the Annual Performance Plan.

9 Explanation of Planned Performance over the Medium-Term Period continued

9.1 Key Demand Issues

The demand for skills in the sector is predominantly driven by the performance of the economy, primarily GFCF as the construction sector constitutes 50% of investment. The state therefore plays a key role in driving demand in the sector as prospects for infrastructure investments could have a significant positive impact if delivered, but failure to execute the planned projects could result in the low growth scenario which was forecast. The demand for skills in the sector has been stagnant since 2015 as a result of the poor performance of the economy in general but the construction sector in particular over this period.

Professionals and experienced workers are leaving the sector or emigrating as a result of a lack of demand for their skills, removing them from the current skills pool. This has the potential to create a future problem as new entrants in the job market do not receive sufficient guidance and mentorship from older, experienced professionals thus feeding into the general industry complaint that newly qualified workers lack practical experience and real-world skills.

Another key theme identified was the use of subcontractors in the sector and the rapid rise of the informal sector, it was estimated that approximately 1 in 3 workers in construction are now employed in the informal sector. A key reason identified for this change is the risk and uncertainty of demand due to policy and economic uncertainty exacerbating the cyclical nature of the sector. Poor payment from state entities has been particularly harmful to emerging businesses as they struggle with working capital constraints caused by delayed payment for work completed. This has accelerated the increased use of sub-contractors as employers shield themselves from this risk.

9.2 Key Supply Issues

There is a clear mismatch between the expectations of the employers and the realities of the job market, with numerous employers expecting newly qualified persons to be fully productive without having to provide on the job training or graduate development programmes. In addition to this, similar mismatches are experienced by young graduates with unrealistic expectations in terms of their worth to the company and undervaluing practical experience and longevity on the job.

This system is self-perpetuating, and skills supply will continue and can be considered to have momentum even as changes are made as this is the mandate of the post-school system in South Africa through the role of the Department of Higher Education and Training (DHET). However, the absorption into the job market in the construction sector is going to be determined by the skills demand and requirements of employers.

The stakeholders who were interviewed all indicated that the administration and application of grants is inconsistent, time consuming and frustrating, with small and emerging employers, without dedicated resources to administer the process reporting that they felt that it was not worth the effort.

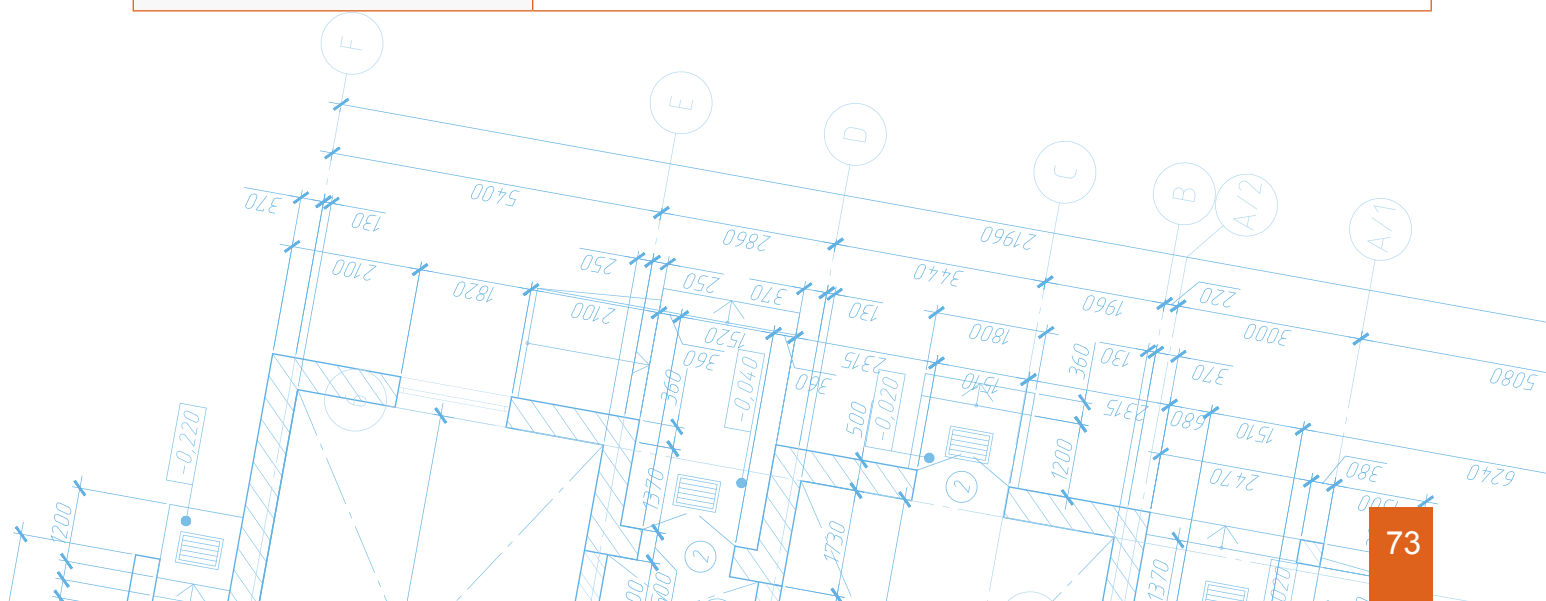
The poor performance and skills evidenced by school leavers in STEM subjects was widely believed to be a primary contributor to the low skills of graduates primarily from the TVET Colleges and the cause of the low throughput rates in universities.

Another common theme identified was the lack of soft skills of graduates from all training institutions. Generationally, it seems as if the younger workforce is significantly less likely to be self-motivated and disciplined, and do not show a high degree of pride in their work. This does not only apply to younger individuals, but it seems to be a growing tendency for new entrants to the industry.

9.3 Recommended Actions:

TABLE 12

Chapter summary	Action points
Sector Profile: Global and local economy will be sluggish in the short to medium term. COVID-19 had colour future growth prospects, with implications for the construction sector.	<ul style="list-style-type: none"> Facilitate sector-wide partnership and social compacting (growth coalition). Use coalition to set new growth and skills agenda for the sector. Identify skills for post-COVID-19 period. Adapt the sector to “new normal”. Integrate these into curriculum.
Skills change drivers: There are endogenous and exogenous factors that drive the supply and demand of supply of skills in the construction sector.	<ul style="list-style-type: none"> Reprioritise spending considering COVID-19 impact on CETA budget and financial capacity. Refocus investment into skills of the future: green construction, 4IR, local manufacturing, transformation and curriculum changes.
Occupational shortages and skills gaps: Hard to fill vacancies (HTFV) are particularly pronounced in management, financial management, problem- solving and other soft skills areas.	<ul style="list-style-type: none"> Review agreements with TVETs HEI, so they more accurately reflect the skills needs and gaps in the sector. Re-visit SLAs with HEI and training providers to include focused attention to soft skills. Future agreements to pay special attention to current HTFV: management, financial management and problem-solving skills.
CETA partnerships: Whilst some of the current partnership still have some way to go, there is an urgent and pressing need to review all CETA partnerships, to ensure they reflect the current social and economic moment. These include our country's transformation imperatives.	<ul style="list-style-type: none"> Review all partnerships based on CETA financial constraints (occasioned by COVID-19). Review partnerships based on impact of pandemic on partners. Review partnerships based on forensic and other investigations (some may be tainted). Generate a new partnerships list based on the new CETA mandate and post-pandemic priorities. Review partnerships with transformation, skills development and professionalisation in mind.
Monitoring and Evaluation: In line with the reform and overhaul of the CETA operations, the monitoring and evaluation function needs to be strengthened. There are important weaknesses in the current structures and functioning of monitoring and evaluation.	<ul style="list-style-type: none"> Review Organisational structure to place monitoring and evaluation and project management at the centre of organisational operations. Introduce technology driven monitoring and evaluation applications to improve efficiency and impact. Introduce monitoring and evaluation instruments that strengthen current evaluation and post-investment tracing and tracking of CETA funded learners (CETA graduate alumni).



10 Programme Resource Considerations

10.1 Resource consideration: Administration

The next section briefly depicts staff trends and expenditure or resource allocations to the various programmes.

10.1.1 Trends in the numbers of key staff

The next section briefly depicts staff trends and expenditure or resource allocations to the various programmes.

TABLE 13

Programme skills delivery		Actual (total number of employees)			Projected (projected number of employees)		
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
1.	Administration	46	45	43	50	60	74

TABLE 14

Programme skills delivery		Actual Rand amount			Estimated budget		
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
1.	Administration	R46 286 250	R47 728 223	R35 194 526	R37 658 142	R40 294 212	R43 114 807

10.1.2 Risk Management

TABLE 15 STRATEGIC GOAL

Strategic goal	Key Risk	Risk Mitigation – risk workshop consideration;
Goal 1 - Sustainable high performing CETA anchored on Clean Governance and Administration.	Governance failure.	<ul style="list-style-type: none"> Adequately capacitated governance structures. Effectively implemented systems and process that track compliance and organisational compliance. Implement integrated information systems and processes that supports compliant decision-making using accurate and relevant data. Effectively implemented combined assurance systems.
	Financial unsustainability.	<ul style="list-style-type: none"> Implement a CETA levy revenue strategy to attract and retain new levy payers as well as grow levy base
Goal 5 - Enhanced stakeholder relations and CETA brand positioning Damaged and declining organisational reputation.	Damaged and declining organisational reputation.	<ul style="list-style-type: none"> Establishing and maintaining of existing strategic partnerships with industry stakeholders, both private and public, to determine effectiveness and ensure maximum achievement of desired outcomes. Actively showcase CETA offerings to and share successes with stakeholders. Instil a stakeholder centred culture for the organisation.

10.1 Resource consideration: Administration continued

Strategic goal	Key Risk	Risk Mitigation – risk workshop consideration;
Goal 2 – Ensure credible skills planning and reporting based on research, technology and innovation in the construction sector. & Goal 3 – Implement skills development programmes that prioritises critical and scarce skills linked to the current and future of work for the construction sector.	Inability to measure the impact on delivery of the CETAs mandate in addressing hard-to-fill vacancies and skills gaps.	<ul style="list-style-type: none"> Implementation of research activities through an impact study as well as a tracer study to track learners that have completed CETA programmes and to measure impact. Implementation of a CETA alumni programme. Collaborate with relevant industry partners to address the skills demand and supply factors within the sector.
Goal 4 – To implement capacitated quality assurance processes that will enhance construction sector competitiveness and delivery of quality skills and training.	Qualifications not articulating to current and future industry needs.	<ul style="list-style-type: none"> Development of industry led qualifications. Use of subject matter expert quality assurance purposes.

10.2 Resource consideration: Research, Planning and Reporting

10.2.1 Trends in the numbers of key staff

TABLE 16

Programme skills delivery		Actual (total number of employees)			Projected (projected number of employees)			
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
2.	Research, Planning and Reporting	3	8	8	10	12	3	6

10.2.2 Expenditure Trends

TABLE 17

Programme skills delivery		Actual Rand amount			Estimated budget			
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
1.	Research, planning and reporting	R12 541 642	R5 783 098	R3 301 223	R3 532 309	R3 779 570	R4 044 140	

10Programme Resource Considerations continued

10.3Resource Considerations

10.3.1 Trends in number of key staff

TABLE 19

Programme skills delivery		Actual (total number of employees)			Projected (projected number of employees)		
No	Description	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
3.	Learning programmes and projects	50	51	67	70	75	85

10.3.2 Expenditure Trends

TABLE 20

Programme skills delivery		Actual Rand amount			Estimated budget			
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
3.	Learning programmes and projects	R56 157 183	R76 758 731	R35 119 495	R37 577 860	R40 208 310	R43 022 892	



10.4 Resource consideration

10.4.1 Trends in the numbers of key staff

TABLE 22

Programme skills delivery		Actual (total number of employees)			Projected (projected number of employees)			
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
4.	Quality assurance	12	6	7	8	9	10	10

10.4.2 Expenditure Trends

TABLE 23

Programme skills delivery		Actual Rand amount			Estimated budget			
No	Description	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
4.	Quality assurance	R11 081 837	R9 452 130	R3 691 506	R3 949 912	R4 226 406	R4 522 254	R4 522 254

10Programme Resource

Considerations continued

10.5 Relating expenditure trends to strategic outcome orientated goals

Overview of the 2024/2025 Budget and MTEF Estimates

1.1 Income and expenditure estimates

TABLE 1: BUDGETED LEVY INCOME AND EXPENDITURE (R'000)

	ACTUAL			MEDIUM TERM ESTIMATES					
	2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUSTMENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
INCOME									
– Levy income(80%)	370 130	571 684	614 754	590 770	708 077	117 307	793 046	830 319	868 514
Administration(10.5%)	52 542	79 124	85 496,00	81 485	100 161	18 676	112 180	117 452	122 855
– QCTO(0.5%)	263	396	427	407	501	93	561	587	614
– Admin income(10%)	52 279	78 728	85 069	81 078	99 660	18 582	111 619	116 865	122 241
Mandatory (20%)	91 367	141 539	151 033,00	155 207	173 479	18 272	194 296	203 428	212 786
Discretionary(49.5%)	226 221	351 021	378 225,00	354 078	434 437	80 359	486 570	509 439	532 873
– Non-Levy income(80%)	76 576	62 400	81 809	444 032	326 725	(117 307)	343 056	359 179	375 702
Fines, interest and penalties	17 127	14 160	17 332,00	30 062	18 098	(11 964)	18 903	19 791	20 702
Interest income	57 871	44 964	62 750,00	25 663	70 831	45 168	73 984	77 461	81 024
Release from the reserves	–	–	–	388 307	235 992	(152 315)	248 286	259 955	271 913
Other income	1 578	3 276	1 727,00	–	1 804	1 804	1 883	1 972	2 062
TOTAL INCOME	446 706	634 084	696 563	1 034 802	1 034 802	–	1 136 102	1 189 498	1 244 215
EXPENDITURE									
Administration expenditure	122 173	159 011	141 842,00	147 191	201 105	53 914	208 991	218 813	228 879
– QCTO expenditure	4 474	2 891	3 660	3 147	4 251	1 104	3 287	3 442	3 600
– Administration expenditure	117 699	156 120	138 182	144 044	196 854	52 810	205 704	215 372	225 279
Mandatory grants expenditure	41 921	71 897	75 570,00	80 082	78 910	(1 172)	83 646	87 578	91 606
Discretionary expenditure	662 461	651 799	468 576,00	807 529	754 787	(52 742)	843 464	883 107	923 730
TOTAL EXPENDITURE	826 555	882 707	685 988	1 034 802	1 034 802	–	1 136 101	1 189 498	1 244 215
SURPLUS/(DEFICIT)	(379 849)	(248 623)	10 575	–	–	–	–	–	–

10 Programme Resource Considerations continued

10.5 Relating expenditure trends to strategic outcome orientated goals continued

Expenditure Estimates per Programme

PROGRAMMES	ACTUAL			MEDIUM TERM ESTIMATES					
	2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUSTMENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
Administration	122 173,00	159 011,00	141 842,00	147 191,00	201 105,43	53 914,43	208 990,56	218 813,12	228 878,52
Skills planning and reporting	41 921,00	71 897,00	75 570,00	80 082,00	78 910,00	(1 172,00)	83 646,40	87 577,78	91 606,36
Learning programmes and projects	662 461,00	651 799,00	468 576,00	807 529,00	750 454,57	(56 784,43)	836 346,43	875 654,71	915 934,82
Quality Assurance	–	–	–	–	4 332,00	4 042,00	7 117,97	7 452,52	7 795,33
Total	826 555,00	882 707,00	685 988,00	1 034 802,00	1 034 802,00	–	1 136 101,36	1 189 498,12	1 244 215,04

10 Programme Resource Considerations continued

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 1: ADMINISTRATION

BUDGET: TABLE 25

	ACTUAL			MEDIUM TERM ESTIMATES					
	2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUSTMENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
PROGRAMME 1: ADMINISTRATION									
QCTO expenditure	4 474,00	2 891,00	3 660,00	3 147,00	4 251,00	1 104,00	3 287,04	3 441,53	3 599,84
Board fees	264,00	–	2 869,00	236,00	3 511,00	3 275,00	4 380,00	4 585,86	4 796,81
Cost of employment	61 212,00	61 708,00	59 795,00	60 574,00	132 649,00	72 075,00	138 642,00	145 158,17	151 835,45
Travel, subsistence and accommodation	1 033,00	2 891,00	2 255,00	1 515,00	3 309,00	1 794,00	3 456,25	3 618,69	3 785,15
Audit related services	3 829,00	6 644,00	5 894,00	5 084,00	6 154,51	1 070,51	6 428,39	6 730,53	7 040,13
Consultants and Outsourcing	21 271,00	27 461,00	5 530,00	15 409,00	5 774,43	(9 634,57)	6 031,39	6 314,86	6 605,35
Legal costs	6 839,00	19 493,00	11 399,00	25 421,00	15 421,00	(10 000,00)	16 107,23	16 864,27	17 640,03
Rental expenses	3 286,00	5 371,00	5 850,00	5 140,00	6 670,00	1 530,00	7 337,00	7 681,84	8 035,20
Repairs and Maintenance	250,00	1 582,00	2 011,00	1 124,00	2 099,89	975,89	2 193,33	2 296,42	2 402,05
Water and electricity	960,00	1 827,00	1 918,00	813,00	1 892,00	1 079,00	1 976,19	2 069,08	2 164,25
Depreciation and amortisation	4 933,00	5 076,00	5 402,00	4 260,00	5 640,77	1 380,77	5 891,78	6 168,70	6 452,46
Licences	2 713,00	5 636,00	4 180,00	547,00	4 364,76	3 817,76	4 558,99	4 773,26	4 992,83
Insurance Costs	700,00	606,00	771,00	669,00	900,00	231,00	940,05	984,23	1 029,51
Security Expenses	1 384,00	1 823,00	1 086,00	1 260,00	1 260,00	–	1 316,07	1 377,93	1 441,31
Motor Vehicle Expenditure	352,00	455,00	235,00	287,00	287,00	–	299,77	313,86	328,30
Donations & Sponsorships	–	251,00	802,00	–	1 500,00	1 500,00	1 000,00	1 047,00	1 095,16
Other administration expenses	8 673,00	15 296,00	28 185,00	21 705,00	5 421,07	– 16 283,93	5 145,07	5 386,89	5 634,68
Total Expenditure	122 173,00	159 011,00	141 842,00	147 191,00	201 105,43	53 914,43	208 990,56	218 813,12	228 878,52

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 2: SKILLS PLANNING AND REPORTING

TABLE 26

PROGRAMME 2: SKILLS PLANNING AND REPORTING	ACTUAL			MEDIUM TERM ESTIMATES					
	2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUSTMENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
Mandatory grant payments	41 921,00	71 897,00	75 570,00	80 082,00	78 910,00	- 1 172,00	83 646,40	87 577,78	91 606,36
Evaluation of WSPs and ATRs	-	-	-	-	-	-	-	-	-
Total Expenditure	41 921,00	71 897,00	75 570,00	80 082,00	78 910,00	- 1 172,00	83 646,40	87 577,78	91 606,36

10 Programme Resource Considerations continued

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS:

TABLE 27

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS	Category	No. of learners	ACTUAL			MEDIUM TERM ESTIMATES					
			2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUST- MENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
Leamership	Employed	560	–	–	–	–	–	–	14 044,80	14 704,91	15 381,33
	Unemployed	2553	–	–	–	–	–	–	141 231,96	147 869,86	154 671,88
	Budget	3113	50 053,55	24 559,95	50 534,23	115 084,56	106 763,09	8 321,47	155 276,76	162 574,77	170 053,21
Bursaries	New entries - Unemployed	108	–	–	–	–	–	–	4 320,00	4 523,04	4 731,10
	Continuing - Unemployed	300	–	–	–	–	–	–	12 000,00	12 564,00	13 141,94
	Budget	408	37 658,10	36 145,99	17 475,88	50 606,82	16 282,00	34 324,82	16 320,00	17 087,04	17 873,04
Bursaries	New entries - Employed	123	–	–	–	–	–	–	3 280,00	3 434,16	3 592,13
	Continuing - Employed	43	–	–	–	–	–	–	1 146,67	1 200,56	1 255,79
	Budget	166	–	–	–	–	3 141,00	– 3 141,00	4 426,67	4 634,72	4 847,92
Short Skills Programmes	Employed	459	–	–	–	–	–	–	6 885,00	7 208,60	7 540,19
	Unemployed	2720	12 149,44	64 025,10	23 410,67	44 815,29	44 054,84	–	40 800,00	42 717,60	44 682,61
	Budget	3179	12 149,44	64 025,10	23 410,67	44 815,29	44 054,84	760,46	47 685,00	49 926,20	52 222,80
Artisans	Employed	–	–	–	–	–	–	–	–	–	–
	Unemployed	4200	348 172,55	325 519,52	180 355,56	194 708,58	202 938,00	–	288 806,00	302 379,88	316 289,36
	Budget	4200	348 172,55	325 519,52	180 355,56	194 708,58	202 938,00	– 8 229,43	288 806,00	302 379,88	316 289,36
Graduate Placements	Candidacy Placement of learners in workplaces	200	41 893,57	65 013,03	40 056,97	27 116,51	6 532,44	–	20 000,00	20 940,00	21 903,24
	HET Student Placement	0	11 754,50	12 801,08	14 313,80	8 497,85	10 208,41	–	–	–	–
	TVET Student Placement	336	–	–	–	–	–	–	16 800,00	17 589,60	18 398,72
Graduate Placements	TVET Student Placement	546	–	–	–	–	–	–	46 410,00	48 591,27	50 826,47
	Budget	546	53 648,07	77 814,10	54 370,77	35 614,36	16 740,85	18 873,51	83 210,00	87 120,87	91 128,43

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS	Category	No. of learners	ACTUAL			MEDIUM TERM ESTIMATES					
			2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUST- MENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
Graduate Placements – WIL	Work Integrated Learning	0	–	–	–	–	–	–	–	–	–
		0	–	–	–	–	–	–	–	–	–
	Internships	375	17 395,32	6 691,09	7 088,41	15 351,82	22 059,84	–	22 500,00	23 557,50	24 641,15
	Budget	375	17 395,32	6 691,09	7 088,41	15 351,82	22 059,84	– 6 708,02	22 500,00	23 557,50	24 641,15
RPL											
	RPL	1657	7 185,50	2 901,50	2 646,00	3 781,22	5 577,04	–	24 890,00	26 059,83	27 258,58
	Budget	1657	7 185,50	2 901,50	2 646,00	3 781,22	5 577,04	– 1 795,82	24 890,00	26 059,83	27 258,58
Academic Infrastructure and lecture support											
			–	–	–	–	–	–	–	–	–
			–	–	–	–	–	–	–	–	–
	Budget	0	–	–	–	–	–	–	–	–	–
Associate lecturer positions (Transport planning/GIS/CAD for planning)											
			–	–	–	–	–	–	–	–	–
			–	–	–	–	397,82	–	109,10	114,23	119,48
	Budget	0	–	–	–	1 146,11	397,82	748,30	–	–	–
Equity Development Post											
			–	–	–	–	–	–	–	–	–
			–	–	–	–	–	–	–	–	–
	Budget	0	–	–	–	–	–	–	–	–	–
New Leaders Development											
			–	–	–	–	–	–	–	–	–
			–	–	–	2 367,65	–	–	–	–	–
	Budget	0	–	–	–	2 367,65	–	2 367,65	–	–	–
Occupational Health and Safety											
			–	–	–	–	–	–	–	–	–
			–	–	–	–	–	–	–	–	–
	Budget	0	–	–	–	–	–	–	–	–	–
Post-school sector collaboration											
			–	–	–	–	–	–	–	–	–
			–	–	–	–	–	–	–	–	–
	Budget	0	–	–	–	–	–	–	–	–	–

10 Programme Resource Considerations continued

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS	Category	No. of learners	ACTUAL			MEDIUM TERM ESTIMATES					
			2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUST- MENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
Establishment And Development Of Cooperatives			660,00	-	-	2 335,57	1 735,43	600,15	-	-	-
Development of Junior lecturers			-	-	-	-	-	-	-	-	-
Skills Development Centres		8 centres	215,68	624,60	5 288,69	83 261,16	139 954,63	- 56 693,47	70 229,95	73 530,76	76 913,18
Development and establishment of a SETA academy		0	-	-	-	-	-	-	-	-	-
Special Projects		4,750	11 253,50	6 065,05	63,25	173 273,53	136 851,40	36 422,14	66 859,82	70 002,23	73 222,34
Trade Test		0	63,00	-	960,05	2 439,37	1 681,65	757,72	-	-	-
Rural Community dveopment project		0	-	-	-	-	-	-	-	-	-
Post-school sector collaboration		0	-	-	-	-	-	-	-	-	-
Contemporary Leaders development		0	-	-	-	555,52	-	555,52	-	-	-
Future leaders		0	-	-	-	1 140,42	-	1 140,42	-	-	-
Innovation		0	-	-	-	-	-	-	-	-	-
Innovation		0	2 296,36	-	-	20 482,34	-	20 482,34	-	-	-
Programme Development		0	-	-	-	-	-	-	-	-	-
Project Management & administration		0	-	-	-	-	-	-	-	-	-
Work Readiness Campaign		0	-	-	-	-	-	-	-	-	-
Total direct cost budget			540 751,07	544 346,89	342 193,50	746 964,33	698 177,58	48 786,74	780 204,20	816 873,80	854 449,99
Administration expenses			121 709,93	107 452,11	126 382,50	60 564,68	52 276,99	8 287,68	56 141,83	58 780,49	61 484,39

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS	Category	No. of learners	ACTUAL			MEDIUM TERM ESTIMATES					
			2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUST- MENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
	Career exhibitions		-	-	-	997,39	997,39	-	1 041,77	1 090,73	1 140,91
	Management Information System (MIS)		4 769,09	4 306,23	3 446,94	2 053,71	2 053,71	-	3 600,33	3 769,55	3 942,95
	Stakeholder engagements		19,84	4,41	60,48	351,35	351,35	-	366,99	384,23	401,91
	Travelling and subsistence		325,89	1 455,29	3 408,81	335,60	1 980,01	- 1 644,41	3 560,50	3 727,84	3 899,32
	Professional Services		29 611,72	79,20	12 609,61	3 315,13	12 212,93	- 8 897,80	13 170,74	13 789,76	14 424,09
	Evaluation of DG Proposals		3 232,65	15 484,06	12 846,19	7 707,52	7 707,52	-	8 050,50	8 428,88	8 816,61
	Adjudication of DG Proposals		-	-	-	2 049,55	2 049,55	-	2 140,75	2 241,37	2 344,47
	SSP Development and update including career guides (Research)		- 3 031,15	-	-	-	965,00	- 965,00	1 007,94	1 055,32	1 103,86
	Skills Development Centre - Admin		-	-	8 646,50	-	9 320,53	- 9 320,53	9 735,30	10 192,86	10 661,73
	Donations & Sponsorships		-	-	712,18	-	1 000,00	- 1 000,00	1 500,00	1 570,50	1 642,74
	Capacity Building		-	-	668,80	-	842,46	- 842,46	879,95	921,31	963,69
	Conferences		-	-	-	-	2 080,95	- 2 080,95	2 173,56	2 275,71	2 380,40
	Legal fees		977,88	14 182,58	11 469,77	7 480,39	7 480,39	-	7 813,27	8 180,49	8 556,79
	Cost of employment		72 968,37	66 169,86	65 142,10	33 655,65	-	33 655,65	-	-	-
	Other Expenses		12 835,63	5 770,48	7 371,12	2 618,38	3 235,19	- 616,80	1 100,23	1 151,94	1 204,93
Total DG Expenditure Budget			662 461,00	651 799,00	468 576,00	807 529,00	750 454,57	57 074,43	836 346,03	875 654,29	915 934,39

10Programme Resource Considerations continued

10.5 Relating expenditure trends to strategic outcome orientated goals continued

PROGRAMME 4: QUALITY ASSURANCE

TABLE 28: SUMMARY OF EXPENDITURE ESTIMATES

	ACTUAL			MEDIUM TERM ESTIMATES					
	2020/21 R'000	2021/22 R'000	2022/23 R'000	INITIAL BUDGET 2023/24 R'000	REVISED/ FOCAST BUDGET 2023/24 R'000	ADJUSTMENT 2023/24 R'000	BUDGET 2024/25 R'000	BUDGET 2025/26 R'000	BUDGET 2026/27 R'000
PROGRAMME 4									
Development of qualifications	-	-	-	-	2 400,00	(2 400,00)	5 100,00	5 339,70	5 585,33
Monitoring and evaluation of the training providers	-	-	-	-	1 932,00	(1 932,00)	2 017,97	2 112,82	2 210,01
Total Expenditure	-	-	-	-	4 332,00	(4 332,00)	7 117,97	7 452,52	7 795,33

CETA Partnerships



Introduction

According to the guidelines on the development of SSPs, partnerships are contextually defined as “a collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills, priorities or objectives within a specified time frame.

CETA partnerships are governed in terms of Special Projects and Partnerships Policy. Partnerships can be the CETA initiated or be stakeholder. Stakeholder matrix is used in targeting which partnerships to pursue. Targeted partnerships to be pursued are defined in the Strategic Plan for that period. For the 2020/21 to 2024/25 period, CETA has a target of 237 partnerships to pursue or maintain with various entities.

This chapter sets out key the CETA partnerships and assesses the effectiveness of partnerships between the labour market, employers, education and training institutions, and service providers that lead to the supply of appropriately qualified entrants to the labour market.

An Analysis of Existing CETA Partnerships

Partnership is essential to CETA achieving its strategic goals. To do this, partnerships have been established across the country to ensure the creation of capacity for the CETA to stimulate skills development at all education levels, through the commissioning of research projects relevant to the sector as well as stimulating innovation that will lead to the formalisation of skills through RPL programmes and new venture creation. Current partnership agreements include:

- Government departments,
- Public Higher Education Institutions,
- TVET Colleges,
- Not-for-profit organisations,
- Employer organisations,
- Informal employment vehicles, and
- Levy and non-levy payers etc.

CETA Partnerships continued

Set out below is the table of existing partnerships.

PARTNERSHIP (EXISTING PARTNERSHIPS): TABLE 30

NAME OF INSTITUTE/ PARTNER ORGANISATION	NATURE OF PARTNERSHIP (TERM AND DURATION)	OBJECTIVES OF PARTNERSHIP	VALUE ADDED BY THE PARTNERSHIP	SUCCESS OF PARTNERSHIP	CHALLENGES
21 TVET Colleges (refer to table 1 below) and 9 CET Colleges (refer to table 2 below)	The term and duration of some colleges are aligned with CETA strategic plan term 31 March and others are aligned with the lifespan of the NSDP 2030. From 1 February 2022 to 1 January 2025 for CET Colleges and 1 February 2022 to 31 March 2030.	<p>The objectives of partnership are as follows:</p> <ul style="list-style-type: none"> the Support lecturers' development initiatives for the TVET. Collaboration on placement of TVET learners to workplaces for practical experience exposure. Collaborate in fulfilment of Work Integrated Learning (WIL) opportunities. Collaborate on providing access to skills development training opportunities and career guidance and development. <p>The above gives practical expression of the aspiration of the NSDP 2023</p>	The collaborative approach has brought into sharp focus the priority needs of the public college system to be key provider of skills required for socio-economic development as envisioned by NSDP 2030.	<p>The CETA has funded the first cohort of lecturers/managers from Goldfields, Motheo TVET college and CET Gauteng on Teacher Professional Development for Digital Mobile Learning programme. The training of Lecturers in the use and application of digital technologies is one of the priorities identified as a critical area to address as part of teacher education and training, nationally. The integration of digital mobile devices is essential in the classroom practice of lecturers in TVET/CET colleges. It is therefore important to focus on developing ICT literacy skills and related areas for TVET/CET training practitioners. Teacher education and training, nationally. The integration of digital mobile devices is essential in the classroom practice of lecturers in TVET/CET colleges. It is therefore important to focus on developing ICT literacy skills and related areas for TVET/CET training practitioners.</p>	<p>There is no approved implementation to deliver the objectives of the partnership and a mechanism to monitor and periodically evaluate the effectiveness of these partnerships.</p> <p>Action plan to address the above challenges.</p> <p>Each partnership agreement will have approved implementation and progress report will be submitted on a quarterly basis. The implementation of the key deliverables of these partnerships will find a practical expression in signed individual performance agreements of the CETA officials.</p>

NAME OF INSTITUTION/ PARTNER ORGANISATION	NATURE OF PARTNERSHIP (TERM AND DURATION)	OBJECTIVES OF PARTNERSHIP	VALUE ADDED BY THE PARTNERSHIP	SUCCESS OF PARTNERSHIP	CHALLENGES
12 Universities (refer to the table 3 below)	The term and duration of some colleges are aligned with CETA strategic plan term 31 March and others are aligned with the lifespan of the NSDP 20230. From 1 October 2022 to 31 March 2030.	<p>The objectives of partnership are as follows:</p> <ul style="list-style-type: none"> Collaborate on areas of research and skills planning, especially for vocational education and qualifications research requirements. Collaboration on placement of HEI learners to workplaces for practical experience exposure Collaborate in fulfilment of Work Integrated Learning (WIL) opportunities. Collaboration on capacitation of stakeholders and CETA employees Collaboration on annual impact assessment of CETA learning programmes. Share the subject matter experts on skills development where required. 	The CETA is now working with universities that have proven record of producing the required skills in the construction sector and this will enhance the quality of the CETA learning programmes being offered to the targeted population in the construction sector.	The CETA has conducted successful research on delivery of skills in the construction sector through the University of Johannesburg	<p>There is no approved implementation to deliver the objectives of the partnership and a mechanism to monitor and periodically evaluate the effectiveness of these partnerships.</p> <p>Action plan to address the above challenges.</p> <p>Each partnership agreement will have approved implementation and progress report will be submitted on a quarterly basis. The implementation of the key deliverables of these partnerships will find a practical expression in signed individual performance agreements of the CETA officials.</p>

CETA Partnerships continued

NAME OF INSTITUTION/ PARTNER ORGANISATION	NATURE OF PARTNERSHIP (TERM AND DURATION)	OBJECTIVES OF PARTNERSHIP	VALUE ADDED BY THE PARTNERSHIP	SUCCESS OF PARTNERSHIP	CHALLENGES
4 public entities (refer to table 4)	The term and duration of some colleges are aligned with CETA strategic plan term 31 March and others are aligned with the lifespan of the NSDP 2020. From 1 October 2020 to 31 March 2030.	<p>The objectives of partnership are as follows:</p> <ul style="list-style-type: none"> Collaborate on skills development programmes and research on energy and needs of public college education system. Collaborate on implementation of infrastructure project including building of skills development centres. 	The CETA can share innovative ideas of how to improve the service delivery and benchmark itself against its counterparts	<p>The CETA has commissioned the CBE to conduct research on key intervention required to support the TVET colleges to be the key providers of skills in the construction sector.</p> <p>There is also a joint project with W&R SETA to build skills development centre in KZN.</p> <p>The CIBD is currently implementing entrepreneurship programme for the first cohort funded by the CETA.</p>	<p>There is no approved implementation to deliver the objectives of the partnership and a mechanism to monitor and periodically evaluate the effectiveness of these partnerships.</p> <p>Action plan to address the above challenges.</p> <p>Each partnership agreement will have approved implementation and progress report will be submitted on a quarterly basis.</p> <p>The implementation of the key deliverables of these partnerships will find a practical expression in signed individual performance agreements of the CETA officials.</p>

PARTNERSHIPS WITH EXISTING TVET COLLEGES : TABLE 31

NAME OF TVET COLLEGE
College of Cape Town
Ekurhuleni East TVET College
Elangeni TVET
Esayidi TVET College
Flavius Mareka TVET College
Gert Sibande TVET College
Goldfields College
King Hintsa TVET College
Majuba TVET College
Maluti TVET College
Mnambithi TVET College
Motheo TVET College
Nkangala TVET College
Northern Cape Rural TVET College
Northern Cape Urban TVET College
PE College
Sekhukhune TVET College
South West Gauteng TVET College
Taletso TVET College
Tshwane North TVET College
uMfolozi TVET College

Partnership with existing CET colleges: Table 32

NAME OF THE CET COLLEGE
Eastern Cape Community Education and Training College
Free State Community Education and Training College
Gauteng Community Education and Training College
KwaZulu-Natal Community Education and Training College
Limpopo Community Education and Training College
Mpumalanga Community Education and Training College
Northern Cape Community Education and Training College
North West Community Education and Training College
Western Cape Community Education and Training College

PARTNERSHIP WITH EXISTING UNIVERSITIES : TABLE 33

NAME OF THE UNIVERSITY
University of Zululand (UZ)
Cape Peninsula University of Technology (CPUT)
Nelson Mandela University (NMU)
University of KwaZulu-Natal (UKZ)
Tshwane University of Technology (TUT)
Walter Sisulu University (WSU)
University of Free State (UFS)
University of South Africa (UNISA)
Central University of Technology (CUT)
North-West University (NWU)
University of Johannesburg (UJ)
University of Pretoria (UP)

Partnership with public entities: Table 34

NAME OF THE PUBLIC ENTITY
Council for Built Environment (CBE)
Construction Industry Development Board (CIDB)
INSETA
Services SETA
EW SETA
W&R SETA

Partnership with public entities: Table 35

OTHER ENTITIES
NW Offices of the Premier
SAIW
Top SA
Ubuhle Bezwe

Partnership with public entities: Table 36

LOCAL MUNICIPALITY
Drankenstein Local Municipality
Richtersveld Local Municipality

CETA Partnerships continued

TABLE 37

Name of institution/ partner organisation	Nature of partnership (Term and duration)	Objectives of partnership	Value added by the partnership	Success of partnership
SALGA	1 year	<ul style="list-style-type: none"> Skills across the South African local government landscape. Working with SALGA, the CETA aims to identify factors leading to a lack of skills in local government and also work on joint solutions to build a pool of requisite skills (notably, town planning and architecture). 	Environment skills in local government.	Partnership still to be implemented
South African Women in Construction (SAWIC)	1 Year	<ul style="list-style-type: none"> Collaboration on and implementation of strategies to increase enrolment of women and/or their representatives into CETA funded projects in line with the Sector Skills Plan. Initiate programmes to mobilise and/or fund women in construction and the built environment. Create CETA specialised capacity building platforms directed to women. 	The CETA aims to increase participation of women in its programmes to 60%. Working with SAWIC can assist in achieving this target.	Partnership still to be implemented.
Black Business Council in the Built Environment (BBCBE)	1 year	<ul style="list-style-type: none"> Black-owned businesses are currently not participating fully in skills development due to a number of factors. Collaboration on and implementation of strategies to increase enrolment of black business into CETA funded projects in line with the Sector Skills Plan. Initiate programmes to mobilise and/or fund black business in construction and the built environment. Create CETA specialised capacity building platforms directed to black business. Participation on the CETA SMME Strategy. 	Transformation within the construction sector and increased participation of SMMEs.	Partnership still to be implemented.

Name of institution/ partner organisation	Nature of partnership (Term and duration)	Objectives of partnership	Value added by the partnership	Success of partnership
Department of Public Works and Infrastructure	1 year	<ul style="list-style-type: none"> ▪ A definition of the up-coming infrastructure stimulus package that does not exclude training and skills development. ▪ Build a partnership between state and private sector, in an endeavour to use the stimulus package as an opportunity to grow the construction sector. 	Create more opportunities in the construction sector through growth of the sector.	Partnership still to be implemented.
Infrastructure Unit in the Presidency	1 year	<ul style="list-style-type: none"> ▪ Building partnership with this Unit to ensure that government infrastructure stimulus programmes and projects are underpinned by a skills development element (throughout the value chain). ▪ Strengthen construction sector growth coalition to drive growth and jobs in the sector beyond COVID-19. 	Increased job opportunities within the construction sector.	Partnership still to be implemented.
National African Federation for the Building Industry (NAFBI)	1 year	<ul style="list-style-type: none"> ▪ Black owned small businesses in South Africa are lacking in several areas including business management, financial management, business development, and technical skills. ▪ The purpose of this partnership would be to drive the growth of small businesses to create jobs by ensuring that training and development needs are aligned with their requirements. ▪ The result of increased revenue in these businesses would increase the number of businesses contributing to the SDL. 	Improved sustainability of black owned small businesses.	Partnership still to be implemented.

11 Infrastructure Projects

CETA participates in the building of Skills Development Centres to provide access to skills training opportunities at rural, township and disadvantaged communities for construction and built environment sector skills programmes.

