STRATEGIC PLAN 2025/26 - 2029/30

cathsseta

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

CULTURE, ARTS, TOURISM,
HOSPITALITY AND SPORT SECTOR
EDUCATION AND TRAINING AUTHORITY

FOREWORD BY THE MINISTER

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

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

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

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

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

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

Through this Strategic Plan, we also commit to working with the Human Resource Development Council (HRDC), chaired by the Deputy President of the Republic of South Africa, to ensure effective coordination across government and all sectors in respect to the implementation of the Human Resource Development Strategy for the country.

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

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

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

In this regard, the Department of Higher Education and Training (DHET) is leading a project to identify NEET individuals across the country. The aim is to establish a database that will assist the Department in devising appropriate and targeted interventions aimed at improving their circumstances. The interventions will support NEETs in gaining skills, securing employment, starting businesses, or enrolling in education and training programmes. This must be viewed as complementary to the President's Youth Employment Initiative (PYEI), which drives structural reforms and job creation, and the Presidential Employment Stimulus (PES), which focuses on creating meaningful employment and strengthening livelihoods. Through partnerships with both public and private sector agencies, we aim to connect work seekers with employers, foster entrepreneurship, and provide tailored support to those who need it most.

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

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

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

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

DR NP NKABANE, MP
Minister of Higher Education and Training

ACCOUNTING AUTHORITY STATEMENT

I am honoured to present the 2025/26 – 2029/30 Strategic Plan (SP) for the Culture, Arts, Tourism, Hospitality, and Sport Sector Education and Training Authority (CATHSSETA). This Plan aligns with the new Medium Term Development Plan (MTDP) 2025–2029 and the priorities set out by the Government of National Unity (GNU). It is an essential blueprint for advancing skills development across our six (6) sub-sectors during a period marked by significant socio-economic and political changes following the 29 May 2024 general elections. This period is sadly characterised by disturbing high unemployment rates, especially among the youth.

A key focus of this Strategic Plan, therefore, is to address socioeconomic challenges of poverty and unemployment within the CATHSSETA sector through the implementation of outcomes from the SETA Skills Summit (SSS) of April 2024 and the CATHSSETA's Sector Skills Conference held in September 2024. The summit highlighted the need for a more impact-driven approach to skills development, particularly in supporting vulnerable groups such as youth, women, and persons with disabilities. In response, CATHSSETA will be intensifying its High Impact Projects (HIPs), which include Work-Integrated Learning (WIL), rural development, and entrepreneurship. These projects are designed to ensure that our interventions not only meet sectoral demands but also create sustainable employment opportunities. The upliftment of Small Medium and Micro Enterprises (SMMEs) and cooperatives through skills development becomes of utmost importance in addressing poverty, as these have the potential to create employment.

At the centre of skills development for impact is integration and coordination of the sector, with effective institutional delivery mechanisms in place to ensure effectiveness. This calls for effective partnerships. CATHSSETA's HIPs will be executed through strategic partnerships with public and private entities, ensuring alignment with industry needs and fostering collaboration that maximises the effectiveness of our initiatives. This approach will enable us to address the critical skills shortages identified in our sector and support the broader goals of national economic recovery and transformation.

We are also committed to enhancing the capabilities of public education institutions, particularly CET and TVET colleges, through infrastructure development and curriculum re-alignment with industry requirements. These efforts aim to create an education system that is responsive to the evolving needs of our economy, and sector and better prepares learners for both employment and entrepreneurship.

As the AA, we pledge our continued dedication to positioning CATHSSETA as a dynamic facilitator of skills development. Through a commitment to service excellence, transparency, and stakeholder engagement, we will drive meaningful transformation within our sector and contribute to the broader objectives of national development and economic growth.

MR DAVID THEMBA NDHLOVU
Accounting Authority Chairperson

CHIEF EXECUTIVE OFFICER STATEMENT

This SP has been prepared in accordance with various frameworks governing the development of Strategic and Annual Performance Plans (APPs) across the spheres of Government.

The Skills Development Act, No.97 of 1998 (SDA) as amended, Skills Development Levies Act No.9 of 1999, National Skills Development Plan, 2030 (NSDP) and others remains the key policy instruments within which the Sector Education and Training Authority's plans are built. This is also complemented by other strategic interventions that the SETA identifies to ensure contribution towards the growth of the country's economy and addressing the triple challenges, namely: poverty, unemployment and inequality.

Through its six (6) sub-sectors, namely: (a) Arts, Culture and Heritage; (b) Conservation; (c) Gaming and Lotteries; (d) Hospitality; (e) Sport, Recreation and Fitness; and (f) Tourism and Travel Services, the CATHSSETA will continue to implement various skills development interventions. To discharge its legislative mandate, the entity must be sufficiently capacitated in terms of human capital, systems, processes, structures and policies. We hope to build from the current situation to realise continuous improvement.

In conclusion, I wish to assure the AA that under my leadership, the staff will be mobilised to work productively to achieve the set outcomes and outputs that are contained in this document.

MR MARKS THIBELA
Chief Executive Officer

OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- Was developed by the Management of CATHSSETA, under the guidance of the Accounting Authority.
- Considers all relevant policies, legislation and other mandates for which CATHSSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs, which CATHSSETA will endeavour to achieve, over the medium-term period from 2025/26 to 2029/30.

MR NTONA MAROTA
Chief Financial Officer

MS HELLEN GUGULETHU SHUBE
Executive Manager: Corporate Services

DR TEBOGO UMANAH
Executive Manager: Research, Monitoring and Evaluation

MS LEBOGANG MPYE
Executive Manager: Learning Programmes

MR MARKS THIBELA
Chief Executive Officer

Approved by:

MR DAVID THEMBA NDHLOVU
Accounting Authority Chairperson

ABBREVIATIONS AND ACRONYMS

4IR	Fourth Industrial Revolution
AA	Accounting Authority
AI	Artificial Intelligence
APP	Annual Performance Plan
B-BBEE	Broad-Based Black Economic Empowerment
BUSA	Business Unity South Africa
CATHSSETA	Culture, Arts, Tourism, Hospitality, and Sport Sector Education and Training Authority
CBO	Community–Based Organisation
CET	Community Education and Training
DDM	District Development Model
DFFE	Department of Forestry, Fisheries and the Environment
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
DSAC	National Department of Sport, Arts and Culture
DSBD	Department of Small Business Development
ERP	Enterprise Resource Planning
ERRP	Economic Reconstruction and Recovery Plan
ERRP SS	Economic Reconstruction and Recovery Plan Skills Strategy
GDP	Gross Domestic Product
GNU	Government of National Unity
HIP	High Impact Programme of the CATHSSETA
HRD-SA	Human Resource Development Strategy for South Africa 2010-2030
ICT	Information and Communication Technology
LAC	Labour Appeal Court
M&E	Monitoring and Evaluation
MTDP	Medium-Term Development Plan, 2025 – 2029
NaCISA	National Cultural Industries Skills Academy
NDP	National Development Plan, 2030
NGO	Non-Governmental Organisation
NHRDSSA	National Human Resource Development Strategy, 2010-2030
NPO	Non-Profit Organisation
NPPSET	National Plan for Post-School Education and Training, 2021-2030
NQF	National Qualifications Framework
NQFA	National Qualifications Framework Act No. 67 of 2008
NSDP	National Skills Development Plan, 2030
NSF	National Skills Fund
NTSS	National Tourism Sector Strategy, 2016-2026
NYDA	National Youth Development Agency
PESTELI	Political, Economic, Social, Technological, Environmental, Legal and Innovation
PFMA	Public Finance Management Act No. 1 of 1999 as amended
POPI	Protection of Personal Information Act No. 4 of 2013 as amended
POPIA	Promotion of Access to Information Act No. 20 of 2000 as amended
PSET	Post-school Education and Training
PwC	PricewaterhouseCoopers
PYEI	Presidential Youth Employment Initiative
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SARS	South African Revenue Service
SDA	Skills Development Act No.97 of 1998 as amended
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SIHIP	Sector Education and Training Authority Integrated High Impact Projects
SLA	Service Level Agreement
SMME	Small, Medium and Micro Enterprises
SoI	Statement of Intent
SP	Strategic Plan
SSP	Sector Skills Plan
SSS	SETA Skills Summit
Stats SA	Statistics South Africa
SWOT	Strengths, Weaknesses, Opportunities, and Threats
the dtic	Department of Trade, Industry and Competition
THRD	Tourism Human Resource Development
TVET	Technical Vocational Education and Training
WBL	Work-Based Learning
WIL	Work-Integrated Learning
WPPSET	White Paper on Post-School Education and Training, 2013

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OUR MANDATE

1. CONSTITUTIONAL MANDATE

The Constitution of the Republic of South Africa, 1996, Chapter 2: Bill of Rights Sections 29 states that:

Everyone has the right –

a. To basic education, including adult basic education; and
b. To further education, which the state, through reasonable measures, must make progressively available and accessible.

In chapter 10 of the Constitution on Public Administration, section 195 outlines the fundamental values and principles that govern public administration, emphasising a high standard of professional ethics, accountability, the efficient, economic, and effective use of resources, and the importance of accountability and transparency. It also highlights the promotion of services that are accessible to all citizens, as well as human resource management and career development practices that align with and support the constitutional values and principles.

2. LEGISLATIVE MANDATES

CATHSSETA is a statutory body established through the Skills Development Act No.97 of 1998 as amended (SDA). It is a Schedule 3A listed public entity in terms of the Public Finance Management Act No. 1 of 1999, as amended (PFMA), and is accountable to the DHET. CATHSSETA conducts its activities within the following six (6) sub-sectors:

1. Arts, Culture and Heritage;
2. Conservation;
3. Gaming and Lotteries;
4. Hospitality;
5. Sport, Recreation and Fitness; and
6. Tourism and Travel Services.

The below table summarises the key legislation and regulations that shape the framework for skills development and education.

Table 1: Legislation guiding the work of CATHSSETA

LEGISLATION/REGULATION	PURPOSE
Skills Development Act No. 97 of 1998 as amended	This is the founding Act that enables the establishment and operational framework for Sector Education and Training Authorities (SETAs), defining their legislative mandate to oversee skills development in various sectors. It supports the development of Sector Skills Plans (SSPs) to enhance workforce productivity through industry-supported learning programmes. Additionally, it requires SETAs to enter into a Service Level Agreement (SLA) with the DHET, facilitating performance monitoring and accountability.
Skills Development Levies Act No. 9 of 1999 as amended	This Act provides the framework for the collection of skills development levies, which are collected through the South African Revenue Service (SARS). It specifies the allocation of these levies to various entities, including the National Skills Fund (NSF) and SETAs, as well as the Quality Council for Trades and Occupations (QCTO). The Act outlines how these funds should be utilised per the SDA and the SETA Grant Regulations to ensure effective skills development initiatives.

LEGISLATION/REGULATION	PURPOSE
SETA Grant Regulations (2012)	The Regulations govern the management and disbursement of funds received by SETAs, ensuring that the financial resources are utilised effectively for skills development purposes. The regulations require that the outputs and targets set in the APP align with the objectives of the SSP and the NSDP, thus promoting accountability and strategic investment in skills development.
National Qualifications Framework Act No. 67 of 2008 (NQFA)	The NQFA establishes the National Qualifications Framework (NQF), aimed at creating a comprehensive and integrated framework for learner achievement across various education and training levels. It seeks to enhance the quality of education and training, facilitate access and progression for learners, and address past inequalities in educational opportunities.
Public Finance Management Act No. 1 of 1999 as amended	This Act classifies public entities, including the 21 SETAs, as Schedule 3A entities, which mandates effective and accountable financial management of public resources allocated to these bodies. It designates governance responsibilities, ensuring that public funds are utilised in a manner that is efficient, effective, and transparent, thereby promoting public trust in the management of public resources.
Broad-Based Black Economic Empowerment Act No. 53 of 2003 as amended (B-BBEE)	The B-BBEE Act requires all government and state entities to incorporate B-BBEE compliance into their procurement processes. This includes integrating skills development initiatives into their contracts, licenses, and grants. It mandates that entities report on their skills development spending to the B-BBEE Commission while introducing new indicators to measure the impact of spending on higher education, thereby promoting broader economic participation and empowerment.
Preferential Procurement Policy Framework Act No. 5 of 2002 as amended	This legislation implements Section 217 of the South African Constitution, which mandates that contracts for goods and services by state institutions be awarded through a system that is fair, equitable, transparent, competitive, and cost-effective. It establishes guidelines for preference points in bidding processes, promoting economic transformation and ensuring that historically disadvantaged individuals and entities benefit from public procurement opportunities.
Basic Conditions of Employment Act No. 75 of 1997 as amended	This Act sets forth minimum conditions of employment, including those applicable to learnerships. It establishes binding conditions for learners, ensuring compliance with Sectoral Determination No. 5 regarding wages and allowances. This ensures that learners are treated fairly and receive appropriate support during their training.
Employment Equity Act No. 55 of 1998 as amended	The purpose of this Act is to promote fairness and equity in the workplace by eliminating unfair discrimination in employment practices. It mandates the implementation of affirmative action measures aimed at improving the representation of designated groups within the workforce. CATHSSETA is committed to allocating funding in a manner that supports equity in learning programmes, thus contributing to a more inclusive labour market.
Labour Relations Act No. 66 of 1995 as amended	This Act promotes fair labour relations in accordance with the constitutional right to fair treatment in the workplace. It ensures that both employers and employees are guaranteed their rights within the employment relationship. The legislation advocates for social justice and peace in labour relations, emphasising the importance of collective bargaining processes and dispute-resolution mechanisms.
Promotion of Access to Information Act No. 20 of 2000 as amended (POPIA)	The Act facilitates the constitutional right of access to information held by public and private bodies, promoting transparency and accountability. It designates information officers within public institutions to manage requests for information and ensure compliance with regulations, thus enhancing public access to information necessary for the exercise of rights and participatory governance.
Protection of Personal Information Act No. 4 of 2013 (POPI)	The purpose of the Act is to protect individuals' personal information by regulating its lawful processing by responsible parties. It balances the right to privacy with the need for access to information and imposes conditions for the processing of personal data, establishing security measures to safeguard data integrity and confidentiality. This ensures that personal information is handled responsibly and protects individuals from misuse.

3. POLICY MANDATES

The below table highlights key policies that guide CATHSSETA's skills development initiatives, focusing on equitable access, and quality education.

Table 2: Key policy directives and plans

NATIONAL STRATEGIES, PLANS AND POLICIES	PURPOSE
National Development Plan, 2030 (NDP)	The NDP emphasises that skills development and education are crucial for empowering individuals and driving economic growth. It advocates for a holistic approach to education that fosters personal and societal development, enabling citizens to take control of their lives and contribute to national progress. The NDP aims to address socio-economic challenges and promote sustainable development by enhancing education and training systems. The NDP will be implemented through the MTDP 2025-2029, which serves as a 5-year implementation framework and a government-wide plan for the 7th Administration. The MTDP focuses on driving inclusive growth and creating jobs; reducing poverty and tackling the high cost of living; and building a capable, ethical, and developmental state.
National Skills Development Plan, 2030 (NSDP)	The NSDP focuses on ensuring that South Africa has a skilled workforce capable of contributing to economic growth and job creation. It outlines specific objectives and performance indicators for SETAs to guide skills development efforts, emphasising the need for quality training and alignment with labour market demands. The plan aims to facilitate skills development that meets the needs of various sectors, ultimately enhancing social development.
White Paper on Post-School Education and Training, 2013 (WPPSET)	This White Paper seeks to create an integrated and responsive PSET system that improves access and quality for all citizens, including those without formal education. It redefines the role of SETAs in facilitating skills development within sectors, ensuring that training is aligned with the needs of the economy and contributes to broader socio-economic goals.
National Plan for Post-School Education and Training, 2021-2030 (NPPSET)	The NPPSET serves as a roadmap to achieve the goals outlined in the WPPSET by 2030. It aims to create an integrated and responsive PSET system characterised by streamlined roles, improved planning, increased enrolments, restructured funding, and diverse, relevant programmes. The plan emphasises enhanced cooperation between education institutions and employers, improved teaching quality, greater research productivity, and better completion rates.
National Human Resource Development Strategy, 2010-2030 (NHRDSSA)	The NHRDSSA aims to enhance human development by addressing critical skills shortages and promoting socio-economic growth. It establishes strategic priorities that guide collective efforts across all sectors to ensure that education and training are responsive to the economy's needs, thereby fostering a skilled workforce capable of driving development and innovation.

NATIONAL STRATEGIES, PLANS AND POLICIES	PURPOSE
Opening of Parliament Address, 2024	The President of the Republic of South Africa (hereafter called 'the President'), His Excellency Mr Cyril Ramaphosa, emphasised the unique opportunity to position the country as a major player in the digital economy, creating jobs in digital services and increasing training for young people in digital skills. He further stated that to ensure South Africa produces the skills our economy needs, the government will expand vocational and technical training in schools and post-school institutions and adopt a demand-led approach to skills development.
Department of Higher Education Budget Vote Speech, 2024	The Minister of Higher Education, Honourable Dr Nobuhle Pamela Nkabane, highlighted the government's commitment to transforming higher education and training to effectively tackle the skills deficit and meet the needs of the economy. She emphasised the 7th Administration's primary objective of producing a competent workforce while extending the country's skills base to enable inclusive growth. The speech also emphasised the significance of increasing access to higher education and post-secondary education and training, as well as improving the quality, responsiveness, and efficiency of the PSET system.
Medium-Term Development Plan: 2024-29 (MTDP)	The MTDP is a five-year framework that outlines the government's key objectives for national development, serving as the roadmap for implementing the NDP's long-term vision. For 2024-2029, it focuses on three (3) strategic priorities: (1) inclusive growth and job creation, (2) reducing poverty and the high cost of living, and (3) building a capable, ethical, and developmental state. These priorities aim to tackle critical national challenges and contribute to the NDP's goals. The MTDP also sets specific outcomes for the PSET sector to support these priorities, emphasising skills development to drive a just energy transition, re-industrialisation, and expanded employment opportunities. The plan targets skills programmes to improve employability, enhance education outcomes, and promote social cohesion through inclusive and transformative approaches to skills development.
Economic Reconstruction and Recovery Plan (ERRP)	The ERRP was introduced as a response to the economic impact of COVID-19, focusing on rebuilding the economy in a manner that is equitable and inclusive. Skills development is identified as a key enabler for achieving the plan's objectives, aimed at fostering resilience in the workforce and preventing job losses through targeted retraining and reskilling efforts.
Economic Reconstruction and Recovery Skills Strategy (ERRP SS)	The ERRP SS outlines ten (10) interventions designed to implement the ERRP in the context of skills development. It emphasises the importance of increasing access to skills training, addressing identified gaps, and ensuring that training initiatives align with the needs of high-growth sectors, ultimately supporting economic recovery and growth.
Presidential Youth Employment Initiative (PYEI)	Launched to combat youth unemployment, the PYEI seeks to create job opportunities for young people by linking them to existing and new employment pathways. By fostering collaboration among various sectors and addressing systemic barriers, the initiative aims to significantly reduce youth unemployment over the next decade, enhancing the employability and skills of young South Africans.

4. INSTITUTIONAL POLICIES AND STRATEGIES GOVERNING THE FIVE-YEAR PERIOD

The Strategic Plan (SP) reflects the intended institutional outcomes that will help to achieve the government's priorities and realise the SETA's mandate. In addition to the aforementioned, the following are significant strategies CATHSSETA intends to continue implementing in this five-year strategic term:

- The District Development Model (DDM); and
- The 2024 SSS Outcomes.

The SP also addresses the following CATHSSETA 2025/26 – 2029/30 SSP key skills priority interventions:

- Implement CATHSSETA Fourth Industrial Revolution (4IR) Sector Skills Strategy;
- Implement CATHSSETA Small, Medium and Micro Enterprises (SMME) and Entrepreneurship Skill Strategy;
- Analysis of skills needs;
- Addressing occupational shortages and skills gaps;
- Sector transformation;
- Curriculum: review and realign legacy qualifications into occupationally directed qualifications in line with the pre-2009 Ministerial directive;
- Increased partnerships to include worker-initiated interventions; and
- Monitoring and Evaluation (M&E).

In addition to the SSP-identified sector skills priority intervention, the AA held its 2024/25 Board strategic planning session to reflect on the 2020/21 - 2024/25 strategic priorities and determine the strategic direction that the SETA must pursue in the 2025/26 – 2029/30 period. The following strategic key skills priority interventions were identified as the key focus:

- Improving the integration, coordination and collaboration with SETAs and industry for effectiveness and efficiency;
- Partnerships: Identify the cross-section of value chains for partnerships with other agencies/SETAs/ government departments;
- CATHSSETA brand positioning: expand national footprint;
- Growing revenue through increasing the number of levy payers;
- Digitalisation; and
- Implement high-impact projects.

The above key skills priority interventions have been consolidated into four (4) strategic priorities (also known as CEED) for the 2025/26 – 2029/30 strategic planning period. These priorities focus on:

a. Capacity
b. Employment
c. Economic Growth
d. Digitalisation

5. RELEVANT COURT RULINGS

On the 7th of August 2015, the Labour Court in Johannesburg set aside Regulations 3(12) and 4(4) of the SETA Grant Regulations of 2012. Regulation 3(12) outlined how the remaining surplus of the Discretionary Funds should be paid by the SETA on the first day of October each year to the NSF, whereas Regulation 4(4) explains the 20% of total levies paid by employers, which should be paid back to the employers who submit Workplace Skills Plans (WSP) and Annual Training Reports (ATR). In January 2016, Regulation 4(4) was promulgated in the Government Gazette, by the Minister of Higher Education, Science and Technology.

In delivering its Judgement on the 1st of November 2017, the Labour Appeal Court (LAC) set aside Regulation 3(12) of the SETA Grant Regulations. The funds which the SETAs had previously disclosed as uncommitted surpluses were due to be transferred to the NSF as a contingent liability, at the end of each financial year, and will now be allocated to the Discretionary Grant.

On the 16th of October 2019, the LAC delivered a Judgement on the appeal brought by Business Unity South Africa (BUSA), which set aside Regulation 4(4) of the Grant Regulations and directed that the Grant Regulations of 2012 remain in force. The implication is that Regulation 3(12) of the SETA Grant Regulations will no longer apply to SETAs and the NSF.

Moreover, on the 17th of January 2020, DHET issued a circular to all SETAs, communicating the Department's position on the implementation of the Judgment of the LAC of January 2019. It was stated in the circular that, although SETAs are compelled to pay the Mandatory Grant to levy-paying employers, there is no prescribed percentage that SETAs should pay as per Regulation 4(4), as the latter was set aside. This leaves the SETA with the discretion to decide on the percentage amount to be paid as a Mandatory Grant, to any employer.

B

OUR STRATEGIC FOCUS

6. VISION

Skills needs met in each sub-sector to drive economic growth by 2030.

7. MISSION

To facilitate skills development through strategic partnerships for CATHSSETA to contribute to economic growth.

8. VALUES

VALUE	WHAT IT MEANS
Service excellence	• To understand stakeholder needs, and to respond timeously, efficiently and effectively to stakeholder queries and requests; • To display an image of professionalism and accountability; and • To drive quality and high performance.
Accessibility	• To develop and promote skills development programmes to ensure equal access to opportunities for all; • To develop skills development programmes aimed at improving opportunities for people in rural areas; and • To ensure that, upon request, conversations, documentation and publications are translated into the prominent languages of the specific geographical areas
Fairness and transparency	• To conduct its operational business without fear or favour; • All providers feel confident that their bids are given adequate consideration and evaluated professionally; • Stakeholders are entitled to believe that nothing is hidden and that there are no undeclared meanings and intentions; and • Everything is out in the open for all to see, subject to ethical conduct and legal boundaries.
Accountability	• The acceptance of our responsibility and obligation towards the public for cathsseta's services; • To follow the legal prescripts for reporting to the department, the executive authority, parliament and the public; • To provide honest, reliable and truthful reporting in respect of performance, concerning plans and financial performance; and • Research-based m&e.
Respect	• Every stakeholder experiences a human relationship with cathsseta employees; • Their self-worth is not eroded or negatively impacted by cathsseta employees' conduct or actions; and • Cathsseta staff practices humility in its engagement with stakeholders.
Integrity	• To value openness, honesty, consistent evaluation and fairness; • To act in good faith in all its day-to-day activities; and • To conduct its operations to fulfil public expectations of cathsseta's purpose and goals.
Stakeholder orientation	• To build partnerships with relevant government departments, public and private training providers and organisations; and • To offer quality education and skills development opportunities and experiences to learners, to ensure ultimate employability and to reduce inequality in the sector.

9. SITUATIONAL ANALYSIS

The outcome of the general elections on 29 May 2024 saw the formation of the Government of National Unity (GNU). A Statement of Intent (SoI) bounds the GNU and lays the foundational principles and minimum programme of priorities. The MTDP serves as the 5-year medium-term plan for the 7th Administration of Government, focusing on addressing key national challenges. It outlines three (3) strategic priorities: (1) promoting inclusive growth and job creation, (2) reducing poverty and addressing the high cost of living, and (3) building a capable, ethical, and developmental state. To support these priorities, eight (8) key outcomes were identified for the PSET sector:

1. A Just energy transition;
2. Increased employment opportunities;
3. Re-industrialisation, localisation and beneficiation;
4. Skills for the economy;
5. Improved education outcomes and skills;
6. Social cohesion and nation-building;
7. Improved governance and performance of public entities; and
8. A capable and professional public service.

In this context, SETAs play a crucial role in developing a skilled and competent workforce by addressing skills development and employment issues in the country. South Africa faces persistently high unemployment rates, exacerbated by economic challenges and structural issues. The unemployment rate in South Africa has been high, fluctuating around 30% or more, with youth unemployment being particularly severe. The unemployment rate increased to 33.5% in the second quarter of 2024 compared with 32.9% in quarter one (1) of 2024, one of the highest in the world (Statistics South Africa [Stats SA], 2024). This high rate of unemployment disproportionately affects the youth, with over 60% of young people aged 15-24 unemployed. This is due to a combination of factors including a mismatch between skills and job market needs, lack of experience, and economic instability.

The NEET rate among South African youth is also concerning. Approximately 3.6 million (35.2%) out of 10.3 million young people aged 15-24 years fall in the NEET category, due to barriers such as lack of educational opportunities, unemployment, and disengagement from the labour market. Factors contributing to NEET rates include inadequate career guidance, lack of access to vocational training, and economic barriers that prevent continued education or job searching.

Therefore, addressing unemployment requires a multifaceted approach, including enhancing skills development for youth, women, and people with disabilities. Crucial to this effort are programmes that align education and training with industry needs, thereby improving the employability of vulnerable groups and providing the workforce with relevant skills. Additionally, fostering entrepreneurship and supporting SMMEs are essential for job creation and economic growth. However, the PSET System-Wide Mid-Term Performance Review Report (2022) indicates that despite the government's advancements in development-focused planning processes, significant concerns persist, including:

- **a. Policy Misalignment:** Inadequate alignment between policy and planning, with institutional plans from the DHET and SETAs not sufficiently matching government development priorities;
- **b. Poor Inter-Governmental Coordination:** Insufficient alignment of planning priorities across different government levels and entities;
- **c. Compliance Focus:** A continued focus on compliance in institutional planning, despite various shifts; and
- **d. Lack of Planning Capacity:** Unresolved deficiencies in planning capacity that result in inadequate support for sector planning aimed at development outcomes.

CATHSSETA operates in a dynamic environment that increasingly emphasises impact-driven performance and enhanced sector collaboration. The outcomes of the recent SSS highlight the need for an integrated delivery mechanism to implement SIHIPs, with a focus on rural development, infrastructure, and entrepreneurial growth. Additionally, there is a strong push towards comprehensive digitisation, effective ICT shared services, and fostering robust partnerships with employers and stakeholders. The summit underscores the need for a paradigm shift towards impact-driven performance monitoring and the creation of advanced technology-focused skills centres. Below is the comprehensive list of the outcomes:

1. A need for a paradigm shift from target-driven to impact-driven performance monitoring.
2. Set up an integrated institutional delivery mechanism to ensure implementation of the launched six (6) SETA Integrated High Impact Programmes (SIHIP):
   a. Rural Development for Community Impact;
   b. Infrastructure development and public sector institutional delivery capacitation;
   c. Significant reduction in unemployment people including graduates;
   d. Sustainable entrepreneurial, SMME, and cooperatives development;
   e. Holistic digitisation and advancement of technological infrastructure, research and development; and
   f. Effective and efficient shared services on information and communication technology (ICT) for SETA-wide learner information learner management system;
3. Creation of sound Partnerships with employers and other stakeholders for delivery of impactful skills development interventions.
4. The establishment of intersectoral smart technology-related skills centres to facilitate digital transformation by ensuring optimal skills provision to a new-era worker.
5. The establishment of mechanisms to ensure that the absorption of learners into the economy is accelerated.
6. Adopt an approach by involving different stakeholders in mapping their needs and conceptualisation of interventions.
7. Develop and implement a collective SETA Integrated Management System for learner information.
8. SETA Boards to have diverse and relevant skills to create an enabling environment for successful execution of the SETA mandates.
9. Inter SETA collaboration efforts to improve efficiency, effectiveness and achievement of greater impact including sharing of success stories.
10. Formulate Strategic collaboration and partnerships within PSET and other social partners to identify challenges, and opportunities and support the growth and sustainability of small businesses, cooperatives and entrepreneurs, as well as impact assessment.
11. Curriculum to include entrepreneurship.
12. Set up monitoring and evaluation systems to inform planning and continual improvement to achieve greater impact.

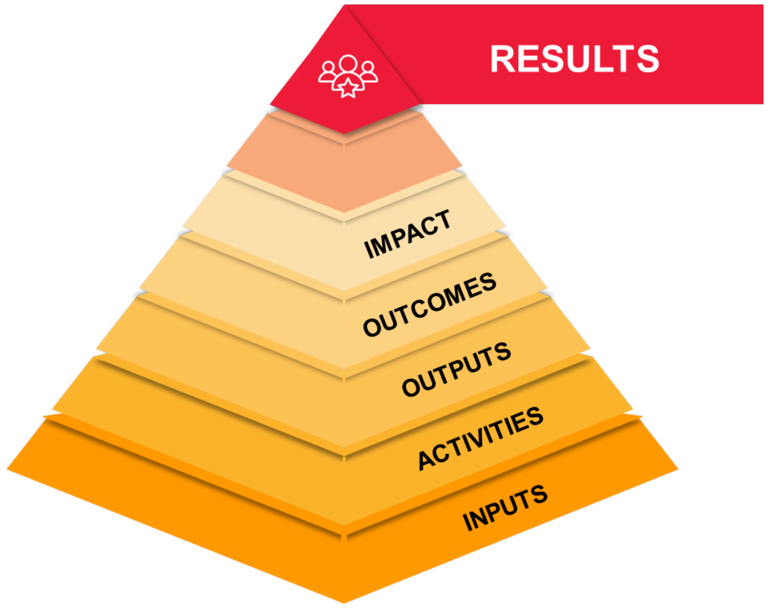
Building on these outcomes, the 2024 CATHSSETA Skills Conference further reinforced the importance of improving sector integration, expanding access to education, developing responsive qualifications, and supporting the growth of SMMEs and cooperatives, particularly in underserved areas. These priorities align with the focus on digital transformation and the implementation of HIPs aimed at driving labour market absorption and economic growth.

In response to these envisioned outcomes, the CATHSSETA Board strategic planning session for 2025/26 – 2029/30 emphasised improving integration with other SETAs, enhancing CATHSSETA's brand positioning, and expanding its national footprint. The strategic focus includes mobilising resources to increase the SETAs revenue, leveraging partnerships, and coordinating efforts across the sector to ensure effectiveness and efficiency. Key to this is reevaluating CATHSSETA's operating model to address the limitations of a one-size-fits-all approach to planning, which has proven inadequate for servicing the diverse needs of the six (6) distinct sub-sectors within its mandate.

Each sub-sector—ranging from Arts, Culture and Heritage to Tourism and Travel Services—has unique challenges, skills requirements, and developmental needs that require tailored strategies rather than a uniform approach. By adopting a more differentiated operating model, CATHSSETA can better align its programmes and interventions with the specific demands of each sub-sector.

In conducting the institutional strategic review, the organisation's Theory of Change incorporated an analysis of impact, outcomes, outputs, activities and inputs, including a reflection on:

- CATHSSETA's overall efficacy and efficiency;
- The impact of SETA interventions on skill development in the sector; and
- The impact of SETA interventions on job creation.



Monitoring and process evaluation of programmes and projects takes place at the level of outputs, whereas summative and impact assessments are carried out at the level of outcomes and impact.

CATHSSETA operates in a challenging environment where about 98% of its entities are SMMEs, crucial to South Africa's economy and aligned with the NDP 2030 vision of SMMEs driving GDP growth and employment. SMMEs represent roughly 98% of South Africa's businesses and employ around 50% of the workforce. Despite their importance, many are survivalists, facing limited funding, low awareness, and inadequate market access.

CATHSSETA's response includes the SMME and Entrepreneurship Strategy, which aims to address these challenges by enhancing training, improving communication, and leveraging technology. The strategy emphasises forming strategic partnerships and prioritizing impactful projects to overcome barriers, particularly for SMMEs in rural areas, and to support their growth more effectively.

The table below delineates the distribution of levy-paying entities within the CATHSSETA sector for the 2023/24 period, totalling 17 378 entities.

Table 3: Number of CATHSSETA levy payers

SUB – SECTOR	SMALL (1-49)	MEDIUM (50-149)	LARGE (150+)	NUMBER OF LEVY PAYING EMPLOYERS	% IN THE SECTOR
Arts, Culture and Heritage	1 159	10	8	1 177	7%
Conservation	785	8	4	797	5%
Gaming and Lotteries	285	11	28	324	2%
Hospitality	11 037	175	101	11 313	65%
Sport, Recreation and Fitness	1 575	13	9	1 597	9%
Tourism and Travel Services	2 147	15	8	2 170	12%
	98%	1%	1%	100%	
Total	16 988	232	158	17 378	100%

The table above depicts the employer profile of the CATHSSETA sub-sectors. The SDA provides for levy-paying organisations to claim their levies through the Mandatory Grant system. However, SMMEs with an annual payroll of less than R500 000 are exempted from paying the skills development levy (SDL) and submitting Mandatory Grant applications. This impacts the number of levies the SETA receives, due to the proliferation of SMMEs serviced by the SETA.

9.1. SECTOR CHALLENGES

The SETA faces several challenges that impact on its effectiveness in facilitating education and training in the sector. One of the key issues is the misalignment between learning programmes and industry needs, which is a result of two (2) main reasons. Firstly, the SETA relies on a significantly low number of entities that submit Mandatory Grant data to determine sectoral occupational demands. Out of the 17 378 entities that contribute skills development levies, approximately 7% submit Mandatory Grant applications. The SETA therefore faces a challenge in assuring data representation due to the limited analysis scope. Secondly, as industries evolve rapidly, SETAs, together with HEIs and TVET colleges often struggle to keep curricula up to date, resulting in a mismatch between the skills possessed by graduates and those required by employers. This disconnect also contributes to high unemployment rates among graduates and exacerbate skills shortages in critical sectors.

There is an urgent need for a review of CATHSSETA qualifications registered with the QCTO. A comprehensive analysis of career paths and the realignment of qualifications with the evolving needs of the industry are necessary. The SETA must foster partnerships between industry and HEIs to ensure that training programmes and sector qualifications remain relevant and effective, particularly for TVET colleges. Employers play a crucial role in shaping and supporting training initiatives that align with job market demands. Without robust employer involvement, training programmes may fail to address the industry's needs effectively.

In addition to the qualification and industry alignment issues, sector stakeholders have highlighted a significant gap in support structures once individuals are employed. There is a notable absence of adequate mentorship and coaching, which are vital for the long-term success of new job entrants. This concern was raised during discussions at the CATHSSETA Skills Conference Gaming and Lotteries Commission, as well as in SSP stakeholder engagements. It was noted that targeted interventions are necessary to reintegrate experienced professionals into the value chain for mentoring and skills transfer, particularly in the Arts, Culture, and Heritage sub-sector.

Despite progress in promoting the development of young Africans through the transformation agenda, these individuals often lack the ongoing support necessary for their success. As older staff members leave, valuable institutional knowledge is lost, and the lack of recognition for prior learning (RPL) further exacerbates the problem, particularly for those who are not absorbed into the workforce after completing their learnerships. Furthermore, the challenge the sector faces is that some of the sector employers are reluctant to accommodate TVET college learners for WIL) to gain practical experience. Despite completing theoretical training, learners struggle to secure practical placements, creating a bottleneck in their development and hindering the goal of establishing TVET colleges as institutions that provide both education and work-ready skills.

In the Mid-Term Review of the 2020/21 – 2024/25 SP, administrative bureaucracy was also highlighted as a key challenge for SETA stakeholders, particularly SMMEs in the sector. SETA processes have been described as complex and often involve cumbersome bureaucratic processes in managing and implementing training programmes which can slow down responses to emerging skills needs and hinder the efficiency of the process and create obstacles for organisations seeking to access training opportunities in the SETA.

Additionally, the slow integration and adoption of technology exacerbate these issues. Both SETA processes and the adoption of modern digital tools and e-learning platforms by training providers are lagging. This technological lag leaves training methods outdated and less effective, impeding learners' readiness for increasingly technology-driven work environments. It also complicates the tracking of learner progress and funding, as the absence of a centralised monitoring system prevents SETAs from sharing information and managing cases of learner double-dipping.

While the CATHSSETA Discretionary Grant process has effectively allocated funds to youth initiatives, reflecting a commitment to national goals for reducing youth unemployment, and despite receiving an unqualified audit over the past five years, the Mid-Term review also identified several other challenges. CATHSSETA's strategic approach was criticised for applying a "one-size-fits-all" model across its six (6) sub-sectors. This previous SP and, by extension the APPs, lacked detailed strategies for each sub-sector, resulting in partial achievement of the SETA's mandate of effectively addressing the unique skills needs of each of the various sub-sectors. Additionally, the varying ratings of CATHSSETA achievements across the sub-sectors highlighted the inefficacy of a uniform approach, and there were notably disparities between the CATHSSETA leadership's perceptions of success and the actual ground reality, reflecting viewpoints among stakeholders, the board, the executive, and staff.

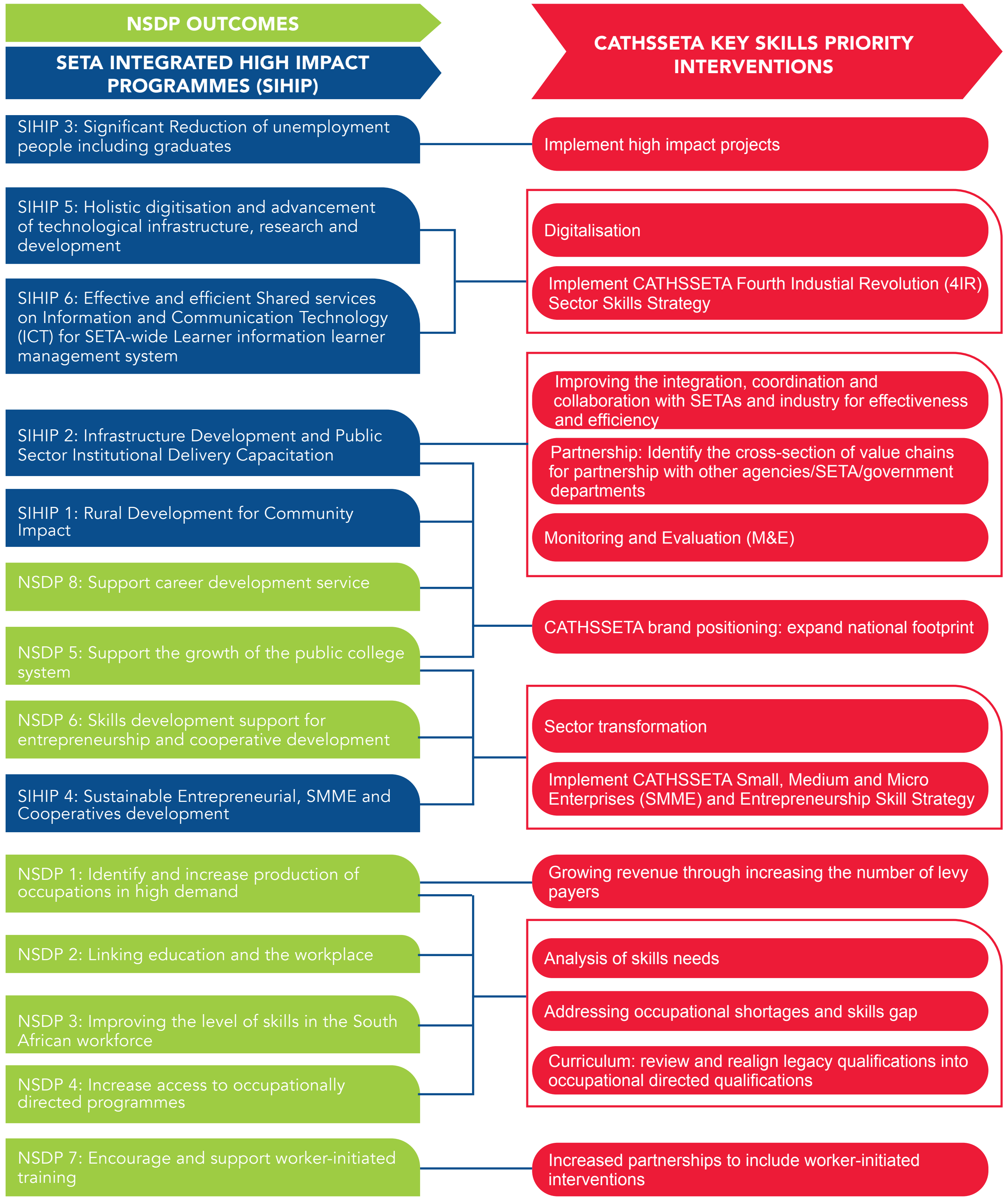
Additionally, the current operating model of CATHSSETA is not effectively responding to the needs of its diverse sub-sectors. Although the NSDP and SSP categorise the economic sectors under CATHSSETA into six (6) sub-sectors, each sub-sector also comprises its own distinct industries, and the SETA is duty-bound to service the needs of these industries based on their relative size, economic contribution, and other relevant factors. However, the current structure of the SP and the existing operating model of the SETA does not allow for the tailored, sector-specific strategies required to effectively address the unique challenges of the sector. This misalignment is compounded by a lack of visibility of the SETA, particularly in rural areas, further limiting the SETA's ability to provide optimal support in each sub-sector, further exacerbating the issues related to resource allocation and strategic focus.

Compounding these challenges is the disparity between the large labour force CATHSSETA needs to service and its limited budget. The financial constraints faced by CATHSSETA are significantly influenced by the prevalence of SMMEs in the sector, many of which contribute minimally or not at all to the skills development levy. This budget limitation restricts CATHSSETA's ability to adequately respond to industry demands, thereby affecting its capacity to drive meaningful change.

9.2. STRATEGIC PRIORITIES, AS IDENTIFIED THROUGH THE SECTOR SKILLS PLANNING PROCESS, EXCO AND AA CONSULTATIONS

Building on the priorities set for the 2020/21 to 2024/25 period, the AA has further identified key strategic priorities to guide the SETA's efforts. These priorities have been organised together with the SSP priorities, assessing their alignment to the NSDP as the guiding strategy and the SETA Integrated High Impact Programmes (SIHIP) as outcomes of the SETA Skills Summit of 2024. The strategic priorities are mapped to the NSDP outcomes and SIHIPs as follows:

Figure 1: CATHSSETA Key Skills Priority Interventions



9.3. MEASURES TO SUPPORT NATIONAL STRATEGIES AND PLANS

Supporting national strategies is central to CATHSSETA's strategy and its support for the six (6) sub-sectors. These strategies are executed through partnerships with national departments and key industry players. The NPSSET and outcomes of the SSS necessitate a review of these partnerships to align with national skills priorities. Relevant sector strategies are overseen by the National Department of Sport, Arts and Culture (DSAC), the Department of Tourism, the Department of Forestry, Fisheries and the Environment (DFFE), and the Department of Trade, Industry and Competition (the dtic).

Table 4: SETA support for national strategies and plans

NATIONAL STRATEGY/ PLAN	CATHSSETA PLANNED ACTION
The National Skills Development Plan 2030	To support the NSDP, CATHSSETA will implement the 4IR Sector Skills Strategy, analyse skills needs, and expand WIL and graduate development programmes for unemployed youth. It will host workshops with sector federations and associations to build a knowledge hub, tackle skills gaps through employer and government partnerships, and support training at TVET and CET colleges. Additionally, CATHSSETA will implement the SMME and Entrepreneurship Skills Strategy and collaborate with organised labour to address occupational shortages.
National Plan for Post-School Education and Training, 2021-2030	CATHSSETA will focus on rural development, infrastructure, and reducing unemployment by expanding WIL placements, graduate development programmes, and skills training for SMMEs. It will review and realign qualifications and support TVET and CET colleges with updated courses. Partnerships with industry, NGOs, and PSET institutions will enhance education-workplace synergy and support youth-owned businesses. CATHSSETA will also create flagship youth programmes and implement the 4IR Sector Skills Strategy to address digital skills needs.
The Presidential Youth Initiative	CATHSSETA aims for 60% of its learning programme beneficiaries to be youth. It will partner with youth portals for funding and training information, provide career services for grades 9-12, and work with youth groups to support youth-owned businesses. Collaborations with the Department of Small Business Development (DSBD) and the National Youth Development Agency (NYDA) will focus on SMME and venture creation in townships and rural areas. A flagship programme will offer training, mentorship, and business development. Additionally, CATHSSETA will connect unemployed youth, learners, and graduates to sector opportunities and maintain a database for job and skills development.
The Economic Reconstruction and Recovery Plan and The Economic Reconstruction and Recovery Plan Skills Strategy	CATHSSETA will offer skills programmes for SMMEs and short courses to address skills gaps. It plans to expand WBL and WIL for unemployed youth. The SETA will also update the Critical Skills List, implement HIPs to address sectoral shortages and revise legacy qualifications into occupationally directed ones.
The District Development Model (DDM)	The DDM is key to CATHSSETA's efforts to increase awareness of its programmes across urban and rural areas. To enhance its rural and urban reach, CATHSSETA will continue prioritising infrastructure partnerships, particularly for TVET and CET colleges and optimise its rural/urban reach and DDM response through the effective use of satellite locations in the provinces of the Western Cape, the Free State and KwaZulu-Natal.
Human Resource Development Strategy for South Africa 2010-2030	CATHSSETA makes a concerted effort to identify training needs and offer responsive training programmes for its sector. A host of learning interventions are offered, through workplace-based learning (WBL) programmes, bursaries and artisan programmes, in which employed and unemployed people can attain the necessary knowledge and skills to be productive and improve their quality of life, as envisaged by the HRD-SA. CATHSSETA will continue to address skills gaps and undertake capacity building, research, and enter into strategic partnerships to the advantage of its sector.
National Cultural Industries Skills Academy, (NaCISA)	NaCISA is a special-purpose vehicle of the DSAC and a central point for capacity building and skills development in the Arts, Culture and Heritage sub-sector. It is an incubator for almost all the skills that are needed to have an optimally functioning Arts, Culture and Heritage sub-sector. CATHSSETA will design a flagship youth programme encompassing training, mentorship, and business development support, and create knowledge hubs to facilitate resource sharing.
National Tourism Sector Strategy (NTSS) 2016–2026	The role of CATHSSETA, through the NTSS, is to identify training needs and to offer training programmes that are aligned to the needs of the sector, with the emphasis being on developing and improving skills within the sector. The SETA, in response, needs to channel funding support to developing coaches and administrative and technical officials, and partner with HEIs to ensure that sport tourism qualifications are offered.
Medium-Term Development Plan: 2024-29	CATHSSETA is committed to addressing the MTDP outcomes to support South Africa's socio-economic goals. Through WBL programme opportunities, the organisation aims to equip unemployed individuals with practical skills and experience to enhance their employability and reduce poverty. Through strategic partnerships with sector employers, universities, TVET, and CET colleges, including those in rural communities, CATHSSETA will seek to align training initiatives with industry needs and ensure equitable access to opportunities. Additionally, CATHSSETA will support local SMMEs through targeted skills development and capacity-building, fostering economic growth in underserved areas. To further contribute, CATHSSETA is also exploring interventions to enhance effective corporate governance and build a capable, professional public service, supporting the development of an ethical and developmental state.
Tourism Human Resource Development (THRD) Strategy	Hospitality and Tourism and Travel Services sub-sectors are addressed in the THRD Strategy which is also linked to both the NTSS and the NSDP, the SETA will identify and support the training needs of the sub-sectors through research, as well as funding of priority occupations identified in the SSP. It will further provide training opportunities to SMMEs, as well as forge strategic partnerships with industry to improve capacity building and sustainability of the sub-sector through research and the development of high-impact projects.

9.4. FINDINGS FROM THE EVALUATION STUDIES TO INFORM THE STRATEGY

CATHSSETA conducted a track and tracer study of learners who completed funded learning programmes during the 2021/22 financial year. The evaluation study conducted in the 2023/24 financial year sought to understand the successes and challenges of its learning programmes and offer recommendations for future improvements.

This included assessing those who are employed, self-employed, those who remained at the same job, changed jobs, are looking for a job, or have chosen to study further. The results showed a positive impact, with employment rising from 27% before the programme to 48% afterwards. Those receiving bursaries saw an increase in employment from 17% to 51%, highlighting the benefit of financial support. Income levels also improved, with the percentage of beneficiaries earning less than R3 200 decreasing from 31% to 8%, and those earning more than R12 801 increasing from 8% to 21%.

The evaluation of the learning programmes revealed high relevance, with 78% of beneficiaries applying acquired skills in their work tasks and 97% finding the skills useful, particularly for self-employed individuals. Beneficiaries experienced a significant increase in skill levels, from an average of 6.1 before the programme to 8.4 afterwards. Additionally, 72% of beneficiaries reported enhanced employment opportunities, while 61% noted significant career impact. Satisfaction with the programmes was notably high, with 68% of beneficiaries very satisfied and 24% somewhat satisfied. Employer feedback indicated general satisfaction, with 56% satisfied and 38% very satisfied. Employers highlighted benefits such as improved youth development and productivity but noted challenges related to mentoring and administrative processes. Employers suggested improvements in administrative processes and faster turnaround times for queries, administration, and payments.

The study recommended several actions for CATHSSETA which include conducting a biennial review of learning programmes and curricula in collaboration with industry experts, employers, and stakeholders to align with current industry needs is essential. Additionally, a comprehensive study to assess skills demand and supply within the sector can help minimise skills misalignment as well as establishing job placement services will enhance employment prospects for beneficiaries' post-programme. Streamlining administrative processes and improving turnaround times for queries and payments will enhance the overall experience for employers and beneficiaries. By implementing these recommendations, CATHSSETA can make more informed decisions and refine its learning programmes to better support beneficiaries' career pathways and employment outcomes.

10. EXTERNAL ENVIRONMENT ANALYSIS

South Africa's economic landscape remains fraught with challenges, as the country struggles to regain momentum amid persistent global and domestic uncertainties. The unstable global environment, influenced by geopolitical tensions, high energy prices, and fluctuating financial markets, continues to exert pressure on the local economy. This, combined with rising interest rates, high inflation, and ongoing issues such as electricity supply instability, has further weakened the macroeconomic outlook.

The establishment of the 7th Administration following the May 2024 elections adds a new layer of strategic directive, as the country navigates through this period of political and economic transition. Against this background, the Political, Economic, Social, Technological, Environmental, Legal and Innovation (PESTELI) analysis remains a critical tool for understanding the external factors that influence the organisation's strategic direction. The table below provides a summary of key external factors identified during the strategic planning session:

Table 5: PESTELI analysis

PESTELI FACTORS	DESCRIPTION
Political Factors	• Changes in political leadership at government level • Geopolitical wars and unrest
Economic Factors	• Slow economic growth • Fewer levy-paying employers if the economy is not growing sufficiently • Unemployment • Emerging career paths • Skills mismatch (supply and demand) • Increasing inflation • Increasing fuel costs • Contraction of global financial markets
Social Factors	• High unemployment rate (youth unemployment constitutes a high risk to national stability) versus entrepreneurship programmes as per the NSDP • Increased attractiveness of domestic tourism • High proportion of people living in poverty • Gender-based violence, a widespread and common occurrence in South Africa • Inequality in income and education access • High crime levels, working against South Africa as an international travel destination
Technological Factors	• Innovation and technology (robotics, artificial intelligence, Internet of Things, etc.) that will influence the industry and market and the way the sector operates • E-learning proposed • Online communication platforms
Environmental Factors	• Exploring environmentally friendly alternatives such as the Green Economy • Effects of climate change on weather patterns (e.g. increased flooding) • Issues with infrastructure (e.g., unsafe beaches in Kwa-Zulu Natal, growing water issues in the Gauteng province)
Legal Factors	• Regulation of the SETA budget limits the resources available to fulfil its legislative mandate • Compliance with the POPIA • Directives from DHET, SAQA and QCTO, including the pre-2009 Ministerial directive on occupational qualifications • Labour Appeal Court Judgment on the case brought by BUSA, regarding the 60% Mandatory Grant payment to be paid to the levy-paying employers • Uncertainties about SETA landscape post 2030
Innovation	• Adoption of new technologies (e.g., AI, Virtual Reality) can enhance training delivery and create new service offerings • Service Innovation: The development of unique and personalised experiences for customers can drive demand • Process Innovation: Improving operational efficiency through innovative processes can reduce costs and enhance competitiveness • Business Model Innovation: Exploring new ways of delivering services and generating revenue can open up new markets • Adoption of digital booking systems and mobile apps for seamless visitor experiences increased by 25% in 2023

11. INTERNAL ENVIRONMENT ANALYSIS

This section describes CATHSSETA's internal environment analysis, focusing on the institution's structure, configuration, and other organisational arrangements that impact its ability to fulfil its mandate.

Emanating from the Management and Board Strategic Planning Session, the SETA utilised the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis tool to identify and assess factors affecting the successful implementation of its strategy. The table below presents the results of this SWOT analysis:

Table 6: SWOT analysis

STRENGTHS	WEAKNESSES

• National footprint (Tourism, Hospitality and Sports)
• Capacity building programmes for employees
• Governance and Controls
    • Strong governance/oversight structures
    • Transparent processes in DHET and SETA
    • Internal audit and risk controls, including Combined Assurance and Enterprise Risk Management
    • Unqualified audit
• People
    • A young, vibrant and dedicated team
    • Institutional knowledge and capacity
• Research evidence-based decision-making
• Increase in strategic partnerships with PSET institutions and industry bodies
	• CATHSSETA brand and footprint are national but not visible to the desired level especially in rural areas
	• Homogeneous treatment of sub-sectors
	• Inadequate use of partnerships to initiate learning programmes
	• People
	    • Inadequate staffing
	    • Low staff morale
	    • Shortage of sector experts
	• Processes
	• Lack of streamlined business processes
	• Inherent bureaucratic red tape as a public entity
	• Systems
	    • Enterprise Resource Planning (ERP) system functionality
	    • Inadequate capacity in ICT
	• Insufficient project management
	• Inadequate stakeholder engagement
	• Lack of follow-through on research findings
	• Inadequate business continuity management

OPPORTUNITIES	THREATS

• Enhance the CATHSSETA Operating Model
    • Increase rural footprint (partnerships with local municipalities to increase rural footprint)
    • To improve revenue generation
    • Capacitating the Information and Communication Technology (ICT) unit
    • Review of CATHSSETA operating model to respond to sector needs
• Communication
    • Dissemination of research findings to stakeholders
    • Improved stakeholder engagement
• Technology
    • Implementation of 4IR
    • Roll-out of new technologies
• Review and align legacy qualifications to occupationally directed qualifications in line with the pre-2009 Ministerial directive
• Increasing attractiveness of domestic tourism
• Partnerships
    • Establish new partnerships with traditional leaders
    • Strategic partnership for new venture creation and training of cooperatives
    • Improve skills offered to people with disabilities through partnerships
• Partnership with communities to promote local sport/ activities, and safe and eco-friendly tourism
• Partnership with local law enforcement to create safe community spaces
	• Resource Limitations
	    • Stakeholders to be serviced are more than levy-payers
	    • Limitation of administration cost due to SETA Grant Regulations
	• TVETs
	    • Outdated curriculum and programmes still offered at TVET colleges
	    • The capacity of TVET lecturers to carry out the CATHSSETA vision
	    • Inadequate and/or ageing TVET infrastructure to support effective learning
	• Labour Appeal Court Judgment on the case brought by BUSA, regarding the 60% Mandatory Grant payment to be paid to the levy-paying employer
	• Barriers to implementing macro policies
	• Unemployed and untrained youth a political time bomb
	• Learners double dipping learning programmes across SETAs
	• High crime levels

11.1. ORGANISATIONAL ENVIRONMENT

11.1.1. GOVERNANCE ARRANGEMENTS

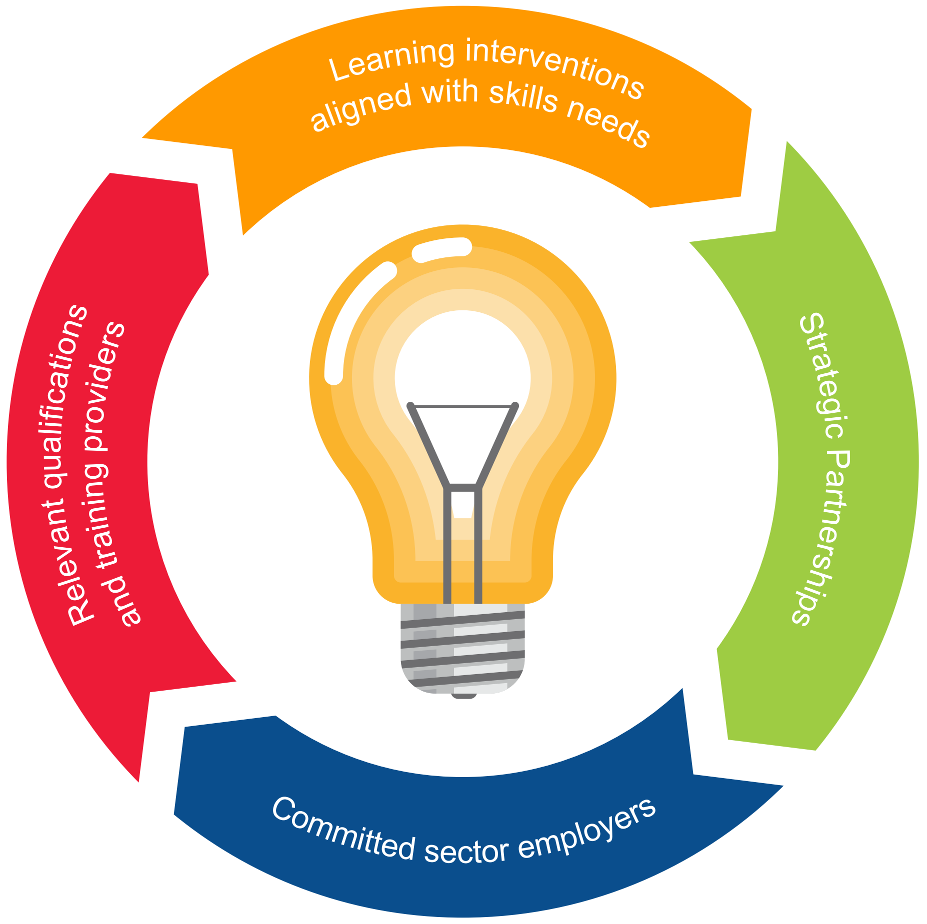
The CATHSSETA Accounting Authority (AA) is appointed under a five-year contract, effective from 01 April 2020 to 31 March 2025. Upon its induction, the AA established committees to support its oversight duties in the management of the SETA. These committees include the Executive Committee, the Finance and Remuneration Committee, the Audit and Risk Committee as well as the Governance and Strategy Committee. Each Committee functions according to its Charter, which details the roles and responsibilities.

The SETA is currently undertaking a comprehensive review of its operating model to better address the needs of its diverse sub-sectors. This review aims to align the SETA's structure and processes more closely with the unique requirements of each sub-sector, acknowledging the distinct industries within them. By re-evaluating and redesigning its approach, the SETA seeks to enhance its ability to deliver targeted support and effectively manage resources. The review process will involve several critical steps to ensure better alignment with its legislative mandate and the needs of its sub-sectors.

11.1.2. THE SETA'S EXISTING MECHANISMS TO DELIVER ON ITS MANDATE

The SETA delivers its services through mechanisms which bring together various stakeholders and key role players, to collaborate and share best practices. These partnerships and collaborations are vital to ensure that there is a commitment to deliver prioritised learning programmes for the sector. Figure 2 below highlights the interplay between these success factors.

Figure 2: High-level success factors

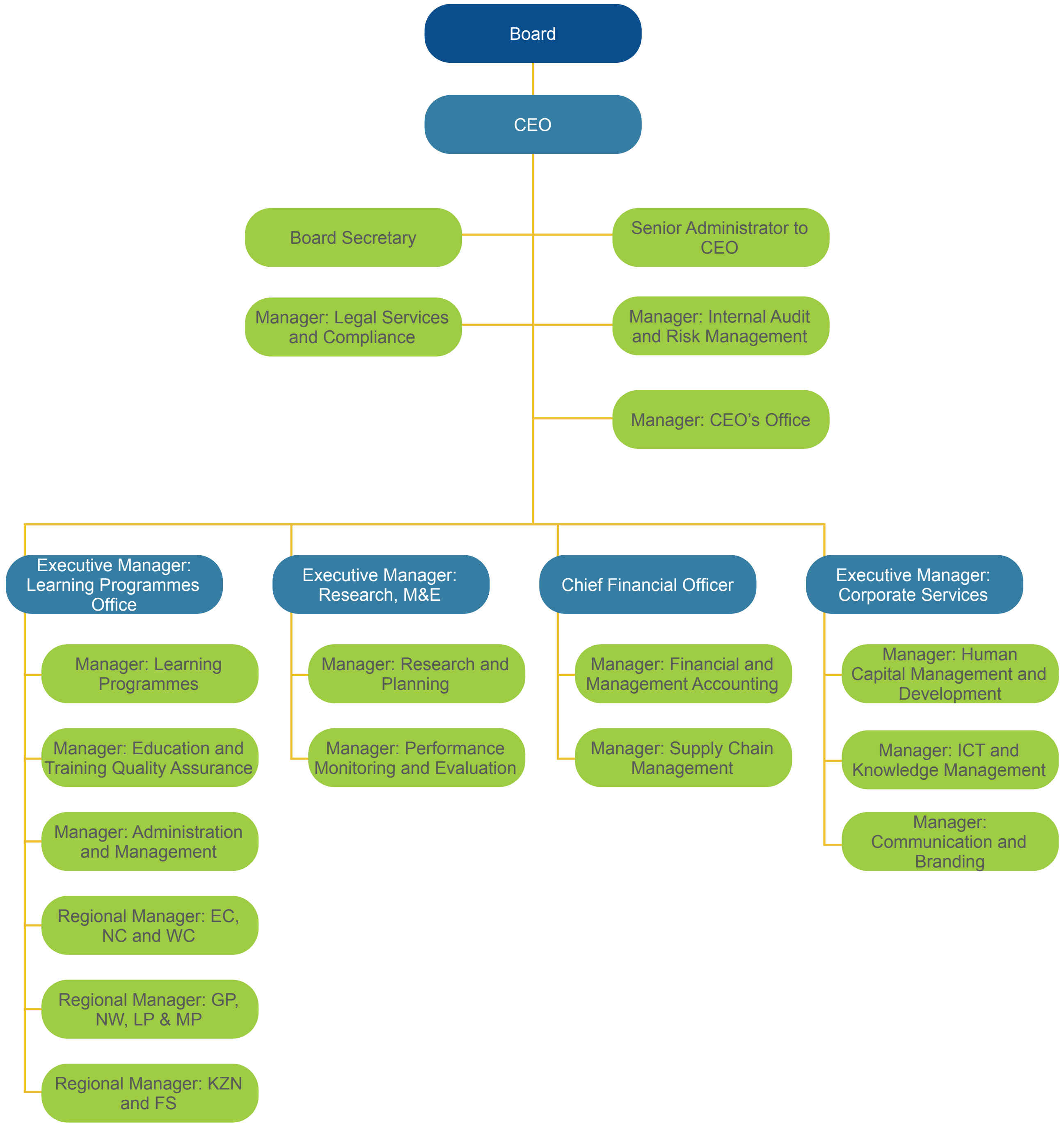


CATHSSETA's learning interventions are central to its value proposition. The SETA is currently reassessing its operational model to better align its institutional structures and optimise business processes, to meet the needs of the six (6) sub-sectors. In this regard, forming strategic partnerships and collaborating is crucial. These collaborations enhance SETA's ability to industry demands and leverage collective strengths to achieve its objectives. By partnering with public and private HEIs, TVET and CET colleges, and sector employers, the SETA can extend its reach, ensuring that its programmes and initiatives benefit a wider audience to address current skills gaps.

11.1.3. ORGANISATIONAL STRUCTURE

Our organisational structure was designed to help the organisation fulfil its mandate and support its business processes towards meeting its goals. The SETA has a total of 77 employees, currently comprising 67.5% women and 31.2% youth. Currently, none of the employees have reported living with any form of disability. CATHSSETA's B-BBEE recognition level is currently 0%. Additionally, the macrostructure has been reviewed and aligned with our current strategy, as illustrated in the diagram below.

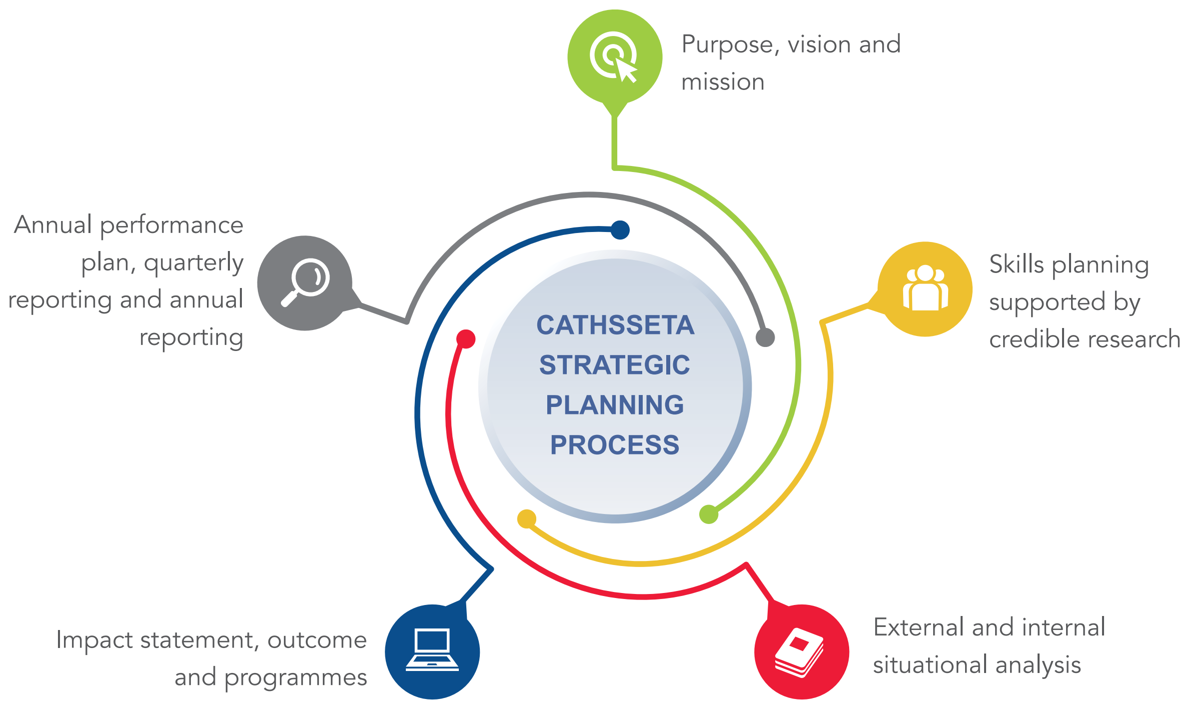
Figure 3: CATHSSETA organisational structure



11.1.4. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

The figure below illustrates CATHSSETA's Strategic Planning Cycle, detailing the step-by-step processes followed. The SETA reviewed its vision, mission and values to determine whether they are still fit for purpose and aligned with the priorities of the MTDP and the 7th Administration. This was preceded by the skills planning process which encompassed labour market research to identify critical skills required by the sector; followed by scanning the environment using tools for strategic planning, among which: the PESTELI and SWOT analysis; identification of outcomes, outputs and performance targets within which the performance of the SETA will be measured. The final steps involve implementing the plan; and conducting quarterly and annual reviews to assess progress against the predetermined performance targets.

Figure 4: CATHSSETA strategic planning process



In developing this SP, a strategic planning session was convened by the AA and the following steps were undertaken:

- Reviewing the CATHSSETA planning process;
- Reviewing the recommended actions of the SSS and CATHSSETA High Impact Programme;
- Review of previous CATHSSETA outcomes against the outcomes of the NPPSET and MTDP priorities;
- PESTELI and SWOT analysis and the implications on CATHSSETA; and
- Discussion of the key strategic themes informing the strategy of the SETA, namely, the SSP priorities; the effectiveness and efficiency of administrative structures to drive the SETA strategy; and the envisioned impact of SETA-funded programmes for the sector.

At a broader level, the outcomes of the Board's Strategic Planning session can be summarised as follows:

- Respond to employers' stated needs (*SSP focus*);
- Stimulate demand among smaller employers (*High Impact Projects*); and
- Bridge the gap between sector demand and PSET supply.

C

MEASURING OUR PERFORMANCE

12. INSTITUTIONAL PERFORMANCE INFORMATION

13. IMPACT STATEMENT

IMPACT STATEMENT	A transformed and growing sector, with the requisite skills that respond to the needs of the South African economy

14. MEASURING OUTCOMES

OUTCOME 1	**AN ETHICALLY SOUND, EFFECTIVE AND EFFICIENT INSTITUTION THAT DELIVERS ON ITS MANDATE**
Outcome Indicator	Risk maturity level
NSDP Outcome	N/A
Baseline	Level 4
Five-Year Target	Level 5 risk maturity level

OUTCOME 1	**AN ETHICALLY SOUND, EFFECTIVE AND EFFICIENT INSTITUTION THAT DELIVERS ON ITS MANDATE**
Outcome Indicator	Unqualified audit opinion with no material findings
NSDP Outcome	N/A
Baseline	Unqualified audit opinion
Five-Year Target	Unqualified audit opinion with no material findings

OUTCOME 2	**INCREASED PRODUCTION OF OCCUPATIONS IN DEMAND**
Outcome Indicator	% of prioritised occupations addressed through Discretionary Grant spend
NSDP Outcome	Outcome 1: Identify and increase production of occupations in demand
Baseline	90% of Discretionary Grant budget allocated at developing high level, intermediary and elementary occupations in high demand
Five-Year Target	90% of Discretionary Grant budget allocated at developing high level, intermediary and elementary occupations in high demand

OUTCOME 3	**INCREASED ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES WITHIN THE SECTOR**
Outcome Indicator	% of beneficiaries accessing the workplace through PIVOTAL programmes
NSDP Outcome	Outcome 2: Linking education and workplace
Baseline	97%
Five-Year Target	97%

OUTCOME 3	INCREASED ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES WITHIN THE SECTOR
Outcome Indicator	% of enrolments in occupationally directed programmes
NSDP Outcome	Outcome 3: Improving the level of skills in the South African workforce Outcome 4: Increase access to occupationally directed programmes
Baseline	13%
Five-Year Target	20%

OUTCOME 3	INCREASED ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES WITHIN THE SECTOR
Outcome Indicator	Skills levels of trade union members
NSDP Outcome	Outcome 7: Encourage and support worker-initiated training
Baseline	NQF Level 4
Five-Year Target	NQF Level 5

OUTCOME 4	INCREASED SUPPORT FOR PUBLIC HEIS AND PUBLIC COLLEGE SYSTEM
Outcome Indicator	Public HEIs and public college equipped through Infrastructure Development to Deliver Occupational Qualifications
NSDP Outcome	Outcome 5: Support the growth of the public college system
Baseline	New Indicator
Five-Year Target	10

OUTCOME 4	INCREASED SUPPORT FOR PUBLIC HEIS AND PUBLIC COLLEGE SYSTEM
Outcome Indicator	% of TVET lecturers receiving professional development support
NSDP Outcome	Outcome 5: Support the growth of the public college system
Baseline	3%
Five-Year Target	5%

OUTCOME 5	INCREASED SKILLS DEVELOPMENT SUPPORT FOR SMMES, NGOS/ NPOS/CBOS ENTREPRENEURSHIP AND COOPERATIVE EXPANSION
Outcome Indicator	% of Discretionary Grant directed towards training interventions that support the development of SMMEs, cooperatives, NGOs/NPOs/CBOs and entrepreneurship
NSDP Outcome	Outcome 6: Skills development support for entrepreneurship and cooperative development
Baseline	7%
Five-Year Target	10%

14.1. EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR YEAR PLANNING PERIOD

14.1.1. Contribution of outcomes towards the achievement of NDP and NSDP five–year implementation plan

The outcomes in the SP are aligned with the NSDP and aim to address recently identified 2025/26 – 2029/30 SSP key priority interventions. The NSDP is deeply embedded in the vision of the NDP, which emphasises the need for an educated, skilled and capable workforce. Both the NSDP and the 2025/26 – 2029/30 SSP take into account the NDP 2030 goals. CATHSSETA has also incorporated other government priorities and plans into its five-year strategy. The SETA is committed to advancing national priorities for women, youth, and people with disabilities, as well as promoting access to programmes aligned with national transformation targets. This commitment is reflected in the APP, which sets clear targets for the beneficiaries of programmes funded through the CATHSSETA Discretionary Grant. Specifically, the plan aims for 65% of beneficiaries to be women, 60% to be youth, and 2% to be people with disabilities.

While outcomes will be monitored and evaluated annually through the achievements reported in the APP and Annual Report, the overall impact will be assessed at the end of the five-year implementation period. The table below illustrates how the 2025/26 – 2029/30 CATHSSETA strategic outcomes align with the NSDP outcomes.

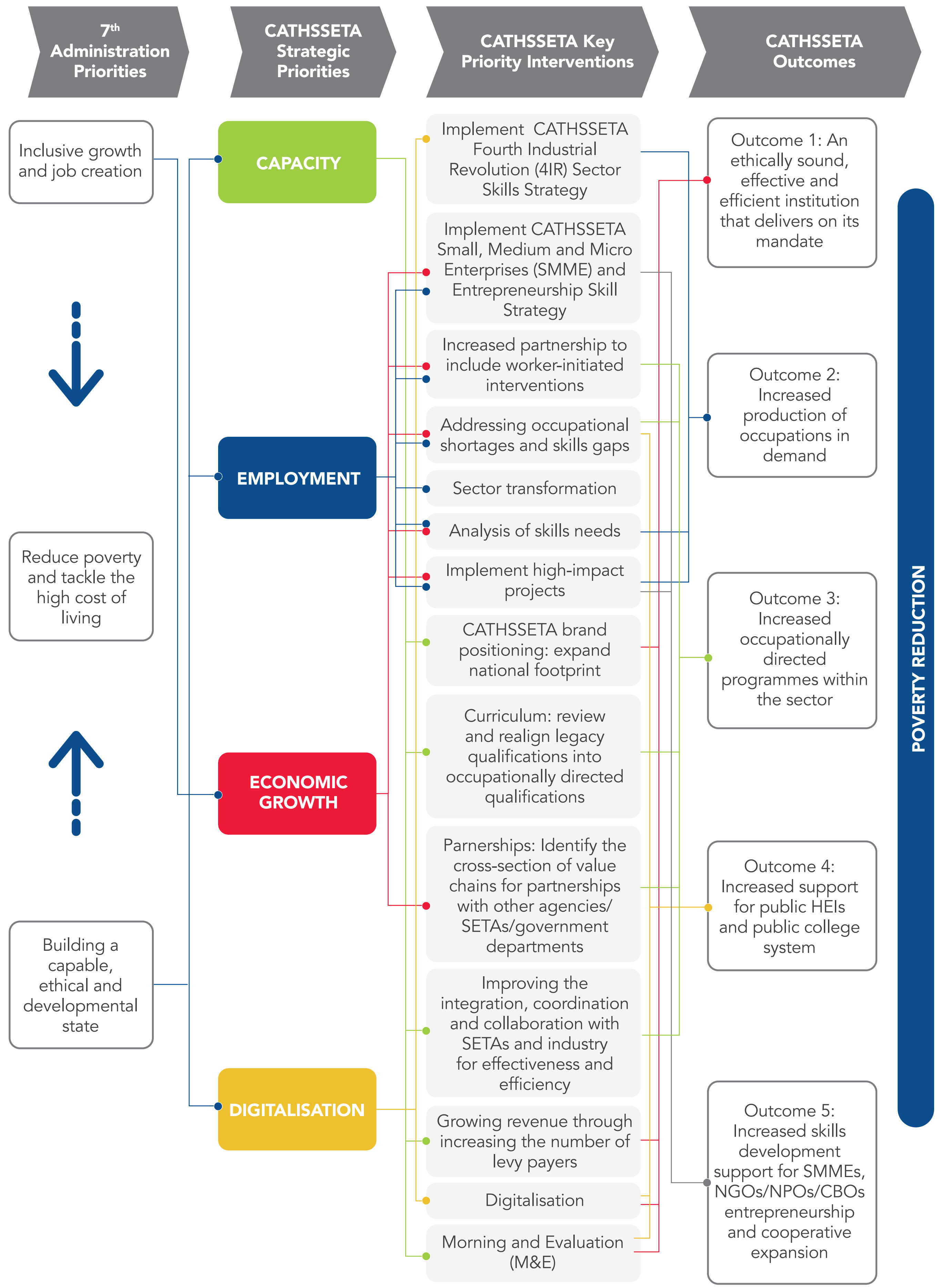
Table 7: Alignment between CATHSSETA key skills priority interventions and outcomes with NSDP outcomes

NSDP OUTCOMES	CATHSSETA OUTCOMES	CATHSSETA KEY PRIORITY INTERVENTIONS	CATHSSETA OUTPUTS
Identify and increase production of occupations in demand	Increased production of occupations in demand	Implement 4IR Sector Skills Strategy	Research Agenda
		Analysis of skills needs	Mandatory Grant approved
		Addressing occupational shortages and skills gaps	Qualifications and part qualifications reviewed or developed in line with identified occupations in high demand
Linking education and workplace	Increased access to occupationally directed programmes within the sector	Addressing occupational shortages and skills gaps	WBL programme opportunities for the unemployed
Improving the level of skills in the South African workforce		Analysis of skills needs	Employees trained and supported through skills development interventions
Increase access to occupationally directed programmes		Sector transformation	Artisan produced
		Addressing occupational shortages and skills gaps	
		Curriculum: review and realign legacy qualifications into occupationally directed qualifications in line with the pre-2009 Ministerial directive	Certification support services provided
		Improving the integration, coordination and collaboration with SETAs and industry for effectiveness and efficiency	Partnership projects implemented with sector employers and employers in rural communities and universities
		Partnerships: Identify the cross-section of value chains for partnerships with other agencies/ SETAs/government departments	

NSDP OUTCOMES	CATHSSETA OUTCOMES	CATHSSETA KEY PRIORITY INTERVENTIONS	CATHSSETA OUTPUTS
Support the growth of the public college system	Increased support for public HEIs and public college system	CATHSSETA brand positioning: expand national footprint	SETA offices operational and maintained in TVET Colleges
		Addressing occupational shortages and skills gap	Partnership projects implemented with TVET and CET colleges
Skills development support for entrepreneurship and cooperative development	Increased skills development support for SMMEs, NGOs/NPOs/CBOs entrepreneurship and cooperative expansion	Implement CATHSSETA Small, Medium and Micro Enterprises (SMME) and Entrepreneurship Skill Strategy	Local SMMEs supported
		Sector Transformation	Cooperatives, NGOs, NPOs and CBOs supported through skills training
Encourage and support worker-initiated training	Increased access to occupationally directed programmes within the sector	Increased partnerships to include worker-initiated interventions	Worker-initiated training (federations/trade unions) interventions supported through capacity building
		Addressing occupational shortages and skills gap	
Support career development services	An ethically sound, effective and efficient institution that delivers on its mandate	CATHSSETA brand positioning: expand national footprint	Career development services accessible to all, especially in rural areas and targeted beneficiaries

In addition to the aforementioned, the diagram below depicts the relationship between GNU priorities, CATHSSETA priorities, key priority interventions, and their alignment with CATHSSETA outcomes. The design emphasises the ultimate goal of poverty reduction through integrated efforts, ensuring that government priorities, sector requirements, and skill interventions are all aligned to generate measurable outcomes.

Figure 5: Alignment of Government Priorities, CATHSSETA Priorities, and Key Skills Priority Interventions with Outcomes



14.1.2. Rationale for the choice of outcome indicators relevant to outcomes

The outcome indicators were selected as key measures to drive significant and high-impact changes in the sector. By prioritising initiatives such as implementing the 4IR Skills Strategy, enhancing skills for SMME and entrepreneurship, and addressing skills shortages, CATHSSETA aims to significantly improve the capabilities and adaptability of the South African workforce. These efforts focus on better aligning education with workplace needs, by increasing access to targeted training programmes and strengthening the public college system. Through these focused actions, CATHSSETA ensures that its initiatives contribute effectively to the NSDP goals of skills development and economic growth.

14.1.3. Explanation of enablers to achieve five-year targets

To achieve its five-year targets, the SETA will leverage the following key enablers:

1 KEY PARTNERSHIPS

- Partnering with industry leaders, public and private higher education institutions, TVET colleges, and industry employers to enhance resource sharing and expertise.
- Collaborate with government bodies and other SETAs to align strategies and optimize.

2 ROBUST DATA AND RESEARCH

- Conducting labour market research and data analytics to identify skills gaps and emerging trends.
- Implement tools like PESTELI and SWOT
- analyses to inform strategic planning and decision-making.

3 EFFECTIVE IMPLEMENTATION OF SKILLS STRATEGIES

- Rolling-out strategic priorities, such as the 4IR Skills Strategy and SMME and Entrepreneurship Strategy, to address specific industry needs.
- Focus on enhancing skills in high-demand areas and addressing occupational shortages in the sector.

4 STRENGTHENED MONITORING AND EVALUATION SYSTEMS

- Develop rigorous M&E framework aligned to SP outcomes to track progress against performance targets.
- Conduct regular reviews and audits to ensure alignment with strategic objectives and make necessary adjustments.

5 ENHANCED TRAINING AND DEVELOPMENT PROGRAMS

- Expanding access to targeted SETA funded training programmes that meet industry needs and address skills shortages.
- Investing in the development of public colleges and other educational institutions to improve training quality and accessibility.

6 INCREASED FUNDING AND RESOURCE ALLOCATION

- Allocating resources effectively to support HIPs and SETA funded learning programmes.
- Explore funding sources through the implementation of the CATHSSETA Resource Mobilisation Strategy.

7 STAKEHOLDER ENGAGEMENT AND COMMUNICATION

- Maintaining open communication with stakeholders to ensure their needs and expectations are met.
- Engaging with employers, learners, and other key stakeholders to gather feedback and drive continuous improvement.

8 TECHNOLOGICAL ADVANCEMENTS

- Leverage technology to enhance training delivery, streamline processes, and improve data management.
- Implement digital tools and platforms to support remote learning and virtual collaboration.

9 CAPACITY BUILDING AND REGULATORY COMPLIANCE

- Supporting the professional development of CATHSSETA staffto enhance their capabilities and effectiveness.
- Ensure adherence to relevant policies and regulations to maintain credibility and effectiveness.

14.1.4. Explanation of the contribution of outcomes towards the achievement of impact

Each of the identified CATHSSETA outcomes is aligned with those contained in the NSDP and the successful implementation of the CATHSSETA strategy will result in the realisation of the NSDP outcomes and ultimately impact the growth of the sector.

15. KEY RISKS

OUTCOME	KEY RISK	RISK MITIGATION
An ethically sound, effective, and efficient institution that delivers on its mandate	Inadequate optimisation and stability of the ICT core solutions enabling the organisation	• Participate in the Media. Information and Communications Technology (MICT) -SETA integrated learner management system upon its completion
	Inadequate ICT governance	• Review The ICT policy • Review the ICT governance Strategy • Review the ICT Governance Framework • Review a Disaster Recovery Plan • Develop a Project Management Framework for ICT projects • Develop SOP for the review of change request • Develop Information Technology Management System (ITMS)
	Vulnerability to cyberattacks	• Conduct an employee awareness campaign every quarter on cyberattacks. • Conducting a system penetration test by an independent Service Provider
	Inadequate funding Model (Inability to limit the administration expenditure within the 10,5 % threshold as prescribed by the SETA grant regulation)	• Adhere to the cost containment measures • Request from DHET for the approval to exceed the 10.5 % threshold • Redirecting of direct cost. (project management cost)
Increased access to occupationally directed programmes within the sector	Inability to produce adequate artisans through occupationally directed programmes	• Mentorship programmes for the learners • Review the qualification
	Poor marketing of the CATHSSETA brand at the local level and in rural areas (insufficient visibility)	• To develop a strategy that will address the marketing of CATHSSETA • Develop a stakeholder engagement plan • Participate in the DDMs • Partnerships with Municipalities • Partnership with Traditional councils
	Inability to determine the needs of the sector due to methodological limitations	• Revise the SSP methodology for determining occupations in high demand and scarce skills
Increased production of occupations in demand	Inability to develop and review qualifications for the sectors caused by the delays within QCTO processes	• Appointment of the service provider to coordinate the qualification reviews
	Inability to disburse the Mandatory Grant	• Extension of submission for employers who experienced CIMS challenges. • Conduct regional awareness campaigns on how to submit WSP and ATR

16. PUBLIC ENTITIES

N/A

17. DISTRICT DEVELOPMENT MODEL

MEDIUM TERM (3 YEARS - MTEF)				
NO	**PROJECT NAME**	**PROGRAMME**	**PROJECT DESCRIPTION**	**OUTPUTS**
1	Infrastructure Development and Support Partnership between CATHSSETA and North-West CET College	Strategic project	Building of Sports complex – Building of sports development centre in the Province of North-West as a rural province	Sport development centre
2	Infrastructure Development and Support Partnership between CATHSSETA and Thekwini TVET College	Strategic project	Renovations to existing kitchen including equipment at Thekwini TVET College residence at Asherville campus	kitchen including equipment at
3	Infrastructure Development and Support Partnership between CATHSSETA and Motheo TVET College	Strategic project	Sports Grounds, Sport Academy and Hotel school project at Motheo TVET College Botshabelo Campus	Sports Grounds, Sport Academy and Hotel school project
4	Infrastructure Development and Support Partnership between CATHSSETA and Letaba TVET College	Strategic project	Hospitality equipment and Infrastructure upgrade in the Tzaneen Campus	Hospitality equipment and Infrastructure upgrade
5	Infrastructure Development and Support Partnership between CATHSSETA and Lephalale TVET College	Strategic project	Build proper Hospitality kitchen infrastructure for the skills centre and Equip the Hospitality Kitchen with the proper machinery and or materials	Hospitality kitchen
6	Infrastructure Development and Support Partnership between CATHSSETA and False Bay TVET College	Strategic project	Infrastructure support at campuses, procurement of equipment and Amadeus training of learners	Equipment
7	Infrastructure Development and Support Partnership between CATHSSETA and Gauteng CET College	Strategic project	Convection of classroom to kitchen equipment at Chiawelo Community Learning Centre and Wattville Community Learning Centre	kitchen equipment
8	Infrastructure Development and Support Partnership between CATHSSETA and Gauteng CET College	Strategic project	Lecturer Support - purchase of laptops and Project Management Training	Laptops and Project Management Training
9	Infrastructure Development and Support Partnership between CATHSSETA and Lovedale TVET College	Strategic project	Purchase of equipment towards computer lab (ICT)	Equipment for computer lab (ICT)
10	Infrastructure Development and Support Partnership between CATHSSETA and Northlink College	Strategic project	Amadeus Training Centre of tourism students	Amadeus Training Centre

MEDIUM TERM (3 YEARS - MTEF)				
NO	**PROJECT NAME**	**PROGRAMME**	**PROJECT DESCRIPTION**	**OUTPUTS**
11	Infrastructure Development and Support Partnership between CATHSSETA and Port Elizabeth TVET College	Strategic project	Upgrade of the Dower Sport Fields (clubhouse and 4 sporting codes)	Dower Sport Fields
12	Infrastructure Development and Support Partnership between CATHSSETA and South African Public College Organisation	Strategic project	Coordinated approach to dealing with Co-curriculum issues in the Sports Subsector within the TVET Sector	Equipment, capacity building interventions
13	Infrastructure Development and Support Partnership between CATHSSETA and Capricorn TVET College	Strategic project	Procurement and installation of Hospitality equipment	Hospitality equipment
14	Infrastructure Development and Support Partnership between CATHSSETA and Ehlanzeni TVET College	Strategic project	Extension of Hospitality Centre	Hospitality Centre
15	Infrastructure Development and Support Partnership between CATHSSETA and Mthashana TVET College	Strategic project	Kitchen infrastructure at 5 rural colleges	Kitchen infrastructure
16	Infrastructure Development and Support Partnership between CATHSSETA and Coastal KZN TVET College	Strategic project	Classroom upgrade, 20 laptops and Galileo training	Classroom upgrade, 20 laptops and Galileo training

MEDIUM TERM (3 YEARS - MTEF)							
NO	PROJECT START DATE	PROJECT COMPLETION DATE	TOTAL ESTIMATED COST	CURRENT YEAR EXPENDITURE	LONGITUDE (EAST/WEST/+X)	LATITUDE (NORTH/ SOUTH/- Y)	SOCIAL PARTNERS
1	29/03/2024	30/12/2025	R10 000 000	R000	27.7793° E	25.6342° S	North-West CET College
2	29/03/2024	30/12/2025	R5 375 000	R000	30°59'11.92"E	29°49'32.59"S	Thekwini TVET College
3	29/03/2024	30/12/2025	R20 000 000	R000	26°13'4.78"E	29° 7'12.63"S	Motheo TVET College
4	29/03/2024	30/12/2025	R9 675 000	R000	30° 9'48.59"E	23°49'56.36"S	Letaba TVET College
5	29/03/2024	30/12/2025	R20 000 000	R000	27°41'16.22"E	23°40'56.70"S	Lephalale TVET College
6	29/03/2024	30/12/2025	R6 216 252,50	R000	18°25'26.32"E	34° 8'16.66"S	False Bay TVET College
7	29/03/2024	30/12/2025	R320 000	R000	28° 7' 33.276" E	26° 6' 22.68" S	Gauteng CET College
8	29/03/2024	30/12/2025	R269 000	R000	28° 7' 33.276" E	26° 6' 22.68" S	Gauteng CET College
9	29/03/2024	30/12/2025	R977 282,50	R000	25°36'29.71"E	33°57'24.74"S	Lovedale TVET College
10	29/03/2024	30/12/2025	R443 975	R000	18°38'30.00"E	33°54'39.22"S	Northlink College
11	29/03/2024	30/12/2025	R10 000 000	R000	25°36'29.71"E	33°57'24.74"S	Port Elizabeth TVET College
12	29/03/2024	30/12/2025	R2 500 000	R000	28.1880° E	25.8628° S	South African Public College Organisation
13	29/03/2024	30/12/2025	R1 500 000	R000	29°27'29.23"E	23°53'27.98"S	Capricorn TVET College
14	29/03/2024	30/12/2025	R2 373 500	R000	31° 2'54.33"E	25°47'7.97"S	Ehlanzeni TVET College
15	29/03/2024	30/12/2025	R10 000 000	R000	30°48'36.49"E	27°46'27.23"S	Mthashana TVET College
16	29/03/2024	30/12/2025	R349 990	R000	30° 51' 23.40" E	30° 01' 32.19" S	Coastal KZN TVET College

D TECHNICAL INDICATOR DESCRIPTORS

OUTCOME 1:

AN ETHICALLY SOUND, EFFECTIVE AND EFFICIENT INSTITUTION THAT DELIVERS ON ITS MANDATE

OUTCOME INDICATOR 1.1	RISK MATURITY LEVEL
Definition	The level of risk maturity is determined based on the way a public institution's risk management environment and system exist and/ or are institutionalised, as outlined in the National Treasury's Risk Management Framework for the Public Sector.
Source of data	Availability of Risk Management Charter; Policy and Strategy; Functionary to manage the function; Committee with Independent Chairperson to oversee implementation; Strategic and Operational Risk Registers with mitigation plans; Implementation reports to determine progress against plans.
Method of calculation/ assessment	Quantitative risk assessment to determine the level achieved by the SETA, using the National Treasury Risk Management Framework.
Assumptions	Risk compliance requirements are adhered to Risks identified consistently and monitored Risk register aligned to outcomes and outputs.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	Level 5 risk maturity level
Indicator responsibility	Chief Executive Officer (CEO)

OUTCOME 1:

AN ETHICALLY SOUND, EFFECTIVE AND EFFICIENT INSTITUTION THAT DELIVERS ON ITS MANDATE

OUTCOME INDICATOR 1.2	UNQUALIFIED AUDIT OPINION WITH NO MATERIAL FINDINGS
Definition	Audit opinion expressed by the Auditor-General South Africa (AGSA), after conducting an audit at the end of each financial year.
Source of data	Reports issued by the AGSA and contained in the SETA Annual Reports submitted to Parliament in terms of the PFMA.
Method of calculation/ assessment	Quantitative verification of audit reports issued by the Auditor-General (AG).
Assumptions	Audit reports issued by the AGSA will either have limited findings in the first two (2) years or no findings after the third year.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	Unqualified audit opinion with no material findings
Indicator responsibility	CEO and Chief Financial Officer (CFO)

OUTCOME 2:

INCREASED PRODUCTION OF OCCUPATIONS IN DEMAND

OUTCOME INDICATOR 2.1	PERCENTAGE OF PRIORITISED OCCUPATIONS ADDRESSED THROUGH DISCRETIONARY GRANT SPEND
Definition	Address Sectoral Priority Occupations identified in the Sector Skills Plan through Discretionary Grant funding allocation.
Source of data	Programmes 2 and 3 Sector Skills Plan; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessment	Quantitative analysis (a = total number of SETA-funded enrolments in sectoral priority occupations for employed and unemployed work-based learning programmes, bursaries and artisans) divided by (b= total number of Discretionary Grant funding allocation) multiplied by 100 i.e. (a/b) x 100 Qualitative assessment, training against priority occupations identified in the SSP.
Assumptions	The annual intake of learners across NQF levels.
Disaggregation of beneficiaries (where applicable)	The target for Women: 65% of the desired performance The target for Youth: 60% of the desired performance The target for People with Disabilities: 2% of the desired performance
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	90% of Discretionary Grant budget allocated at developing high level, intermediary and elementary occupations in high demand
Indicator responsibility	Executive Manager: Learning Programmes

OUTCOME 3:

INCREASED ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES WITHIN THE SECTOR

OUTCOME INDICATOR 3.1	% OF BENEFICIARIES ACCESSING THE WORKPLACE THROUGH PIVOTAL PROGRAMMES
Definition	Learners hosted in workplaces for learning programmes.
Source of data	Programmes 2 and 3 Evaluation report; Sector Skills Plan; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessment	Quantitative analysis (a = total number of SETA-funded completions in TVET and university students WIL and internships) divided by (b= total number of enrolments in TVET and university students WIL and Internships) multiplied by 100 i.e. (a/b) x 100 Qualitative assessment of learner access to workplaces for experiential learning
Assumptions	New Employer partnerships and mentorship programmes will be funded.
Disaggregation of beneficiaries (where applicable)	The target for Women: 65% of the desired performance The target for Youth: 60% of the desired performance The target for People with Disabilities: 2% of the desired performance
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	97%
Indicator responsibility	Executive Managers: Learning Programmes; and Research, Monitoring and Evaluation

OUTCOME 3:

INCREASED ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES WITHIN THE SECTOR

OUTCOME INDICATOR 3.2	% OF ENROLMENTS IN OCCUPATIONALLY DIRECTED PROGRAMMES
Definition	Learners entering occupationally directed learning programmes.
Source of data	Programmes 2 and 3 Evaluation report; Sector Skills Plan; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessment	Quantitative analysis (a = total number of SETA-funded enrolments in artisan, RPL, unemployed bursary) divided by (b= total number of SETA-funded enrolment) multiplied by 100 i.e. (a/b) x 100 Qualitative assessment of training against priority occupations identified in the SSP.
Assumptions	Discretionary Grant will be allocated according to priority skills in the SSP.
Disaggregation of beneficiaries (where applicable)	The target for Women: 65% of the desired performance The target for Youth: 60% of the desired performance The target for People with Disabilities: 2% of the desired performance
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	20%
Indicator responsibility	Executive Managers: Learning Programmes; and Research, Monitoring and Evaluation

OUTCOME 3:

INCREASED ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES WITHIN THE SECTOR

OUTCOME INDICATOR 3.3	SKILLS LEVELS OF TRADE UNION MEMBERS
Definition	Trade union member enrolments to increase the skills capacity of organised labour in the sector.
Source of data	Programmes 2 and 3 Research report outlining educational profile and skills needs of trade unions in the sector; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessment	Quantitative analysis (a = trade union members' skills levels) minus (b= baseline of trade union members' skills levels) equals increase. (c = increase divided by baseline) multiplied by 100 i.e. (a – b) = c. (c/b) x 100 Qualitative assessment of skills levels of trade union members in the sector.
Assumptions	The mechanism put in place to ensure participation of trade unions in learning programmes.
Disaggregation of beneficiaries (where applicable)	The target for Women: 65% of the desired performance The target for Youth: 60% of the desired performance The target for People with Disabilities: 2% of the desired performance.
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	NQF level 5
Indicator responsibility	Executive Managers: Learning Programmes; and Research, Monitoring and Evaluation

OUTCOME 4:

INCREASED SUPPORT FOR PUBLIC HEIS AND PUBLIC COLLEGE SYSTEM

OUTCOME INDICATOR 4.1	PUBLIC HEIS AND PUBLIC COLLEGE EQUIPPED THROUGH INFRASTRUCTURE DEVELOPMENT TO DELIVER OCCUPATIONAL QUALIFICATIONS
Definition	The extent to which public HEIs, TVET and CET colleges have been equipped and upgraded through infrastructure development initiatives to effectively deliver occupational qualifications. It reflects the degree to which investments in infrastructure support the capacity of these institutions to provide quality education and training that aligns with industry standards and workforce requirements.
Source of data	Programmes 2 and 3 Research report outlining needs of public HEIs and colleges in the sector; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessment	Quantitative analysis (a = HEIs and public colleges supported with infrastructure development) minus (b= baseline of number of HEIs and public colleges offering CATHSSETA sector related courses). Qualitative assessment of infrastructure improvements and upgrades; institutional reports detailing infrastructure projects, equipment procurement and facility usage.
Assumptions	Partnerships with public HEIs and colleges are in place.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	10
Indicator responsibility	Executive Managers: Learning Programmes; and Research, Monitoring and Evaluation

OUTCOME 4:

INCREASED SUPPORT FOR PUBLIC HEIS AND PUBLIC COLLEGE SYSTEM

OUTCOME INDICATOR 4.2	% OF TVET LECTURERS RECEIVING PROFESSIONAL DEVELOPMENT SUPPORT
Definition	To ensure that TVET lecturers are capacitated through skills development programmes, including bursaries and industry exposure.
Source of data	Programmes 2 and 3 Research report outlining educational profile and skills needs of TVET lecturers offering sector courses; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessmenT	Quantitative analysis (a = total number of TVET lecturers enrolled in SETA-funded programmes) divided by (b= total number of Discretionary Grant funding allocation for employed learnerships, skills programmes and bursaries) multiplied by 100 i.e. (a/b) x 100 Qualitative assessment of training against priority occupations identified in the SSP.
Assumptions	The mechanism put in place to ensure participation of TVET lecturers in learning programmes
Disaggregation of beneficiaries (where applicable)	The target for Women: 65% of the desired performance The target for Youth: 60% of the desired performance The target for People with Disabilities: 2% of the desired performance.
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	5%
Indicator responsibility	Executive Managers: Learning Programmes; and Research, Monitoring and Evaluation

OUTCOME 5:

INCREASED SKILLS DEVELOPMENT SUPPORT FOR SMMES, NGOS/NPOS/CBOS ENTREPRENEURSHIP AND COOPERATIVE EXPANSION

OUTCOME INDICATOR 5.1	% OF DISCRETIONARY GRANT DIRECTED TOWARDS TRAINING INTERVENTIONS THAT SUPPORT THE DEVELOPMENT OF SMMES, COOPERATIVES, NGOS/NPOS/CBOS AND ENTREPRENEURSHIP
Definition	Interventions designed to equip new ventures and small businesses, NGOs/NPOs/CBOs with entrepreneurial skills so that they scale up/expand their organisations in terms of personnel and reach.
Source of data	Programmes 2 and 4 Evaluation report; Annual Report; Quarterly Performance Information Reports.
Method of calculation/ assessment	Quantitative analysis (a = total number of SMMEs, cooperatives and NGOs/NPOs/CBOs equipped with entrepreneurial skills) divided by (b = total Discretionary Grant funding allocation) multiplied by 100 i.e. (a/b) x 100 Qualitative assessment to measure the ability of small businesses, cooperatives and NGOs/NPOs/CBOs to expand and grow their businesses in the sector.
Assumptions	Support interventions will be implemented
Disaggregation of beneficiaries (where applicable)	The target for Women: 65% of the desired performance The target for Youth: 60% of the desired performance The target for People with Disabilities: 2% of the desired performance.
Spatial transformation (where applicable)	N/A
Reporting cycle	Annual
Desired performance	10%
Indicator responsibility	Executive Managers: Learning Programmes; and Research, Monitoring and Evaluation

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