

Developing Skills.
Serving Society

2024/25 STRATEGIC PLAN

For the 2020/21 to 2024/25 Term
30 November 2023

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*



Accounting Authority's Statement



Mr Thabo Masombuka
Chairperson Accounting Authority

It is our honour to present the Strategic Plan for the Construction Education and Training Authority (CETA) updated for FY 2024/25. 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 Strategic 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.

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 underrepresented.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 Strategic Plan and 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

¹ Statistics SA construction sector Report 2020

² 22nd Report of the Commission on Employment Equity

Official Sign-Off

It is hereby confirmed that this Strategic Plan for the Construction Education and Training Authority was developed by the management team of the CETA under the guidance of the Accounting Authority; 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 2022/23 to 2024/25. This Strategic Plan is hereby presented as the anchor document for the CETA for the period in compliance with the National Treasury Guidelines.

Ms Molebogeng Thobela

CETA Executive Manager: Strategic Support

Signature:



1 March 2024

Mr Sanele Radebe

Acting Chief Financial Officer

Signature:



1 March 2024

Mr Malusi Shezi

CETA Chief Executive Officer

Signature:



1 March 2024

Mr Thabo Masombuka

CETA Board Chairperson

Signature:



1 March 2024





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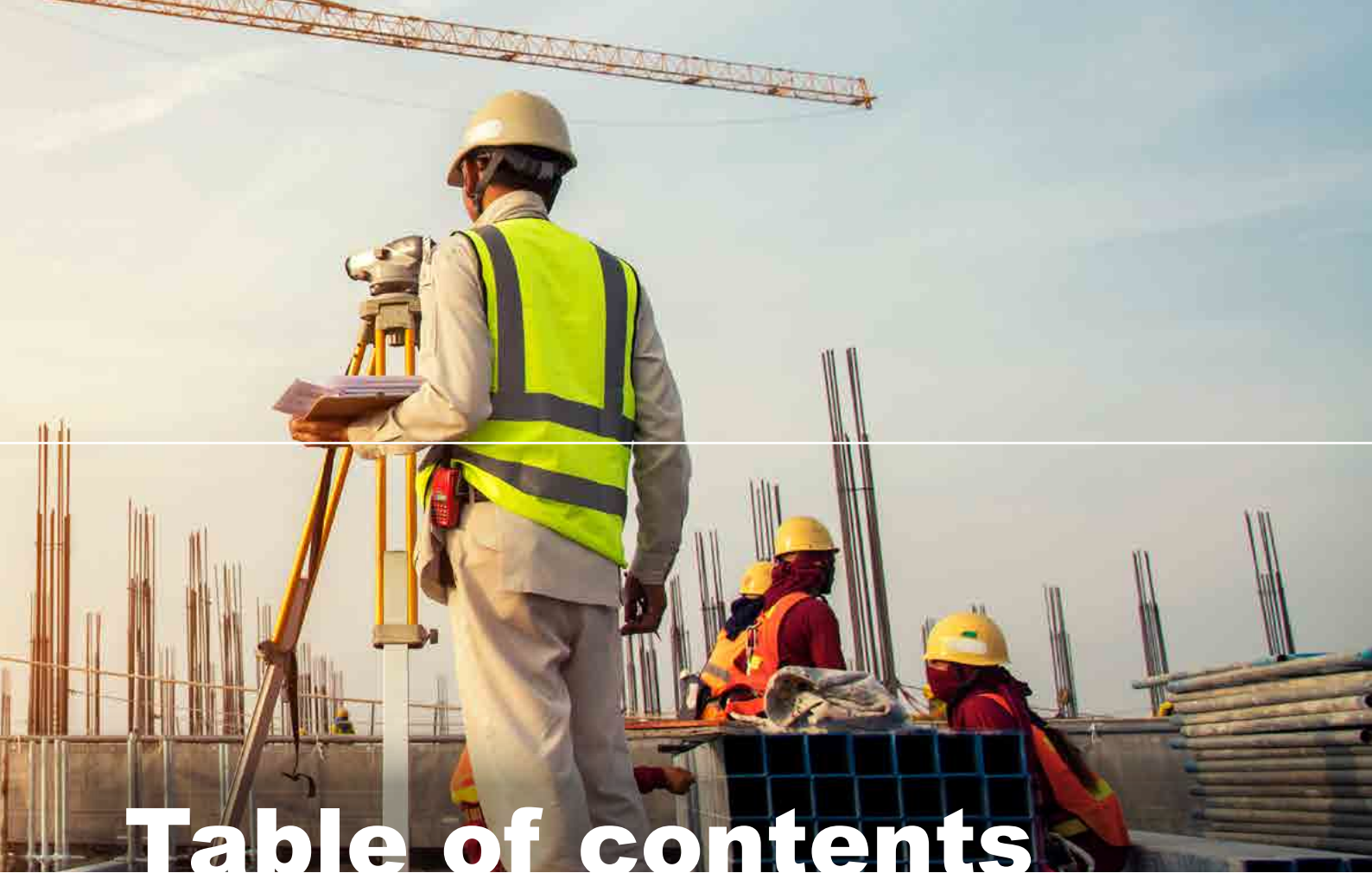


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Glossary of terms, acronyms and abbreviations

Accounting Authority	The governing body of the CETA
APP	Annual Performance Plan
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
ARC	Audit and Risk Committee
ARPL	Artisan Recognition of Prior Learning
Assessment	A structured process for gathering evidence and making judgements about an individual's performance in relation to registered, national standards
CEE	Commission for Employment Equity
CETC	Community Education and Training Colleges
CHSM	Construction Health and Safety Manager
CHSO	Construction Health and Safety Officer
CRDP	Comprehensive Rural Development Programme
DDM	District Development Model
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
ERRP	Economic Recovery and Reconstruction Plan
EXCO	Executive Committee
FHREC	Finance, Human Resource and Ethics Committee
Funding Priorities	Skills Development priorities approved by the Accounting Authority
GFCFC	Gross Fixed Capital Formation in Construction
HRD	Human Resource Development
ILO	International Labour Organisation
IMF	International Monetary Fund
Learnership	A vocational based learning qualification that includes a practical work-based component. A learnership must be aligned with a registered National Qualifications Framework (NQF) qualification.
LMIP	Labour Market Intelligence Programme
M&E	Monitoring and evaluation
MoU	Memoranda of Understandings
MTSF	Medium-Term Strategic Planning Framework

NDP	National Development Plan
NIP	National Infrastructure Plan
NQF	National Qualifications Framework
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
NSF	National Skills Funds
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
PSET	Post-school education and training
QCTO	Quality Council for Trades and Occupations
QMR	Quarterly Monitoring Reports
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
SACPO	South African Public Colleges Organisation
SAQA	South African Qualifications Authority established in terms of the South African Qualifications Authority Act No. 58 of 1995
SARS	South African Revenue Service
SDL	Skills Development Levy
SDP	Skills Development Providers
SIC	Standard Industry Classification
Skills Programmes	Occupationally based unit standard training programme, delivered by accredited education and training providers
SLA	Service Level Agreement
SOAR	Strength, Opportunities, Aspirations and Results
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

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PART A

Our Mandate

The development of the Strategic Plan was underpinned by specific constitutional, legislative, functional and policy mandates of the CETA. The legislative and other mandates listed under this section are those that the CETA is directly responsible for implementing, managing or overseeing.

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 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, and it sets skills priorities to be pursued by the CETA through the Strategic Plan.

The updated CETA Strategic Plan has four programmes as per the Uniform SETAs 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 to maximise delivery through the 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 NQF Act (Act 67 of 2008)

The 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 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.

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

The amended Code Series 300, Statement 300, known as 'The General Principles for Measuring Skills Development' prescribes compliance targets and weighting points to be claimed by Measured Entities. These are 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) (SAQA Act).
- Protection of Personal Information Act 2013, (Act No. 4 of 2013) (POPIA).
- Promotion of Access to Information Act 2000 (Act No. 2 of 2000) (PAIA).

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). This strategy outlines the human resources development approach 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.

Our Mandate continued

2.2.1 The National Development Plan (NDP) (2013)

The 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 job market.

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, the CETA's programmes and strategic goals:

Table 1: The CETA's alignment to the NSDP Outcomes

NSDP Outcomes	CETA Linked Outcomes	CETA Linked Programmes
4.1 Identify and increase production of occupations in high demand.	To ensure a credible mechanism for skills planning and reporting in the construction sector. Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Programme 2: Skills Planning and Reporting.
4.2 Linking education and the workplace.	Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions.	Programme 3: Learning Programmes and Projects Programme 4: Quality Assurance.
4.3 Improving the level of skills in the South African workforce.	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.	Programme 3: Learning Programmes and Projects. Programme 4: Quality Assurance.
4.4 Increase access to occupationally directed programmes.	Support skills development of new entrants or unemployed to the construction sector. Enhance the skills of the existing workforce of the construction sector.	This goal is addressed as part of Programme 2 under Sub-Programme: Short Skills Programme.
4.5 Support the growth of the public college institutional type as a key provider of skills required for socio-economic development.	Support skills development of new entrants or unemployed to the construction sector.	Programme 3: Learning Programmes and Projects.
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.

2.2.3 Economic Recovery and Reconstruction Plan 2020

In response to the devastation wrought by the COVID-19 pandemic to the economy and the country's growth prospects, the South African government unveiled an ERRP. For the construction sector, the pandemic led to a prolonged period of diminished capacity utilisation, which negatively impacted gross fixed capital formation for the entire economy. The key areas of the ERRP relevant to the construction sector and CETA, include the following:

Table 2: CETA key focus areas in relation to ERRP

Focus Area	Relevance
Resource mobilisation	The CETA to support the sector in Government infrastructure-built programmes and other investment efforts for the benefit of sector growth and jobs.
Building a capable state	The CETA will be paying attention to improving its governance systems, financial management, competence and skills of its employees and crucially, instilling a zero-tolerance culture against maladministration and corruption.
Social compacting	To build a coalition for growth and job-creation, the CETA will strengthen its efforts aimed at creating partnerships with all relevant stakeholders.
Skills development	The CETA needs to revert to its core business of building skills for current and future requirements in the sector, and ensure both the CETA and the sector are adequately prepared to function in a post-COVID-19 environment – particularly concerning skills planning. Additionally, there need to be focused attention paid to historically excluded demographics (blacks, women, disabled and rural folks) to ensure economic inclusion.
Employment oriented localisation and re-industrialisation	The construction sector has the capacity to significantly contribute to comprehensive localisation endeavours by increasing the use of locally manufactured inputs within the sector.
Green economy interventions, technology and innovation	Being at the heart of skills development in the construction sector, the CETA is well placed to catalyse the introduction of new and innovative green construction methods and technological know-how. Genuine opportunities exist for new research and global skills transfer (as other countries have broken some ground in green technology and innovation).

The CETA fully embraces the Government's ERRP and is putting plans in place to ensure that the key elements find expression in its strategies and programmes, moving forward.

2.2.4 White Paper on PSET

The White Paper was established, amongst other purposes, to ensure a coordinated, and inclusive post-school education and training system. It also aims to expand access, improve quality of provision, and ensure an education and training system that is responsive to the needs of citizens, employers and broader societal developmental objectives. It seeks to expand the scope of education and training to also include people with no formal education. The White Paper aims to simplify the role of SETAs and build their capacity in line with their redefined roles. In alignment with 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 laid out in the policy document.

Our Mandate continued

2.2.5 Transformation in the construction sector: Construction Charter Codes 2017

Charters for transformation, such as the revised Construction Charter, aim to elevate the involvement of black people and individuals with disabilities. These charters primarily concentrate on B-BBEE within the sector and persist in steering the CETA's strategic planning process.

The sector continues to reflect vast inequalities in ownership patterns. Black participation is seen principally in micro and small businesses where sustainability levels are generally low. There are a 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. This stems from 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 crucial 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 targets are achieved. The CETA has funded and implemented Candidacy Programmes; through partnering with the relevant statutory councils and voluntary associations within the built environment industry, through which it hopes to contribute towards the transformation of the sector.

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 society. The CETA addresses the HRD Strategy commitments as follows:

Table 3: The CETA's alignment to the National HRD Strategy

HRDSA commitment	CETA alignment
Address shortages of supply of people with priority skills.	Programme 3: Learning Programmes and Projects Implementation of learning programmes.
Increase the number of appropriately skilled people.	Programme 3: Learning Programmes and Projects Increase access to occupationally directed programmes in the construction sector.
Access to education and training.	Programme 3: Learning Programmes and Projects Increase access to occupationally directed programmes in the construction sector.
Improve technological and innovation capability.	Programme 3: Learning Programmes and Projects 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. Innovative Programmes: <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.

2.2.7 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. The initial phase underwent a review in 2008 and was presented to Cabinet, leading to the subsequent expansion of the programme into EPWP Phase 2.

The third phase of EPWP Phase 3 was launched by the President of South Africa in 2014 to start the creation of six million work opportunities. Since 2004, the EPWP has provided work opportunities and training for the unemployed. The new phase was aimed at creating six million work opportunities by 2019.

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 their economic activity aligned to construction sector. There is a national drive by the state to promote the professionalisation of allied built environment disciplines, which includes plans for regulating and professionalising public sector building inspectors and construction procurement specialists. Furthermore, the implementation of the infrastructure delivery management system in Local Government, national and provincial Government sectors is underway 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. It also facilitates training in contractor development, particularly in supply chain management, to assist these emerging entities in tendering processes. This support includes both technical construction skills support, 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 SSP, the CETA identifies and implements SIPS Priority Occupations, e.g., the massive railroad infrastructure and water projects 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, while simultaneously creating jobs and improving basic service delivery. The plan maps spatial infrastructural gaps, while taking into consideration future population growth, economic growth, and underserved areas in South Africa.

The NIP as well as the Nine Point Plan Campaigns, presented by Government at the 2015 State of the Nation address, focus on economic growth and social development.

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

Our Mandate continued

2.2.13 Youth Employment Service (YES) Programme

Gazetted in 2018 by the Department of Trade and Industry, the YES Programme seeks to facilitate work experience for South African youth by encouraging corporates to contribute 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 the following groups:

- Women.
- People with disabilities.
- Youth.
- Workers.
- Military veterans.
- Rural and township communities.

The CETA will focus its energies on:

- The development of 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, 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 PSET, amongst many other initiatives.

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 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 CETA and its partners need to revert to the core business of producing skills for current and future needs of the sector.

The CETA and the sector should strengthen internal capacity in an endeavour to prepare the sector to function effectively in a post-COVID-19 environment (in terms of skills planning).

The plan presents the CETA and the sector with an opportunity to make determined efforts to tackle exclusion in the sector. In other words, there is a real opportunity to "build back better".

The CETA is implementing programmes in line with the Government's ERRP. These efforts include an infrastructure investment projects pipeline worth R340 billion focusing on network industries such as energy, water, transport, and telecommunications. 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 earmarked at short skills, learnerships and internships programmes which are reflected in Programme 3 on the APP.

3.2.2 Report of the Ministerial Task Team on the Implications of the Fourth 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. BUSA subsequently launched an appeal against the judgement of the Labour Court.

The appeal was heard in the Johannesburg Labour Appeal Court on 20 August 2019. Judgement was 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 judgement has been set aside and is replaced with the following:

- (a) Regulation 4(4) as promulgated in Government Notice No. 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

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PART B

Our Strategic Focus

5. CETA Value Proposition, Vision, Mission and Values

The delivers its mandate anchored on the following:

Value proposition statement

To provide skills development services by implementing the objectives of the National Skills.

Development Plan (NSDP 2030); to increase number of people that obtain critical or scarce skills needed, and to build the capacity of the construction sector to be economically sustainable and globally competitive.

Vision

To be a pillar for skills development and nation-building.

Mission

To position skills as a foundation for economic development and empowerment.

Values

The CETA values that anchor delivery of its mandate and strategic objectives, are as follows:

Agile	Easy availability of relevant personnel and decision-makers to all stakeholders and prompt response to their issues.
Results-oriented	Always striving towards attaining the highest performance targets and greatest impact.
Integrity	Acting and discharging our duties with absolute honesty, and in compliance with laws and applicable norms.
Respect	Treating all we interact with and discharging our responsibilities with courtesy and dignity.
Professionalism	Executing our responsibilities and tasks with the requisite skill, competency, and attitude, and the ability to give and/or receive constructive criticism or advice without any prejudice or repercussions.

6. 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.

6.1 External 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. The budget deficit has also been growing, currently at 7.7% of GDP. As a result, the Government has been experiencing fiscal constraints, which have limited its fiscal capacity to provide stimulus to the economy by increasing infrastructure expenditure. The COVID-19 pandemic resulted in the reallocation of the budget from public sector infrastructure to other relief measures. As a result of the fiscal constraints and these relief measures, there have been budget cuts for infrastructure investment. The construction industry produces a significant portion of the investment in public sector infrastructure, therefore when there are large infrastructure budget cuts, it harms the demand for the construction industry. (CIDB, April 2022).

An analysis of Gross Fixed Capital Formation in Construction (GFCFC) in current prices (i.e., not adjusted for inflation) for the year 2021 is shown below, which includes investment by General Government, Public Corporations, and the private sector in the following:

- Civil construction.
- Non-residential buildings.
- Residential buildings.

The total GFCF spend in 2021 amounted to around R329 billion.

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 2024, the World Economic Situation and Prospects 2023 warns that economic risks remain strongly tilted to the downside in the near future (UN, 2020).

Statistics South Africa, National Treasury, and the International Monetary Fund (IMF) paint a bleak picture of South Africa's economic outlook. As previously stated, the downward trajectory of the industry pre-dates the onset of COVID-19. The pandemic has deepened the crisis and rendered the prospects of a quick recovery doubtful. The IMF forecast is ever so slightly optimistic, setting the rebound in 2023 at 0.3 % GDP growth, the table below succinctly sets out South Africa's growth prospects:

Table 3: South Africa's growth prospects

Region	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Projections 2023	Projections 2024
Global	2.8	(3.1)	6.1	3.5	3.0	3.0
Developing Countries	3.6	(2.0)	6.8	4.0	4.0	4.1
Sub-Saharan Africa	3.2	(1.6)	4.6	3.9	3.5	4.1
South Africa (IMF)	0.2	(6.3)	4.9	1.9	0.3	1.7

Source: IMF World Economic Outlook Update, July 2023/SARB

6.1.1 A Fragile fiscal outlook

The debt-to-GDP ratio has been rising steadily over the past several quarters, with the debt service burden hovering around 15% of public revenue. At the same time, given the financial exigencies imposed by the COVID-19 pandemic on households and businesses, it is expected that the SARS will lose up to R285 billion in tax revenue this year. This is the equivalent of between 15% and 20% lower than projected.

6.1.2 Rising borrowing costs

In 2020, when South Africa and the rest of the world were still reeling from Covid-19, the country was dealt a devastating blow when Moody's downgraded the country's credit rating to sub-investment grade. This was not the first sting as Fitch and S&P first downgraded the country's rating to junk status in 2017. The pandemic's shock to the local economy was a big reason for the decision, which the ratings agency would leave long-term scars on the country's fiscal position.

6.1.3 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 and has gender and geographic dimensions. Blacks, women, the disabled, rural dwellers, and those located in South Africa's townships continue to suffer the brunt of economic and social exclusion. The unemployment rate stood at 32.6% as at the second quarter of 2023. The aftermath of the COVID-19 pandemic had a negative impact on the economic outlook.

6.1.4 COVID-19 Impact

6.1.4.1 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 conduct 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 technological advancement and innovations in our sector? 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.

Our Strategic Focus continued

6.1.4.2 Impact on the sector

The impact of the pandemic on the construction sector has largely unfolded through the following channels:

- Direct impact on production: slow growth in the first half of 2020 due to national lockdown.
- Supply chain and market disruption: small and medium-sized firms facing greater difficulty in surviving the disruption.
- Financial impact on firms and financial markets: temporary disruptions of inputs and/or production might stress some firms, particularly those with inadequate liquidity.
- Construction companies with high levels of debt and low cash reserves may face a liquidity crisis.
- Smaller businesses and sub-contractors may fail rapidly.
- Contract management will come into sharp focus, as customers seek to terminate or renegotiate contracts.
- Internationalisation will become less viable as companies reconsider the regions in which they want to operate, and countries put more restrictions on foreign companies.

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.

6.1.4.3 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 employees in that sector (roughly 420 000 people) also face uncertainty, as does various mining houses, with restructuring, mergers and bankruptcies a real possibility. On a positive note, there are efforts afoot to re-imagine mining in the 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 at investing in research and innovation (skills of the future). These efforts 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. These include new protocols introduced at airports and taxi ranks for the transport sector, new measures regarding buffets dishes at hotels and restaurants for the tourism sector, additional safety protocols for the beauty industry and gyms, and the 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 untouched by the need for innovation, new technology and environmental awareness, in how business is conducted, moving forward.

6.1.5 War in Ukraine

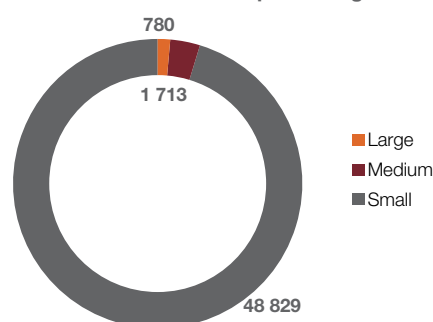
The war in Ukraine triggered a costly humanitarian crisis across the world. At the same time, economic damage from the conflict contributed to a significant slowdown in global growth in 2022 and add to rising inflation. Fuel and food prices have increased rapidly, hitting vulnerable populations in low-income 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).

7. Employer Profile

Firms in the construction sector vary widely in size and ownership, from sole proprietors to large multinational construction services groups. In 2022 there are 51 385 firms (including building materials firms) registered with CETA and over 51 513 firms registered with the CIDB. Table 13 shows a breakdown of the number of businesses by level of employment and broad activity in the sector.

Figure 3: Size of construction companies

Size of construction companies registered with CETA



Source: CETA WSP data, 2021

There is clearly a significant rise in the number of entrants into the construction sector; the CETA experienced a 79% annual increase from 2019 to 2021, while similarly the CIDB saw a 28% incline. Of the 51 513 contractors listed on the Register of Contractors, 3 013 were processed for upgrades. About 85% of these registrations are at Grade 1, indicating the attractiveness of the industry to potential entrepreneurs, many of whom do not have the required skills or experience. This perhaps explains the significant jump in small companies represented in the CETA; from 14 648 to 23 367 – nearly a 60% hike. This hike no doubt runs contrary to the downward trajectory of the overall sector. However, the chronic scarcity of formal employment coupled with governments' recent anti-cyclical measures – increased tender advertisement – could perhaps be linked to an upsurge in business registrations.

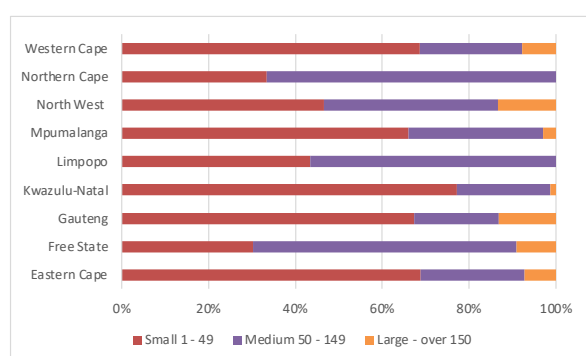
The CIDB's vision for the construction sector is that 90% or more of the capacity of the construction sector is 90% or more black-owned and delivers 90% or more of construction contracts by value.

Most of the firms employ fewer than 100 people and over one-third employ fewer than 50. Most employees are in the roads and civil construction sub-sector. One major trend in recent years has been the deteriorating financial performance of large public companies and their exit or reduction in their activities in the domestic construction sector. For companies registered with the CIDB, Black-Owned Companies represent 80% of all companies for Grades 2 to 6 compared to 35% of companies at the highest grade of 9 (a grade at which there is no maximum value a contractor may bid for in a contract with the public sector).

Geographic location of employers

Construction services activities reflect the general geographic location of economic activity in the country. The graphic below shows the sector's number of employers by province in 2021 registered with CETA. Gauteng is by far the largest area of firms' activities and concentration, representing 37% of the industry's GVA, followed by the Western Cape (21%) and Kwazulu-Natal (16%). As would be expected, the geographic location of firms' activities closely matches the structure of employment in the sector by province. It should be noted that the entities that participate in the WSP/ATR submissions constitute 5.4 % of the total number of entities that are registered with the CETA.

Figure 4: Geographic Location of Construction Activities 2021



Source: CETA WSP, 2022

In more recent financial years, there has been a worrying trend with respect to the relationship between the CETA's spending patterns and where the bulk of the economic activity and concentration of much of the construction sector was located.

The analysis of CETA projects and skills interventions show an uncharacteristic growth of expenditure in the Free State, with Local Government as training sites. Further analysis is required both to understand the key drivers of this anomaly but crucially, to understand the impact and value add derived from what seems a counter-intuitive expenditure pattern on the part of the CETA.

Labour Market Profile

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 7000 jobs in Quarter 1 of 2020 (Stats, 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.

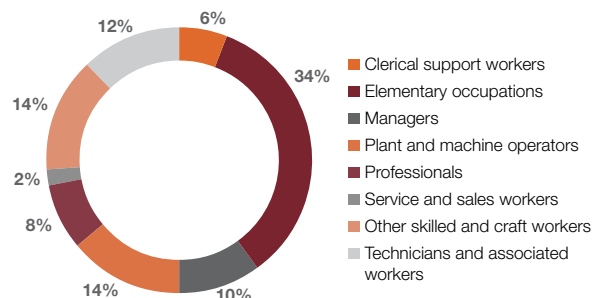
The construction sector employs far more men than women as shown in Figure 8. The proportion of women employed in the industry has remained relatively stable over the total period from 2011 to 2019. In this period, the proportion of women showed a varying trend, although the highest percentage (12,5%) 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 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%.

Our Strategic Focus continued

Figure 6: Estimated Employment by Major Occupation 2020

Estimated Employment by Major Occupation 2020

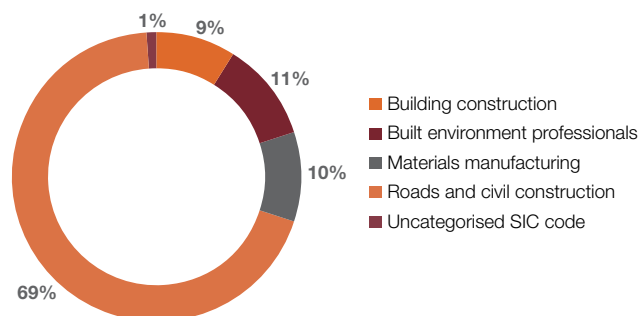


Source: Stats SA

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 7: Employment by Subsector

Employment by subsector



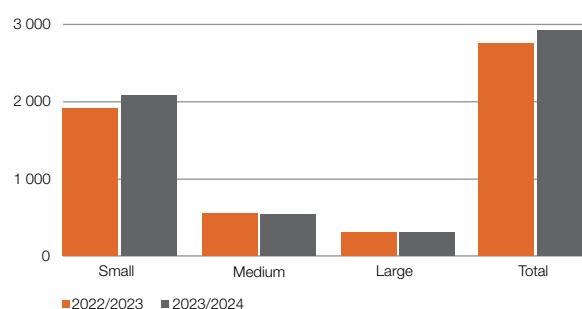
Source: CETA database

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 vary significantly by occupation.

WSP/ATR analysis for 2022/2023 and 2023/2024 financial years

Skills development has become a strategic concern for businesses seeking to achieve or maintain an acceptable B-BBEE level while simultaneously meeting the requirements of the Skills Development Act. The Workplace Skills Plan (WSP) and the Annual Training Report (ATR) are critical to establishing a demand-led skills development system that is responsive to South Africa's economic and social demands. Below figure outlines the difference between the submission made by companies operating within the construction sector. The comparison is for year 2022/2023 and 2023/2024 financial years.

Figure 12: WSP/ATR comparison for 2022/2023 and 2023/2024 financial years



The accompanying bar graph shows a modest variation between the two fiscal years, with year 2023/2024 having the highest submission rate. Although the change is not significant when compared to the 2022 submission, the data above show a sense of consistency in the submissions, implying that submissions may climb to more than 3000 in 2024.

7.1 Skills demand analysis

7.1.1 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 exists 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.

The 2024/25 SSP identifies several key variables in the quest to accelerate skills development in the construction sector. There are change drivers that are external (exogenous) to the CETA and those that are internal (endogenous), meaning the CETA has direct control over the variables at play.

Table 4: Key Change Drivers for the construction sector (Exogenous)

Change driver	Description	Implications for skills demand
Technology	Even before the onset of the pandemic, the sector had been experiencing important changes, with technology and other innovative building methods playing an ever more prominent role. COVID-19 has only served to bring the critical role of technology and innovation in construction into sharper focus.	The sector needs to evaluate the impact on of adopting and investing in new technologies against the backdrop of rampant unemployment in the country, while remaining competitive. Investment in research and development with relevant partners in the sector is a necessity. The sector can learn from countries that are ahead of South Africa in terms of their deployment and use of new technology and innovation as well as skills transfer from these countries.
Loadshedding	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.	<p>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).</p> <p>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.</p> <p>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.</p> <p>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 and encourage businesses and individuals to invest in rooftop solar and transform the power industry fundamentally in order to secure long-term energy security.</p>
Green agenda	Although the pressure for sustainability and the green agenda is not yet felt in the sector, it is only a matter of time before global changes start impacting South Africa's labour market, skills, and materials. The SSP commits the CETA to collaborating with stakeholders in collating research to establish what innovations are available in the local and global market and to devise a plan to get the construction sector firmly rooted on the path to sustainability and pivoting towards a greener agenda in South Africa.	<p>The SSP commits the CETA to collaborating with stakeholders in collating research to establish what innovations are available in the local and global market and to devise a plan to get the construction sector firmly rooted on the path to sustainability and pivoting towards a greener agenda in South Africa.</p> <p>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.</p> <p>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 building and Managing construction sites to improve conservation efforts.</p>

Our Strategic Focus continued

Table 5: Key Change Drivers for the construction sector (Endogenous)

Change driver	Description	Implications for skills Demand
Skills Shortages and quality of training	Despite ongoing investment in skills development in the sector, critical shortages remain. The gap between the skills production process and the urgent and pressing skills needs in the labour market and the economy has yet to be addressed.	While research, modelling, trend analysis and comparative analysis has drastically improved over the years, there is much work to be done in terms of strengthening the relationship between SETAs and employers (employer organisations). The CETA's performance, planning and impact in the sector would significantly improve if efforts at social compacting and partnership building were to succeed. Social compacting and stakeholder engagement is a critical theme in all current and future CETA work.
Transformation	Lack of transformation in the construction sector is a recurring theme. Unemployment and informality are largely racially defined in line with South Africa's past. Representation in critical and scarce skills sub-sectors and occupations follow the same trend.	Determined efforts need to be taken to break the back of racial and gender exclusion in the sector. The current plans to support women, youth, black and rural folks will succeed if done in partnership with the private sector and other employing agencies.

7.1.2 Skills demands for the construction sector

The table below depicts hard-to-fill vacancies in the construction in 2020:

Table 6: Hard-to-Fill Vacancies in the Sector

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

Table 7: Skills Gaps in the construction sector

Major Group	OFO Code	Occupations	Skills Gap
Managers	2021-132301	Construction Project Manager	Lack of experience, lack of qualifications
	2021-121206	Health and Safety Manager	Lack of experience, lack of qualifications
	2021-121905	Programme or Project Manager	
	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	Lack of experience, lack of qualifications
	2021-216101	Architect	
	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	Industrial Products Sales Representative	Lack of relevant qualifications, Lack of relevant experience
	2021-332202	Sales Representative (Building and Plumbing Supplies)	
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	2021-641501	Carpenter and Joiner	Technical skills
	2021-641101	House Builder	Technical skills

7.2 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 is clearly the largest sub-sector accounting for two-thirds of the employers in the sector.

Table 8: Employers by sub-sector

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	2039	2608
Total	20 661	15 580	23 367	59 608

Source: CETA data, 2020

Approximately 74 146 employers are registered on the CETA database. In 2022/23 the CETA received 2 388 WSP submissions for which represents a submission rate of 3.22%. This represents an opportunity for the CETA to engage wider within the sector, through its chambers, to provide support and increase participation.

Our Strategic Focus continued

7.3 External Environment Analysis

7.3.1 TOPAC-G Assessment

The CETA used 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 CETA. The elements are as follows:

Table 9: TOPAC-G Assessment

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.

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:

Table 10: Gap-reduction tool

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:

Table 11: CETA TOPAC-G Assessment

Strategic considerations	Desired actions	Current actions	Why a gap exists	What is being done to close the gap?
Trends	<ol style="list-style-type: none"> 1. More partnerships with established employers. 2. Infrastructure positioned by Government as an enabler to economic development. 3. Reduce high levels of unemployment. 	<p>Partnerships with institutions of higher education.</p> <p>There is little integrated planning to tap into opportunities created by this drive.</p> <p>Training interventions are not impactful enough to absorb the majority of programme participants.</p>	<p>Few opportunities for impactful engagement with private sector players that can lead to more partnerships.</p> <p>Limited interactions with institutions responsible for Infrastructure development.</p> <p>CETA has internally focused without an effective feedback mechanism that assesses the impact of its programmes.</p>	<p>More engagements with established employers.</p> <p>Identification of key private sector players to enter into partnerships with.</p> <p>As part of stakeholder engagement, work more closely with relevant institutions through regular interactions to understand infrastructure planning and aligning programmes thereto.</p> <p>Conduct research on the impact of learning programmes on the sector and implement recommendations.</p>
Opportunities	<ol style="list-style-type: none"> 1. Training interventions impact assessment – ensuring return on investment. 2. Partnership with Government and Private Infrastructure Programme 3. Contribution in the placements and absorption of learners post training. 4. Continued research and implementation of new ways to deliver training initiatives. 5. Increased number of people with disabilities trained. 	<p>There is no post-learning support of learners.</p> <p>There are currently no initiatives.</p> <p>No defined processes to effectively contribute to learner absorption.</p> <p>Training materials exclusively developed by the providers without guidance from the CETA.</p> <p>People with disabilities are trained, however, there is no deliberate initiative to target them with the aim of increasing their numbers in the programmes.</p>	<p>Resourcing and data management.</p> <p>Partnerships not mapped for maximum impact.</p> <p>No policy, process developed to guide CETAs involvement in infrastructure planning.</p> <p>Lack of research to support the improvement of delivery models and/or quality of programmes which may result in absorption.</p> <p>The CETA has traditionally focused on only the accreditation of learning programmes and not involved itself in assisting providers with the development of learning material.</p> <p>Awards are currently dependent on DG applications.</p>	<p>Internal data management and post-learning tracing.</p> <p>Use the stakeholder engagements on training rollout to ensure continued relationship with learners and providers.</p> <p>Identify all relevant institutions that partnering with would improve relevance, quality and efficiency in delivery of programmes.</p> <p>Develop policy and guidelines to be active in post-training initiatives.</p> <p>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 programme implementation.</p> <p>Use of special projects and partnerships to focus on recruitment of people with disabilities.</p>

Our Strategic Focus continued

Strategic considerations	Desired actions	Current actions	Why a gap exists	What is being done to close the gap?
Position	<ol style="list-style-type: none"> Skills development agenda must form an integral part of planning in the sector. Provide quality and relevant training by recruiting and capacitation of employees that have specialised knowledge in different areas of core business. Visibility – to be the first point of contact for the skills development in the sector. 	<p>The CETA is not involved in platforms where planning for the sector is done.</p> <p>Even though there are positions with specialists titles on the organogram, these are not intended to be occupied by specialists on various areas.</p> <p>Not accessible and not first point of contact on skills discussions and plans.</p>	<p>The CETA, through stakeholder engagement and planning activities, should identify platforms for participation in sector planning platforms.</p> <p>Limited and/or misplaced core business competencies in the organisation required to successfully support programmes.</p> <p>Existing systems and processes not in line with new trends of doing things which creates inefficiencies across the value chain, and this impacts the stakeholder experience.</p>	<p>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.</p> <p>Develop relevant competency matrix and development plan for different core business departments and ensure their development and/or acquisition.</p> <p>Employee development plan for continued learning.</p> <p>Quarterly stakeholder engagements on various matters affecting the industry.</p> <p>Invest in technology for efficiency and to keep active participation by stakeholders.</p>
Alignment	<ol style="list-style-type: none"> Industry alignment in terms of the skills required by the sector. The CETA to be more responsive to stakeholders. 	<p>Established chambers for the sub-sectors to enable closer interaction with industry.</p> <p>Ineffective stakeholder engagement and management.</p>	<p>Lack of chambers leading to an uncoordinated response to sector skills needs.</p> <p>Existing frameworks not responsive to industry post-COVID.</p>	<p>Actively engage with the industry to understand their needs, through amongst other platforms, the creation of chambers in the CETA.</p> <p>Develop and implement a Stakeholder Management Framework using national and international best practice.</p>
Competency	<ol style="list-style-type: none"> Appropriately qualified staff members should be appointed, and internal skills be continuously developed. Subject matter experts should be hired on highly specialised areas. 	<p>Skills and competencies required on various areas that are not defined.</p> <p>CETA currently making plans to contract subject matter experts.</p>	<p>Undefined skills and competencies for core business.</p> <p>Many processes interrupted during administration in an effort to revitalize the CETA.</p>	<p>Define the skills/competencies relevant for the delivery of the mandate.</p> <p>Change the naming convention of posts on the structure to reflect on the nature of work to be executed by the post.</p> <p>Expedite the appointment of subject matter experts.</p>
Goals	<ol style="list-style-type: none"> To support industry by supplying required and relevant skills. Support the transformation agenda through opening opportunities to previously marginalised groups. 	<p>Inadequate research on relevant and future skills. Lack of involvement in curriculum design or development.</p> <p>DG policy addresses the transformation target.</p>	<p>Inadequate capacity/resources.</p> <p>Lack of enforcement.</p>	<p>Continually focus on improvement of quality and delivery mechanisms of training interventions through timely research and interaction with industry through the chambers.</p> <p>Implement the existing policy directives in the recruitment of learners.</p>

7.4 Strength, Opportunities, Aspirations and Results (SOAR) Analysis

The SOAR analysis below; summarises the strengths and opportunities the CETA can strategically leverage to enhance its delivery and performance. A SOAR analysis is a strategic planning tool that focuses an organisation on its current strengths and vision of the future for developing its strategic goals.

The overarching aspiration of the CETA is to be positioned to play its mandate role of being the Sector Authority.

STRENGTHS	OPPORTUNITIES	ASPIRATIONS	RESULTS
<ul style="list-style-type: none"> Knowledge of the industry as a skills authority. Long-standing relationships with key stakeholders. Transformed organisation. Strategic alignment. Strong institutional memory. 	<ul style="list-style-type: none"> Impactful partnership with Skills Development Providers (SDP) (Professional Bodies, QCTO, etc.). Influence the infrastructure planning policy. Leverage learning-demand strategy. Strengthening collaborations with other SETAs. BRICS future skills initiative. Local/International partners. Targeted partnerships. Grow new levy payers from Grade 3-5 CIDB registered emerging companies. "Employer of Choice" in 5 years. Leverage organisational redesign. 	<ul style="list-style-type: none"> High performing and fit for purpose, sustainable SETA. Customer-centricity. Sustainability. State of the art Research and Development. Anchor on technology and innovation. Capable workforce. Effective governance structure and systems. 	<ul style="list-style-type: none"> Customer satisfaction. Financial sustainability. Active participation of beneficiaries. Actionable vision. Data-centric entity. Achieve APP targets with measurable impact (high-performance culture). Co-funded projects. Stakeholder sentiment (i.e. surveys). Positive image. Move from complaints to compliments. Engaged and subject matter expert personnel.

Our Strategic Focus continued

7.5 PIVOTAL LIST

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.

Table 12: PIVOTAL list

SETA Name	Period	Occupation Code	Occ Description	Intervention Planned by CETA	NQF Level	NQF Aligned	Quantity Needed	Quantity envisaged to be supported by CETA
CETA	2024/2025	2021-132301	Construction Project Manager	Learnership,	NQF 4,5,6	Y	117	342
CETA				Apprenticeship	NQF 6	Y	85	
CETA				HET Placement	NQF 6, 7,8,9,10	Y	140	
CETA	2024/2025	2021-311201	Civil Engineering Technician	Bursary	NQF 4,5, 7,8,9,	Y	102	370
CETA				Candidacy	NQF 6,7	Y	111	
CETA				Apprenticeship	NQF 4	Y	20	
CETA				HET Placement	NQF 6,7,8	Y	137	
CETA	2024/2025	2021-214201	Civil Engineer	HET Placement	NQF 5,6,7,8	Y	50	685
CETA				Bursary	NQF 5,6,7,8,9	Y	367	
CETA				Candidacy	NQF 7	Y	268	
CETA	2024/2025	2021-641201	Bricklayer	Apprenticeship	NQF 4,5	Y	261	316
CETA				Learnership	NQF 2,4	Y	44	
CETA				HET Placement	NQF 5	Y	7	
CETA				Bursary	NQF 4	Y	4	
CETA	2024/2025	2021-215101	Electrical Engineer	Bursary	NQF 6,7,8	Y	200	398
CETA				Apprenticeship	NQF 5	Y	58	
CETA	2024/2025	2021-642601	Plumber	Bursary	NQF 4	Y	9	305
CETA				HET Placement	NQF 4	Y	9	
CETA				Learnership	NQF 4	Y	165	
CETA				Apprenticeship	NQF 4	Y	122	
CETA	2024/2025	2021-216101	Architect	Bursary	NQF 5,6,7,8,9	Y	246	267
CETA				Candidacy	NQF 6	Y	17	
CETA	2024/2025	2021-226302	Safety, Health, Environment and Quality (SHE&Q) Practitioner	Bursaries	NQF 6,7,8,9	Y	355	379
CETA				Candidacy	NQF 6.7	Y	24	
CETA	2024/2025	2021-441903	Program or Project Administrators	Bursaries	NQF 6,7,8,9	Y	306	538
CETA				Learnership, Apprenticeship	NQF 4,5,6,	Y	232	
CETA	2024/2025	2021-312301	Building Associate	Bursary	NQF 4,5,6,7	Y	52	416
CETA				HET Placement	NQF 5,6,7	Y	62	
CETA				Apprenticeship	NQF 4	Y	36	
CETA				Learnership	NQF 4	Y	202	
CETA				Candidacy	NQF 6	Y	64	

8. Internal Environment Analysis

The key internal environmental analysis uses the PFILMS Framework. The Framework analysed the CETA's ability to identify the strengths specified key elements of a successful organisation, that contribute towards high performance and high impact based on best practice. A scan is conducted for each contributing element to determine the CETA's strengths and weaknesses in executing and/or upholding them. Strategies are applied to see how the CETA can leverage and build on its strengths and find innovative ways to mitigate the weaknesses to achieving its mandate.

8.1 CETA PFILMS Assessment Summary

Table 13: The CETA PFILMS Assessment

INTERNAL ENVIRONMENTAL ANALYSIS			
PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Personnel	<p>The personnel are aware of their organisational challenges and root causes.</p> <p>The majority of employees have academic qualifications for their job level but need further skills development for effectiveness in their current roles.</p> <p>Many employees are willing to work despite challenges and majority of employees have signed performance contracts.</p>	<p>Lack of innovation and no solution orientation.</p> <p>Difficulty in adapting to change and new processes; mismatch of skills in the organisation i.e. skills not necessarily placed optimally on the organogram.</p> <p>Lack of strict adherence to performance management principles. Lack of systems that enable information sharing and knowledge management.</p>	<p>Create a "safe space" for employees to provide solutions. This can be done through initiatives such as "Innovation Week" where solutions can be submitted, and the best solution is voted for. Some kind of cash-less incentive programme is also a consideration.</p> <p>Develop an organisational renewal Framework, workshop employees on it, appoint ambassadors and use them to drive change in the organisation. Develop plans to upskill employees for effectiveness in their current roles.</p> <p>Strengthening of performance management processes. Implementation of systems and processes that will build knowledge in the organisation; and make the knowledge accessible to appropriate parties as and when needed.</p> <p>Development of a competency Framework for each job level, and the implementation thereof.</p>
Finance	<p>Improvement in revenue collection after COVID. Employees in the department have the academic qualifications required.</p> <p>Audit action plan has been developed and is being reported on monthly.</p>	<p>Qualified audit opinion affecting organisation negatively.</p> <p>Have not meet the target set for revenue collection.</p> <p>Although academic qualifications exist, there is limited practical accounting skills in the department, skills such as analytical skills and knowledge of accounting procedures.</p> <p>Proper cost centre budgeting is still to be implemented.</p> <p>SCM processes and compliance to be improved.</p> <p>Finance systems not fully used and/or functionality not maximised.</p> <p>Risk assessments on service providers not done prior to appointment</p> <p>Contract management can be implemented in a more effective way.</p>	<p>Close monitoring of audit action plan, with monthly and quarterly reporting to ensure better audit outcomes.</p> <p>Use the competency Framework for the finance job family to develop skills that will impact performance in the short term. Systems/automation of processes currently being implemented to increase efficiency in the department.</p> <p>Implement budget tool, and train managers.</p> <p>SCM to workshop employees on SCM Policy and Processes on a regular basis to improve compliance.</p> <p>Ensure all staff in department trained on implemented systems.</p> <p>Develop and implement a risk assessment tool to be used by SCM as part of the SCM strategy.</p> <p>Ensure a dedicated resource for contract management that will report regularly and proactively to manage contract issues – working closely with responsible managers.</p>

Our Strategic Focus continued

INTERNAL ENVIRONMENTAL ANALYSIS

PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Infrastructure	<p>Physical space – all provincial offices have offices to work from.</p> <p>Good location of head office.</p> <p>Revitalised brand image and identity.</p> <p>Employees has a workstation with a desk, chair and laptop with connection to the internet. We have well developed computing services and are able to work remotely.</p> <p>Development of a tools of trade guideline is in progress.</p> <p>Fleet management policy developed, which will enable employees access to learning sites as and when required.</p> <p>Generator at Head Office to keep us working during load shedding.</p> <p>Renewed warranties on server infrastructure.</p>	<p>Not all provincial offices are ideal and conducive for meetings, especially where located at TVET Colleges.</p> <p>Not all office space is used in an efficient way.</p> <p>Brand management: there is no uniform look and feel in all offices, no norms and standards for provincial offices.</p> <p>Lack of a biometric time and attendance system and/or productivity monitoring tool.</p> <p>Telephone system has reached end of life and will not be further supported.</p> <p>Not all employees at Head Office have telephones and provincial offices do not have telephones.</p> <p>Old fleet in all offices.</p> <p>The high cost of diesel makes operating a generator costly.</p> <p>Server room to be upgraded for the modern world of work, and to comply with best practice. No Disaster Recovery Site in an event of a disaster to enable business continuity.</p>	<p>Negotiate better office space in the TVET where there is a requirement for the office to be based in a TVET College.</p> <p>Finalise the office partitioning project to used space optimally.</p> <p>Develop norms and standards taking brand management into account so that all offices are equitably equipped and look and feel the same anywhere in the country.</p> <p>Implement a time and attendance biometric system in all offices and an tool to measure productivity, and report exceptions and implement consequence management.</p> <p>Procure telephone system that responds to the new world of work i.e. employees should remain reachable even when away from their desks. This will contribute to creating a responsive workforce.</p> <p>New fleet is being delivered in phases.</p> <p>All employees have modems and are able to work during loadshedding; and can work remotely if necessary.</p> <p>Server room upgrade included in the procurement plan. Invest in hybrid disaster recovery technologies that will enable seamless working in the event of a disaster i.e. both cloud based and physical site.</p>
Leadership	<p>New AA with experience in the industry, willing to make difficult decisions.</p> <p>New executive team has Revitalised vision, mission and values.</p> <p>Executive being intricately involved in operations has led to deeper understanding of organisational issues in a short space of time.</p>	<p>Lack of support to enable executive team to focus more on strategic issues. Currently, executives are operating at senior management and management levels due to vacancies.</p> <p>Executive and Senior Managers operating without employment contracts since the revision of their terms and conditions of employment.</p>	<p>Fill vacancies with appropriately qualified, experienced and skilled employees to free executive to drive achievement of organisational mandate.</p> <p>Develop relevant policies and SOPs to support managers to manage their departments and support the executive.</p> <p>Once CEO has contracted with the AA Chair, also implement employment and performance contracts for the Senior and Executive Managers.</p> <p>Ensure that executives attend an executive development course and assign them a mentor where necessary.</p>

INTERNAL ENVIRONMENTAL ANALYSIS

PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Management	All employees at management are employees with institutional memory since they have been with the organisation for a while.	<p>Not all employees at management level are operating at the required level and need to be developed.</p> <p>Managers are not taking accountability for their area of work.</p> <p>Managers are all unionised and are conflicted when critical decision need to be made for the good of the organisation.</p>	<p>Managers to undergo management development programme that will help them to understand their role in the organisation.</p> <p>Specialists to undergo supervisory skills programme to prepare them for management positions – succession planning.</p> <p>Ensure that the Recognition Agreement with the union bars managers from becoming shop stewards.</p> <p>Ensure managers are held to the same standard by implementing management specific performance contracts.</p>
Systems	<p>Clear intention to implement systems across the organisation.</p> <p>ICT is currently reviewing available systems on the market that can assist the organisation to be more effective.</p> <p>Additional modules of SAGE are being implemented for Finance and HR.</p> <p>Performance management system exists.</p>	<p>Systems and licences in operation not optimally used.</p> <p>Systems are not fully integrated to enable proper decision-making.</p> <p>Lack of a fully functional core business system that covers the entire core business from end-to-end.</p> <p>No risk management, compliance, procurement, biometric time, and attendance, contact centre, ERP systems.</p> <p>Performance management system needs to be electronic/digital.</p>	<p>Investigate how all current systems and licences can be fully used and implemented.</p> <p>Appoint an enterprise architect to investigate ICT infrastructure against all system requirements in the organisation and develop a digitisation strategy and implement.</p> <p>Procure systems that respond to organisational needs now and in the future. System must be integrated for proper decision making.</p> <p>SAGE will digitise performance management.</p>

8.2 CETA Stakeholder Relationship Management

The CETA is focused on addressing ministerial imperatives as identified by the Minister of Higher Education, Science and Technology. This entails the improvement of education levels in the construction sector, partnership with all relevant stakeholders from TVET Colleges, higher education and training institutions to SETAs, and the implementation of an inclusive PSET. Collaborative partnerships and other formalised collaborative engagements and efforts with organisations, institutions, departments, and structures external to the CETA are a mandated deliverable of the CETA.

8.2.1 CETA Stakeholder Management Framework

Stakeholders can be defined as all individuals or groups who have an entrusted interest in the performance of an organisation. Therefore, it is imperative that organisations build healthy and balanced relationships with their stakeholders, as their level of authenticity is determined by how well they meet their stakeholders' demands (Penta, 2021).

It was in fulfilment of this mandated deliverable that the CETA developed a stakeholder-wide focused, directed and intentional stakeholder engagement strategy, in an effort to ensure a consistent and coherent stakeholder management representing the mission, vision and values of the CETA to best effect. While the assurance of a consistent institutional Stakeholder Management Framework is instructive for any other organisation that interacts with external stakeholders, this was more imperative for the CETA in view of the organisation's battered image owing to the placement of the CETA under administration.

The Objective of the Stakeholder Management Framework (SMF)

- To position stakeholder engagement as an organisational imperative.
- To position the CETA as a stakeholder-centric organisation.
- To implementation of effective stakeholder management programmes.
- To understand the priority stakeholders and implement a communication strategy and method of engagement.
- To incorporate CETA values in the SMF.

Our Strategic Focus continued

8.2.2 Stakeholder Analysis

Stakeholders are those individuals or groups who have a vested interest in the performance of the CETA and / or are affected by, its activities. The CETA understands partnerships as mutually empowering relationships that are focused on mutual growth, organisational and sector development with enhanced economies of scale. The CETA believes that programmes implemented in partnership increase the collective knowledge, skills, reach, and experience applied to an initiative. Programmes implemented in partnership are likely to be better at encouraging and enabling the real participation and investment of employers and learners.

The DHET's SSP Framework defines partnerships as "A collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills priorities or objectives within a specified time frame". The CETA understands this to mean a contractual arrangement between the CETA and one or more parties where the parties agree to a common education, training and/or skills development purpose, aligned to sector imperatives.

The table below outlines the prioritised stakeholder groups and the actions to be taken to ensure successful partnerships.

Table 14: The CETA Stakeholder Matrix

Stakeholder identity	Stakeholder needs	CETA strategic response action
Levy-paying employers	<ul style="list-style-type: none"> Capacity building and support for skills planning and delivery. Access to CETA DG and MG funds. Quality provisioning (Access to registered qualification. Accredited Skills. Development Providers (SDP); registered with the CETA. Assessors and Moderators. Approval and accreditation of workplaces. 	<ul style="list-style-type: none"> Develop strategy to increase participation in skills planning and delivery across all provinces. Prioritise industry needs – flexibility, employer and training provider risk profiling and agility. Implement partnership model. Facilitate partnership for both demand and supply for strategic project. Review workplace approval strategy.
Non levy-paying employers	<ul style="list-style-type: none"> Capacity building and support for skills planning and delivery. Access to Discretionary Funds. Quality provisioning (Access to registered qualification. Accredited SDP. Assessors and Moderators approval and accreditation of workplaces. 	<ul style="list-style-type: none"> Allocate funding to non-levy-paying employers. Understand their environment and challenges. Fast responses to requests and inquiries (especially QA). Create user friendly, streamlined, and non-bureaucratic avenues for funding and reporting.
Higher Education and Training institutions	<ul style="list-style-type: none"> Learner funding (bursaries). Support for research (technical). Support to roll out short courses. Support for innovation and enterprise development. 	<ul style="list-style-type: none"> Build up internal research capacity. Include research outcomes in operational processes. Create holistic partnerships (research, bursaries, community projects, research chairs, WIL, etc.). Build strategic partnerships with Universities South Africa (USA). Build strategic partnerships with influential universities and researchers.

Stakeholder identity	Stakeholder needs	CETA strategic response action
Further education and TVETs colleges	<ul style="list-style-type: none"> ▪ Lecturers and Management Development programmes. ▪ Workplace exposure for lecturers. ▪ Infrastructure support. ▪ Students' workplace-based learning programmes. ▪ Student's bursaries. 	<ul style="list-style-type: none"> ▪ Develop College Strategy. ▪ Build strategic partnership with the South African College Principals (SACPO). ▪ Conduct Research into TVET Agreements for Occupational Qualifications. ▪ Build strategic partnerships FETs, TVETs and industry. ▪ Forge partnerships with Community Education and Training Colleges (CETCs).
Professional Bodies and Councils and Industry associations	<ul style="list-style-type: none"> ▪ Understand of the CETA's value proposition for their members. ▪ Funding especially for mentorship/candidacy. ▪ Funding to design and roll out Continuous Professional. ▪ Development courses. ▪ Candidacy Programmes. ▪ Co-fund learners (postgraduate bursaries). ▪ Internship funding. ▪ Co-fund research projects (skills). 	<ul style="list-style-type: none"> ▪ Fund CPD courses and industry transformational imperatives from a skilling point. ▪ Fund course and learning materials, also short courses. ▪ Create user friendly, streamlined, and non-bureaucratic avenues for funding and reporting. ▪ Set up Knowledge Hub to publish research findings. ▪ Build up internal research capacity. ▪ Include research outcomes in operational processes. ▪ Create holistic partnerships (research, bursaries, community projects, research chairs). ▪ Collaboration with Universities' built environment faculties for professionals pipeline.
Community constituencies with measurable interest in the construction sector	<ul style="list-style-type: none"> ▪ Need for funding of programmes related to the sector skills. ▪ Research and learning and development capacity need. 	<ul style="list-style-type: none"> ▪ Develop partnerships and stakeholder relations strategy/plan incorporating community associations. ▪ Implement programmes run by community organisations. ▪ Coordinate links between community organisations and industry partners.
Unions with significant representation in the construction sector	<ul style="list-style-type: none"> ▪ Capacity building for shop stewards to access and develop proposals for funding of worker-initiated education and training programmes. 	<ul style="list-style-type: none"> ▪ Strategic partnerships with Training and Development at employers with Union representation. ▪ Develop Union Engagement Strategy.
International bodies	<ul style="list-style-type: none"> ▪ Networks and access in South Africa. ▪ National accreditation/recognition as well as international. ▪ Programmes. ▪ Support to roll out international short courses. ▪ Understanding of regulatory environment. ▪ Exchange programmes (exposure to international advance technology). 	<ul style="list-style-type: none"> ▪ Develop international partnership strategy. ▪ Identify strategic partners. ▪ Identify co-funding opportunities.
Learners enrolled on CETA programmes	<ul style="list-style-type: none"> ▪ Understanding of the journey and outcomes measurement for their completions. ▪ Bursaries and learner support programmes. ▪ Access to mentors and role models. ▪ Develop entrepreneurial acumen. 	<ul style="list-style-type: none"> ▪ Induction programmes and on-boarding of learners standardised across. ▪ Standard learning material on key programmes. ▪ Access to technological facilities for learners. ▪ Run entrepreneurship programmes embedded to every training.

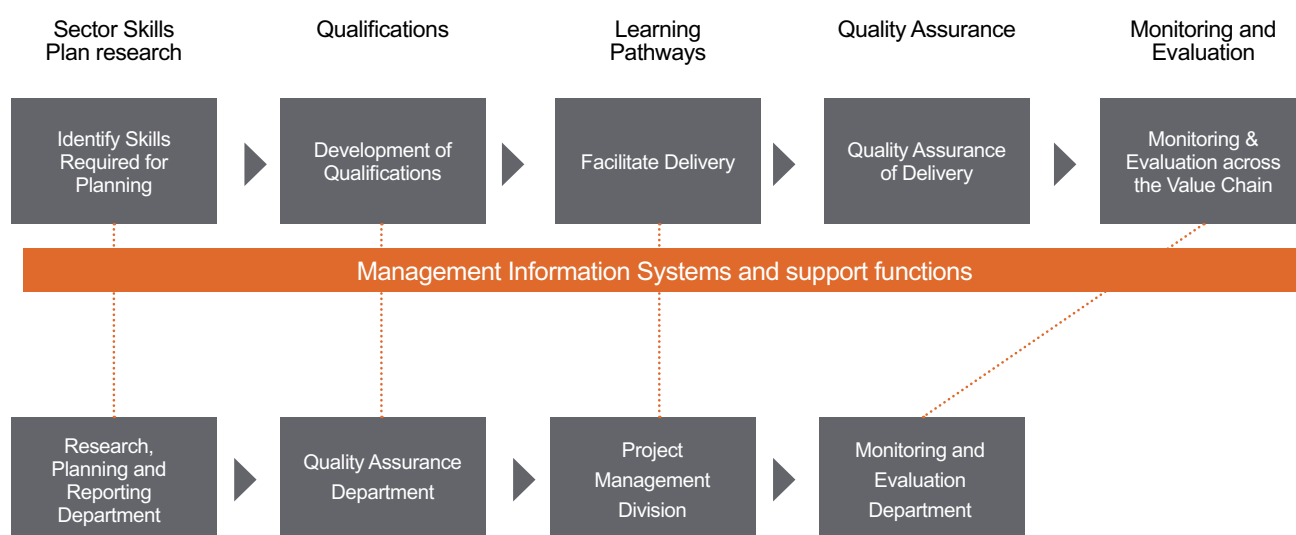
Our Strategic Focus continued

8.3 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, 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.

Figure 2: CETA Skills Value Chain



8.4 CETA Learning Delivery Model

The CETA has adopted the 4A Learning Delivery Model to deliver effectively on its mandate. The CETA had previously adopted the Kirk Patrick Model as an evaluation tool that evaluates the results of the training or learning programme, however due to its limitations based on the time the model is used in the implementation cycle, it was deemed fit by the Executive of the CETA to consider an alternative learning delivery model.

The 4A Learning Delivery Model allows the CETA to be “hands-on” from the onset as the applications are received. The CETA will be able to support the learners in all three stages of their learning, namely: Pre-Learning, Learning and Post Learning. Each stage has a series of activities which underpin the effective delivery of quality service to all learners as well as optimising the efficiency of the CETA processes to guarantee maximum impact and throughput.

Figure 3: A Learning Delivery Model

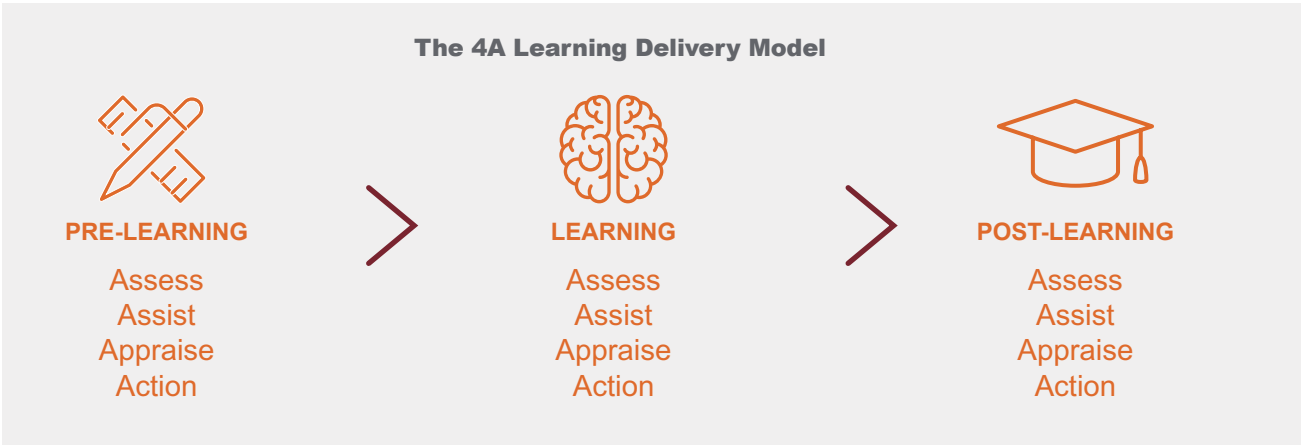


Table 15: Analysis of CETA Delivery Model

	PRE-LEARNING	LEARNING	POST-LEARNING
Assess	This is the initial stage where applications for admissions are made with the CETA. The applications will be assessed to ensure correct fit and maximum throughput.	Assess how learning is conducted through the CETA standardised checklist in accordance with the SOPs.	Assess the impact of the training using various assessment tools such as survey questionnaires, one on one and group interviews.
Assist	Provide relevant support to the applicants to ensure all documentation and other relevant information is communicated with the applicant.	Support the learning centres or learners in areas where challenges would be encountered. In instances where interventions such as remedial action is required, facilitate the process to ensure learning is conducted effectively.	Areas where gaps are revealed, introducing strategic interventions.
Appraise	Evaluate all applications for compliance.	Evaluate the impact from the interventions taken, assessing the outcomes.	Evaluate the impact of the interventions.
Action	Appropriate action to be taken at the conclusion of the evaluation process.	Appropriate action to be taken at the conclusion of the evaluation process.	Appropriate action to be taken at the conclusion of the evaluation process.

8.5 The CETA External Audits

The Auditor-General provides independent assurance on the financial statements and performance against predetermined objectives of the CETA, as prescribed in the PFMA and the Public Audit Act as amended. The audit reports are one of the critical instruments assuring the stakeholders and the public on how the CETA discharges its stewardship role in relation to the funds entrusted to it by the SDA and the SDLA.

It is the CETA's strategic focus to ensure that it achieves effective and efficient governance, underpinned by clean administration.

The CETA aspires to achieve Clean Audit opinions as a norm in the organisation. Action Plans are prepared to address the Auditor-General's concerns, non-compliance gaps and control deficiencies that may be identified as a major risk to the organisation. The action plans are an instrument that should not only be directed at AG's reports, but also to strategically steer and improve the control environment and embed culture of effective risk and compliance management across all functionaries and departments of the CETA.

8.6 Governance

Our Strategic Focus continued

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

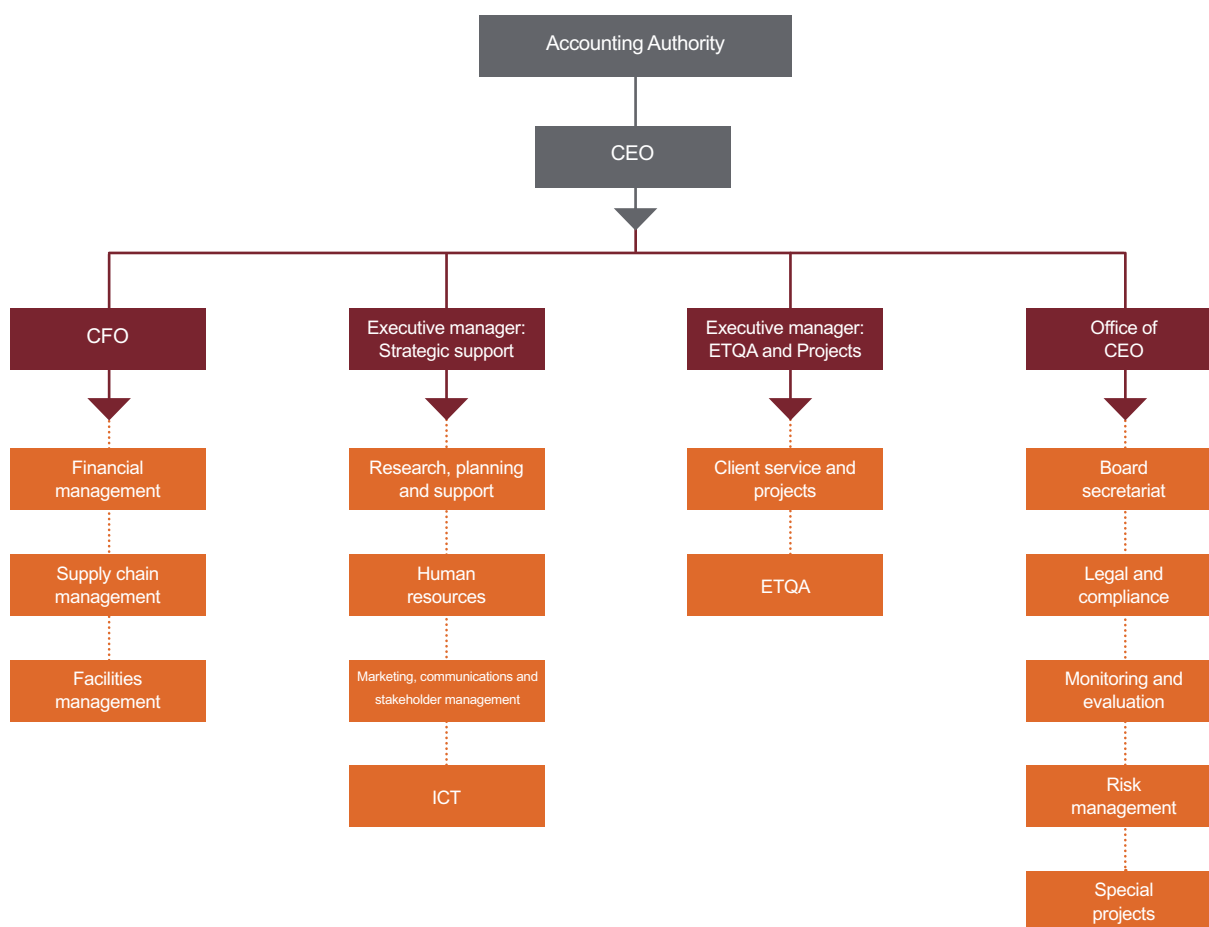
- Executive Committee (EXCO).
- Audit and Risk Committee (ARC).
- Finance, Human Resource and Ethics Committee (FHREC).
- Governance, Strategy and ICT Committee (GSICT).

All the Committees of the Accounting Authority meet as per the requirements of the Constitution and operate in terms of the approved Committee Terms of Reference. It is the intention of the CETA to ensure it has effective, nimble and lean committees that add value and assist it in becoming an agile, high performing and learning organisation that is fit for purpose and sustainable.

8.7 CETA Employees

The organisational structure was reviewed during administration, and the CETA continues to review its effectiveness to ensure that it is fit for purpose. To support the new organisation, a performance management system has been approved and the Human Resources Department is working with all employees to ensure that personal development plans that are relevant are developed and implemented.

In addition, employees are assisted with a comprehensive wellness programme to assist them to cope with changes both internally and externally. The CETA leadership is committed to employee satisfaction, and has implemented an organisational renewal project called One CETA One Team, to support the organisation to build a new values-based culture that is responsive to the sector. The organisational structure is depicted below:



8.7.1 CETA Budget

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

Trends in the numbers of staff

Programme skills delivery		Actual (total number of employees)			Projected (projected number of employees)		
No	Description	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
1.	Administration	47	54	58	64	64	64
2.	Skills Planning and reporting	3	5	5	6	6	6
3.	Learning Programmes and Projects	35	38	61	70	70	70
4.	Quality Assurance (ETQA)	20	24	7	10	10	10

8.8 Financial Overview

The total revenue for the year ended 31 March 2023 amounted to R697 million. Included in total revenue is Investment Income which increased by 28% growth in 2022/23 compared to the prior year. CETA has in 2022/23 reported a surplus of R10.6 million for the first time since the 2017/18 financial year. The surplus is mainly due to significant cost containment measures implemented post administration. One of the areas of focus going forward will be improving efficiencies in our operations by introducing innovative ICT systems as part of our digitization project.

8.8.1 Expenditure trends

Programme skills delivery		Actual Rand amount			Estimated budget		
No	Description	2021/22	2022/2023	2023/2024	2024/2025	2025/2026	2026/27
1	Administration	R159,011,000	R141,842,000	R201,105,426	R208,990,559	R218,813,116	R228,878,519
2	Skills planning and reporting	R71,897,000	R75,570,000	R78,910,000	R83,646,400	R87,577,781	R91,606,359
3	Learning programmes and projects	R651,799,000	R468,576,000	R750,454,574	R836,346,026	R875,654,289	R915,934,387
4	Quality Assurance	–	–	R4,332,000	R7,117,974	R7,452,519	R7,795,335

8.9 Materiality and Significance Framework

Based on the materiality and significance Framework, the CETA has set its materiality and significance amount at **R6 269 067,00 or R6 965 630,00**, which is 0.9% of the total revenue for the 2024/25 financial year based on audited results for the respective year.

PART C

Measuring Our Performance

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PART C

Measuring Our Performance

9. Institutional Performance Information

The CETA Strategic Plan represents its programme of action in line with its vision to ensure quality education and training to enhance the construction sector's contribution to national economic growth and development. It is compiled in line with National Treasury Regulations. This plan considers the MTSF and it reflects the outcomes of Government.

In terms of strategic goals, it responds specifically to the outcomes of NSDP 2030 which is informed by Government's MTSF 2019–2024. The Framework is the planned manifestation of the implementation of the NDP *viso* and it articulates a strong focus on quality education, transformation of the economy, and sets high goals to address skills needs for targeted groups and the provinces that are economically challenged.

The CETA follows National Treasury's planning and budgeting guidelines. In addition, the Government-wide planning and the MTSF inform and align the CETA's plans as follows:

- Sector Skills Plan.
- Five-year Strategic Plan.
- APPs and MTEF targets.
- Operational Plans of CETA Departments.
- Review or development of Standard Operating Procedures.
- Individual Staff Performance Agreements.

Current policy mandates and emerging industry developments and needs guided the development of the CETA Strategic Plan. For the planning period 2024/2025 as expected by statutory requirement for the MTEF, the CETA has reviewed and amended its objectives in line with the SSP to ensure that the CETA remains relevant, and the interventions are appropriate. In this Strategic Plan, the CETA has adopted the DHET Programme Structure of Four Programmes.

The Accounting Authority is ultimately responsible for determining the strategic priorities for the sector to be implemented by the CETA. A strategic planning session was held by the Accounting Authority to review the five-year rolling strategy and APP with input from management and stakeholders.

9.1 Measuring Impact

Impact statement	To facilitate and support quality skills development and training in the construction sector.
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9.1.1 Measuring outcomes

Outcome	Outcome indicator	Baseline	Five-year amended target
Support skills development of new entrants into the construction sector.	Number of new beneficiaries entering various learning pathways in critical and scarce skills.	6 666	36 307
Enhance the skills of the existing workforce in the construction sector.	Number of employed people receiving skills training, including worker-initiated programmes.	205	2 040
Respond to changing sectoral needs and transformation through small business development support.	Contribution to the improvement in technological, innovation capability and sustainability of small. Businesses in the construction sector.	21	200
Strengthen and expand strategic partnerships to maximise sustainability and impact.	Number of strategic partnerships agreements signed.	45	327
Support national imperatives for skills development as they pertain to the construction sector	Implemented strategic and transformation imperatives of the RSA Government.	Compliance with National and construction sector Charter Codes' imperatives have been achieved. Compliance with	Specific targets set for Women, Youth and PwDs in CETA skills programmes.

The above strategic term targets are broken down in the table below.

Table 1: Breakdown of 2020/21 to 2024/25 Strategic Term Targets

OUTPUT INDICATOR	Five Year Target	2020/21 Target	2021/22 Target	2022/23 Target	2023/24 Target	2024/25 Target
OUTCOME: Support skills development of new entrants or unemployed people into the construction sector						
Number of learners placed in employment (Internships, Skills Programmes, bursaries, learnerships).	36 037	1 134	1 179	1 226	1 281	1 338
Number of unemployed learners per year entering learnerships.		1 000	873	3 000	1 250	1 092
Number of unemployed learners per year entering skills programmes.		450	227	3 500	757	619
Number of unemployed learners per year entering Artisan programmes.		2 500	2 050	2 200	2 140	2 184
Number of unemployed bursary learners per year enrolled (new enrolments).		100	42	150	104	108
Number of unemployed learners entering internship.		340	148	352	250	160
Number of University student placement entered.		261	114	119	225	129
Number of TVET student placement entered.		522	227	600	364	158
Number of learners entering candidacy programmes.		522	227	237	320	258
OUTCOME: Enhance the skills of the existing workforce of the construction sector						
Number of employed learners per year entering in learnerships.	2040	100	89	221	282	241
Number of employed learners per year entering skills programmes.		0	0	500	103	0
Number of employed learners per year entering Artisan programmes.		0	0	0	0	0
Number of employed bursary learners enrolled.		105	45	113	118	123
OUTCOME: Respond to changing sectoral needs and priorities including contributing to transformation through small business development						
Number of Small businesses supported with training interventions or funded.	183	9	21	15	15	15
Number of co-operatives supported with training interventions or funded.		9	9	9	9	9
Number of CPOs/NGOs/NPOs supported with training interventions or funded.		12	12	13	13	13
OUTCOME: Strengthen and expand strategic partnerships to maximise sustainability and impact						
Number of SETA/University partnerships funded by the CETA through DG for construction sector programmes.	327	10	10	10	10	10
Number of SETA/TVET college partnerships supported and signed Memoranda of Understandings (MoU) with CETA to deliver and implement skills development programmes in the construction sector.		35	35	20	20	20
Number of CET Partnerships established.		9	9	9	9	9
Number of partnerships entered with entered with private institutions to improve service delivery through skills development.		7	7	7	7	7
Number of partnerships entered with public institutions to improve service delivery through skills development.		12	13	13	14	14

Measuring Our Performance continued

In achieving the above outcomes, the CETA has also identified six focus areas as follows:

- 9.1.1.1 Support skills development of the youth;
- 9.1.1.2 Creation and promotion of greater opportunities for women;
- 9.1.1.3 Creation and promotion of participation of people with disabilities;
- 9.1.1.4 Creation and promotion of greater participation of rural and township communities; and
- 9.1.1.5 Creation and promotion of greater participation of military veterans.

9.1.2 The CETA is supported by the goals set out below per broad programme:

STRATEGIC GOAL 1: Sustainable high performing CETA anchored on Clean Governance and Administration.

STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	JUSTIFICATION	LINKS
ADMINISTRATION				
Sound financial management and accurate reporting.	To provide effective financial management in line with the requirements of the PFMA.	Unqualified audit outcome.	To ensure efficient and effective systems of financial management, internal controls, risk management and compliance.	PFMA, Treasury Regulations, and CETA Policies and Procedures.
STAKEHOLDER MANAGEMENT				
Enhanced reputation of the CETA through public relations and marketing activities.	Effective an enhanced stakeholder relations with improved brand reputation.	0% unresolved stakeholder queries in a period of 1 month.	Resolution of stakeholder queries in a timely manner is a measure of responsiveness, leading to improved brand reputation.	CETA values, CETA Policies and Procedures.

STRATEGIC GOAL 2: Credible skills planning and reporting based on research, technology and innovation.

SKILLS PLANNING				
Sector Skills Needs Addressed.	To ensure effective planning to address the skills priorities in the sector.	SSPs; Workplace Skills Plan; Annual Training Report.	Suitably trained workforce in the construction sector.	Labour Market Intelligence Programme (LMIP); Employment Equity Reports (Labour); Stats SA (labour force survey).
Skills Performance Reporting.	To ensure accurate reporting of sector skills development initiatives.	Quarterly Performance Report. Annual Performance Report.	All training interventions are accurately reported to ensure further skills planning.	To ensure accurate reporting of sector skills development initiatives.

STRATEGIC GOAL 3: Skills development programmes that prioritises critical and scarce skills linked to the current and future of work for the construction sector.

IMPLEMENTATION OF LEARNING PROGRAMMES				
A skilled and capable workforce in the construction sector.	To ensure the skills needs in the sector are addressed with adequately skilled workforce.	Strategic Plan; APP; SSP.	A capacitated, empowered and appropriately skilled workforce in the construction sphere.	CETA Grants Policy; PIVOTAL List.

STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	JUSTIFICATION	LINKS
GRADUATE PLACEMENTS				
A Transformed Built Environment Profession.	To address transformation challenges within the built environment through increasing access to built environment professions for individuals from previously disadvantaged groups.	Employment Equity Report; Construction Industry Charter; Survey Reports; SSP.	To address the current demographic imbalances and to achieve equity within the built environment professions.	B-BBEE; Construction Industry Charter Codes.
PROVISION OF SKILLS DEVELOPMENT OPPORTUNITIES AND CENTRES WITHIN THE PREVIOUSLY DISADVANTAGED COMMUNITIES				
Greater Access by marginalised Communities to Skills Development through Infrastructural Support.	To ensure increased access to skills development programmes by marginalised communities through the construction of skills development centres.	CETA Situational Analysis Research Report (Skills Development Institutes), SSP.	To address the lack of technical infrastructure capacity for skills training in marginalised communities.	Skills Development Act; CETA Grants Policy; Grant Regulations; NDP.
DEVELOPMENT AND SUPPORT OF SMME'S, CO-OPS, NGOS, CBOS AND NPOS				
A Vibrant Civil Society Engagement in Skills Development within the construction sector.	To achieve sustainable development through increased participation of SMME'S, Co-ops, NGOS, CBOS, NPOs in skills development in the construction sector.	SSP; CETA SMME Programme.	To address the imbalances within the construction sector.	National SMME Strategy; CRDP; Stats SA Survey of Employers and Self Employed.
PARTNERSHIPS				
Strengthened Collaboration and Partnerships for skills development in the construction sector.	To ensure a wider impact, greater reach and a multi sectoral approach to skills development.	Signed MoU; SSP.	To give effect to the objective of the Constitution of inter-Governmental collaborations.	NSDP; SSP.
BURSARIES				
An increased pool of skilled and competent graduates to enter the construction sector.	To provide financial support to deserving students from previously disadvantaged communities in the main to enrol for studies relevant to the construction sector.	CETA funded bursaries.	To address socio-economic challenges faced by most township and rural learners.	Rural Development Strategy of the Country; NSDP; SSP.
CAREER AND VOCATIONAL GUIDANCE				
Increased knowledge and interest in the construction careers.	To attract new entrants into the construction sector occupations.	CETA Career Guide, CETA Career exhibitions.	Promote post-school education and training opportunities within the construction sector.	NSDP; SSP.
CERTIFICATION (EXCLUDING TRADES)				
Increased throughput of learners on accredited construction programmes through a strengthened certification process.	To award successful learners with valid recognised certificates and Statement of Achievements.	NLRD Uploads, Quarterly Monitoring Reports (QMR) Reporting of certified learners.	To conduct external moderation of the assessments to ensure that the quality standard is maintained by accredited CETA training providers and to reward qualifying learners with recognised certificates.	NSDP; SSP.

Measuring Our Performance continued

STRATEGIC GOAL 4: Capacitated quality assurance processes that will enhance construction sector competitiveness and delivery of quality skills and training.

STRATEGIC OBJECTIVE	OBJECTIVE STATEMENT	BASELINE	JUSTIFICATION	LINKS
NQF PROVIDER ACCREDITATIONS				
Accredited skills training in the construction sector.	To ensure the delivery of quality accredited training by SDP in the construction sector.	Database of accredited training providers.	To ensure quality training within the construction sector.	QCTO; NQF Act; Skills Development Act.
QUALIFICATIONS REVIEW AND DEVELOPMENT				
Qualifications development.	To develop qualifications that meets the skills needs of the industry.	Registered CETA qualifications.	Qualifications that meets industry needs are registered and implemented.	QCTO; NQF Act; SSP.
MONITORING AND EVALUATION				
Increased and improved monitoring and evaluation of CETA programmes.	To ensure the quality of training provision within the construction sector.	CETA Quality Assurance Policy; CETA Monitoring and Evaluation Policy.	To ensure efficiency and effectiveness of project implementation and training.	Government monitoring and evaluation policy Framework; NSDP.

9.2 Explanation of planned performance over the five-year planning period

Through the research presented in the SSP, the CETA has identified its priority areas on which to focus over the next five-year period. The table below sets out the priority areas and the action plans to achieving them:

Strategic outcomes	Priority areas as per SSP	Action plans
Enhance the skills of the existing workforce of the construction sector.	Local manufacturing	A research project to understand new technology available in the sector and to what extent components and innovative methods can be used to strengthen 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.
Strengthen and expand strategic partnerships to maximise sustainability and impact of skills development interventions.	Green construction agenda	A research project, 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.
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	SMMEs and entrepreneurship	Increase support toward Candidacy Programmes seamlessly from CETA funded bursary recipients. Research focusing on the 'informal sector' will be used to formalise programmes such as training and skills (certification) through an RPL process. Once certificated, the plan is get them into cooperative and to put them on the CETA national data base so they can be considered for future opportunities.
Support national imperatives in relation to skills development, with emphasis on the construction sector.	Technology and innovation	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.
Respond to changing sectoral needs and priorities including contributing to transformation through skills development in the construction sector.	Transformation	Plans are afoot to address the ongoing exclusion of blacks, women and rural folks from the mainstream construction economy. Concrete measures include a project to re-author the role and place of women in the sector, with concrete measures in respect of recruitment, support, retention and placement. In addition, a Transformation Colloquium is planned in order to take stock and to devise new and creative ways of advancing transformation in the sector.

Strategic outcomes	Priority areas as per SSP	Action plans
Support national imperatives in relation to skills development, with emphasis on the construction sector.	Monitoring and evaluation (M&E)	To ensure that the CETA continues to improve on its outcomes the CETA must have adequate internal M&E capacity to understand its impact. A M&E exercise will be implemented to improve performance, quality and impact. The end goal is to institutionalise M&E 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.
Support national imperatives in relation to skills development, with emphasis on the construction sector.	Economic Reconstruction and Recovery Plan	The CETA has already begun implementing programmes in line with the Governments 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.

10. Key Risks

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	<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.
Goal 2 – Ensure credible skills planning and reporting based on research, technology and innovation in 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.
Goal 3 – Implement skills development programmes that prioritises critical and scarce skills linked to the current and future of work for the construction sector		<ul style="list-style-type: none"> ▪ 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.

PART D

Technical Indicator Descriptions: inserted as Annexure B

Annexure A: Materiality and Significance Framework

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Annexure A: Materiality and Significance Framework

1. Objective and Purpose

The purpose of this framework is to record the level and factors considered by the Construction Education and Training Authority (CETA) for the levels of materiality and significance which will trigger reportable and disclosable events and transactions to the CETA Accounting Authority and the Executive Authority.

The other key stakeholders for reporting and certain approvals includes:

- The Executive Authority.
- The National Treasury.
- The Auditor-General of South Africa.
- Other key stakeholders.

2. Legislative Requirements for the Materiality and Significance Framework

2.1 Treasury Regulation 28.3.1 states that “*For purposes of material [section 55(2) of the Act] and significant [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority*”

2.2 Paragraph 3.12 of the Conceptual Framework (Framework) for General Purpose Financial Reporting (GPFR) issued by the Accounting Standards Board (ASB) states that “information is material if its omission or misstatement could influence the discharge of accountability by the entity, or the decisions that users make based on the entity’s GPFRs prepared for that reporting period. Materiality depends on both the nature and amount of the item judged in the circumstances of each entity. GPFRs may encompass qualitative and quantitative information about service delivery achievements during the reporting period, and expectations about service delivery and financial outcomes in the future.”

2.3 Paragraph 3.13 of the Framework further states that “assessments of materiality will be made in the context of the legislative, institutional, and operating environment within which the entity operates and, in respect of prospective financial and non-financial information, the preparer’s knowledge, and expectations about the future. Disclosure of information about compliance or non-compliance with legislation, supporting regulations or similar means may be material because of its nature, irrespective of the magnitude of any amounts involved.”

2.4 Paragraph 30 of the Framework for the Preparation and Presentation of Financial Statements Issued by International Accounting Standards Board (IASB) states that materiality provides a threshold or cut-off point rather than being a primary qualitative characteristic which information must have if it is to be useful.

2.5 Practice Note 4 of 2009/10 on Submission of Corporate Plans in terms of Section 52 of the PFMA; paragraph 3.7 provides for guidance on setting the parameters for the rand value determination of materiality and significance based of certain elements of public entities audited annual financial statements. The CETA adopted and applies the principles set out in this Practice Note.

2.6 Paragraph 15.2 of the Practice Note states that as a guideline, National Treasury’s Practice Note on application under Section 54 of the PFMA, suggests that all transactions be deemed “significant” where the rand value exceeds any of the following:

Basis	Acceptable percentage range
Total assets	1% – 2%
Total Revenue	0.5% – 1%
Net Surplus / (Deficit)	2% – 5%

2.7 Paragraph 15.3 of the Practice Note provides that in terms of Section 54(2) of the PFMA, before a public entity concludes several different transactions, the public entity is required to inform the National Treasury and to seek approval for the transaction from its executive authority. The significance framework specifies, for each type of transaction specified under Section 54(2), when the transaction will be considered “significant” enough to warrant that the public entity seek such approvals.

2.8 Whilst paragraph 5.5 of the same states that a materiality framework must also be included in the corporate plan. The materiality framework specifies the conditions for reporting in terms of Section 55(2)(b) of the PFMA. The materiality framework should specify the criteria for inclusion of the following:

- Irregular expenditure.
- Fruitless and wasteful expenditure.
- Material losses suffered through criminal conduct.

3. Factors Considered in Development of this Framework

3.1 Ceta History

3.1.1 The CETA was established in 2000 to facilitate skills development and training in the construction industry.

3.1.2 The CETA has made noticeable strides in addressing historic issues. Controls has been put in place to ensure accuracy and complete financial information and compliance with PFMA, Skills Development Act, and Treasury Regulations.

3.2 Nature of Business

The CETA is mandated by Skills Development Act to facilitate skills development within the volatile public service sector. Skills development activities include the following:

- The creation and registration of national standards and qualifications in the sector and sub-sectors.
- To calculate, assess, certify, and manage performance in the public service sector to ensure targeted and generic service skills.
- To ensure that a quality learning provision is maintained throughout the sector.
- To create and maintain a database to target generic and specific skills development.
- To engage in learnerships and skills programme activities.
- To implement sector skills plan.

Funding in the CETA is received from levies collected by the Department of Higher Education and Training's collection agent, SARS, and interest earned on investments in call deposit accounts. More than 70% of these levies received are then paid back to the sector via various grants types and project interventions. The CETA can therefore be seen as a conduit for the redistribution of funds received for learning needs back into the sector.

4. Qualitative and Quantitative Factors

The CETA will be dealing with this framework under two main categories, being **quantitative and qualitative** aspects. Materiality is not confined to the size of the entity and the elements of its financial statements. The CETA recognises that misstatements that are larger either individually or in the aggregate may affect user's judgement. Further, misstatements may also be material on qualitative grounds like in the instances of non-compliance with key laws and regulations.

These **qualitative** factors may include amongst others, the following:

- Unusual transactions entered into that are not of a repetitive nature and are disclosed purely due to the nature and knowledge thereof affecting the decision making of the user of the financial statements.
- Transactions entered into that could result in reputational risk to the CETA.
- Any fraudulent or dishonest behaviour of any officer or staff of CETA.
- Procedures and/or processes required by legislation or regulation (e.g., the PFMA and the Treasury Regulations).
- Unauthorised, irregular, or fruitless and wasteful expenditure.
- A restructuring or non-renewal of the CETA operating licence.
- Items of a non-financial nature, which would impact on the continued operation and the mandate of the CETA.

Section 55(2)(b) of the PFMA requires that "the annual report and the financial statements of the public entity must (b) include particulars of:

- i. any **material** losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year.
- ii. any criminal or disciplinary steps taken as a consequence of such losses or irregular expenditure or fruitless and wasteful expenditure.
- iii. any losses recovered or written off.
- iv. any financial assistance received from the state and commitments made by the state on its behalf.

The CETA further expands on these aspects under **Annexure A**, to this document.

5. 2023 – 2024 Financial Year Materiality and Significance Levels

5.1 Materiality Level

The level of a material loss is assessed at **0.9%** or 1% of the previous year's audited total revenue since the total assets of the organisation cannot be an indicator of performance as the CETA is not an asset-intensive entity.

The revenue component is selected as a basis for the materiality calculation as the level of activity (grants and discretionary disbursements) is dependent on the total revenue.

Basis	Percentage range	2022/23 audited figure	% level used	Materiality amount
Total revenue	0.5% – 1%	R696 563 000	0.9% or 1%	R6 269 067 or R6 965 630
Net surplus / (deficit)	2% – 5%	R10 575 000	2%	R211 500
Total assets	1% – 2%	R1 114 244 000	1%	R11 142 440

Materiality and significance framework continued

Based on the calculation made above, the CETA Accounting Authority has decided to set the level of a material loss at **R6 965 630,00** or rounded-off to **R7 000 000,00** in respect of the financial year ending 31 March 2025.

5.2 Significance Level

The following transactions and events are considered significant as per Section 54(2) of the PFMA:

- (a) establishment or participation in the establishment of a company;
- (b) participation in a significant partnership, trust, unincorporated joint venture, or similar arrangement;
- (c) acquisition or disposal of a **significant** shareholding in a company;
- (d) acquisition or disposal of a **significant** asset;

- (e) commencement or cessation of a **significant** business activity; and
- (f) a **significant** change in the nature or extent of its interest in a **significant** partnership, trust, unincorporated joint venture, or similar arrangement.

6. Approval of this Framework

This Materiality and Significance Framework for 2023/24 Financial Year was approved as follows:

Mr Thabo Masombuka
Chairperson
CETA Accounting Authority

Annexure A (i)

For the purposes of materiality in terms of sections 50(1), 55(2) and 66(1) of the PFMA and significance (Section 54 (2) of the PFMA), the CETA has developed and agreed upon a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.

Section 50 (1) of PFMA

Fiduciary Duties Of Accounting Authorities	Quantitative (Amount)	Qualitative Materiality (Nature)
1. The accounting authority for a public entity must: (c) on request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity or the legislature to which the public entity is accountable, all material facts, including those reasonably discoverable, which in any way may influence the decisions or actions of the executive authority or that legislature.	Any fact discovered of which the amount exceeds the determined materiality figure after consultation with the Audit Committee for the year under review.	1. Any item or event of which specific disclosure is required by legislation/law, King Report II, or GRAP. 2. Any fact discovered of which its omission or misstatement, in the Accounting Authority's opinion, could influence the decisions or actions of the executive authority or legislature.

Section 54 of PFMA

Information To Be Submitted By The Accounting Authority	Quantitative Materiality	Qualitative Materiality
(2) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction:	Not applicable	<ul style="list-style-type: none"> ▪ Any participation, outside of the approved strategic plan and budget. ▪ Any asset acquisition or disposal and outside of the approved strategic plan and budget. ▪ Disposal of the major parts of the assets of the Accounting Authority and outside of the approved strategic plan and budget.
(b) participation in a significant partnership, trust, unincorporated joint venture, or similar arrangement;	Not applicable	
(c) acquisition or disposal of a significant shareholding in a company;	Acquisition: More than R11 000 000,00	
(d) acquisition or disposal of a significant asset; and	Disposal: More than R7 000 000,00 (individual assets)	
(e) commencement or cessation of a significant business activity.	Not applicable	

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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