

W&RSETA Annual Performance Plan

2025/2026

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 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 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; (ii) reducing poverty and tackling the high cost of living; (iii) building a capable, ethical and developmental state.

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

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

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

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

ACCOUNTING AUTHORITY STATEMENT

It is with great anticipation and a profound sense of responsibility that I present the Wholesale and Retail SETA (W&RSETA) APP for the 2025/2026 financial year. As we embark on this new planning cycle, our approach is deeply rooted in the national imperatives that guide South Africa's developmental agenda, aligning closely with the overarching frameworks such as the NDP 2030, the 2025-2029 MTD, and the NSDP 2030.

In a rapidly evolving economic landscape, the role of the W&RSETA has never been more critical. The 2025-2030 Strategic Plan is crafted with a clear vision: to drive transformation, inclusivity, and innovation within the wholesale and retail sector, ensuring that our contributions resonate with the broader objectives of national economic recovery and growth. This APP serves as a blueprint for operationalising our strategic goals, with a focus on creating tangible, sustainable impacts across all corners of South Africa.

The 2024 Opening of Parliament Address underscored the urgency of accelerating economic growth, job creation, and fostering social cohesion. At the heart of our APP is a commitment to address these national priorities through targeted skills development interventions. We recognise that our sector must not only respond to the immediate needs of the economy, but also anticipate and prepare for future challenges, particularly as they pertain to digital transformation and the Fourth Industrial Revolution (4IR).

The W&RSETA remains resolute in our mission to bridge the gap between education and employment. By prioritising partnerships with Technical and Vocational Education and Training (TVET), and Community Education and Training (CET) institutions we are enhancing the capacity of these institutions to produce graduates who are not just employable, but equipped with the skills necessary to thrive in a rapidly changing work environment. The SETA initiatives will particularly focus on marginalised communities, ensuring that no one is left behind in our pursuit of a more equitable society.

The District Development Model (DDM) calls for a localised approach to development, and we have embraced this by tailoring the SETA interventions to meet the specific needs of various regions across the country. By working closely with local governments, industry stakeholders, and civil society, the

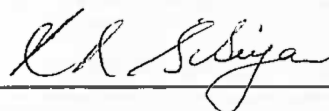
SETA is implementing Provincial Skills Plans (PSPs) that are both responsive and proactive, addressing unique regional skills gaps and promoting local economic development.

Central to the SETA strategy is the alignment with the ERRP, which highlights the importance of targeted skills interventions to support key economic sectors, and the SETA is committed to prioritising initiatives that foster youth employment and entrepreneurship. These efforts are not only aimed at reducing unemployment, but also at nurturing a generation of entrepreneurs who can drive innovation and economic growth within the wholesale and retail sector.

As we navigate the complexities of the post-pandemic recovery, the SETA's focus will be on the development of fit-for-purpose learning programmes, the accreditation of skills development providers, and the continuous monitoring and evaluation of occupational qualifications in high demand. We are acutely aware that the success of our efforts hinges on our ability to remain agile, forward-thinking, and responsive to the needs of the sector and the broader economy.

The 2025/2026 APP sets the stage for what we believe will be a transformative period for the W&RSETA. Our commitment to excellence, inclusivity, and innovation will guide us as we work towards our vision of a thriving wholesale and retail sector that contributes meaningfully to South Africa's socio-economic development.

In closing, I extend my deepest gratitude to the W&RSETA team, our partners, and all stakeholders who continue to support and drive our mission forward. Together, we will create a future where every South African has the opportunity to develop their skills, realise their potential, and contribute to the prosperity of our nation.



REGGIE SIBUYA

CHAIRPERSON OF THE W&RSETA ACCOUNTING AUTHORITY

CHIEF EXECUTIVE OFFICER STATEMENT

As we unveil the W&RSETA APP for 2025/26, it is with a deep sense of purpose and responsibility that we approach this pivotal year. The strategies outlined within this plan will serve as a critical lever in shaping South Africa's economic trajectory, particularly within the frameworks of the NDP 2030, the 2025-2029 MTDP, and the NSDP 2030.

In an era marked by rapid technological evolution and shifting economic landscapes, the role of the W&RSETA has never been more essential. This APP is not merely a document, but a strategic blueprint designed to convert high-level objectives into actionable outcomes that will resonate across all provinces of South Africa. Our commitment to driving transformative change, fostering inclusivity, and catalysing innovation within the wholesale and retail sector is the cornerstone of this plan.

The 2024 Opening of Parliament highlighted the critical to fast-track economic growth, creating jobs, and strengthen social cohesion. Our APP aligns with these national priorities, emphasising strategic skills development interventions that address immediate economic demands while preparing for future challenges, especially those driven by digital transformation and the 4IR.

A key focus of our mission is closing the gap between education and employment. By fostering strong partnerships with TVET colleges and CET institutions, we aim to equip graduates with the skills required to excel in an evolving labour market. Particular attention will be given to marginalised communities, ensuring that our initiatives contribute to a more equitable and inclusive society where opportunities are accessible to all.

In line with the DDM, we have tailored our interventions to address the specific needs of various regions across the country. Through close collaboration with local governments, industry stakeholders, and civil society, the W&RSETA is implementing PSPs that are both responsive to local demands and proactive in promoting regional economic development.

Our strategic approach is also deeply intertwined with the ERRP, which underscores the importance of targeted skills interventions in strengthening key economic sectors. The W&RSETA is committed to initiatives that promote youth employment and entrepreneurship, with the dual aim of reducing unemployment and cultivating a new generation of innovators and business leaders who will

drive growth and transformation within the wholesale and retail sector.

As we steer through the intricate landscape of post-pandemic recovery, our commitment is resolute in advancing tailored learning programmes, accrediting skills development providers, and rigorously assessing occupational qualifications that are in high demand. The effectiveness of these efforts depends on our capacity to stay adaptable, innovative, and attuned to the shifting demands of our sector and the wider economy. Our forward-looking approach ensures that we are not only meeting the current needs but also anticipating and preparing for future challenges.

In response to the MTDP priorities, our strategic direction is purposefully crafted to align with the NSDP and the ERRP. We are committed to driving inclusive growth by fostering economic opportunities that extend across all sectors of society. Our approach is centred on creating meaningful employment, alleviating poverty, and contributing to the development of a capable, ethical state that can effectively respond to the challenges of today and the future.

Strategic Priority 1: Inclusive Growth and Job Creation

The W&RSETA will champion inclusive growth by fostering partnerships that bridge the skills gap within our sector. This involves implementing targeted skills development programmes tailored to marginalised and disadvantaged communities, thereby promoting diversity and inclusion. By aligning these initiatives with the NSDP's focus on economic growth and the ERRP's emphasis on job creation, our goal is to create sustainable employment opportunities, support self-employment ventures, and bolster industries integral to 4IR. This approach will prioritise upskilling and reskilling initiatives, particularly for youth and women, ensuring their active participation in driving the growth of the digital economy.

Strategic Priority 2: Reducing Poverty and Addressing the High Cost of Living

In addressing the challenges of poverty and the high cost of living, W&RSETA's strategy will prioritise equipping individuals with the skills needed for meaningful economic participation, with a particular emphasis on high-demand sectors. Central to this strategy is the development and empowerment of micro-entrepreneurs and SMMEs, including informal traders, by providing specialised training programmes and access to digital tools that enhance resilience, self-sufficiency, and the pathway to formalisation.

By supporting informal traders in their journey to formalise, we not only strengthen their businesses, but also contribute to broader economic stability. This approach is in harmony with the NSDP's commitment to reducing inequality and aligns with the ERRP's goals of alleviating poverty through skills development that elevates livelihoods. Furthermore, we will harness cost-effective, technology-driven learning platforms to break down barriers to education, making skills training more accessible and affordable for all, particularly those at the margins of the economy.

Strategic Priority 3: Building a Capable, Ethical, and Developmental State

To contribute to the development of a capable, ethical, and developmental state, the W&RSETA is committed to advancing a transformative leadership agenda within the sector. Our focus will be on cultivating ethical leadership and governance through comprehensive training programmes that

emphasise public sector skills development, ethical decision-making, and good governance practices. Central to this effort is the development of leaders who not only embody transparency, accountability, and excellence but also possess the vision and drive to lead transformative change.

The 2025/26 APP lays the foundation for what we envision as a transformative era for the W&RSETA. Guided by our unwavering dedication to excellence, inclusivity, and innovation, we aim to shape a future where the wholesale and retail sector becomes a cornerstone of South Africa's socio-economic development. By fostering ethical leadership, we strive to create a more prosperous and equitable society for all, ensuring that the sector not only contributes to economic growth but also champions social transformation and progress.



TOM MKHWANAZI
CHIEF EXECUTIVE OFFICER

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the W&RSETA under the guidance of the W&RSETA Accounting Authority.
- Considers all the relevant policies, legislation, and other mandates for which the W&RSETA is responsible.
- Accurately reflects the Outputs which the W&RSETA will endeavour to achieve over the period 2025/26- 2029/30.



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REGGIE SIBIYA
CHAIRPERSON OF THE W&RSETA ACCOUNTING AUTHORITY

Approved by

DR. NP NKABANE, MP
EXECUTIVE AUTHORITY OF HIGHER EDUCATION AND TRAINING

TABLE OF CONTENTS

FOREWORD BY THE MINISTER.....	1
ACCOUNTING AUTHORITY STATEMENT	4
CHIEF EXECUTIVE OFFICER STATEMENT	5
OFFICIAL SIGN-OFF.....	7
PART A: OUR MANDATE.....	10
1. Updates to the Relevant Legislative and Policy Mandates.....	10
2. Updates to Institutional Policies and Strategies	11
3. Updates to Relevant Court Rulings	12
PART B: W&RSETA STRATEGIC FOCUS.....	13
4. Updated Situational Analysis	13
BUDGET FOR ANNUAL PERFORMANCE PLAN	37
PART C: MEASURING OUR PERFORMANCE	41
5. Updated Situational Analysis	41
6. Updated Key Risks	61
7. Infrastructure Projects.....	63
PART D: TECHNICAL INDICATOR DESCRIPTOR (TID).....	64
Programme 1: Administration	64
Programme 2: Skills Planning and Research.....	65
Programme 3: Learning Programmes and Projects	68
Programme 4: Quality Assurance.....	78
ANNEXURE A: MATERIALITY FRAMEWORK.....	82
ANNEXURE B: GLOSSARY OF TERMS.....	88
ANNEXURE C: SERVICE LEVEL AGREEMENT	89
ANNEXURE D: LIST OF TVET COLLEGES WITH W&RSETA OFFICES	90



LIST OF ACRONYMS

4IR	Fourth Industrial Revolution	NEDLAC	
AET	Adult Education & Training	NEET	Not in Employment, Education or Training
AG	Auditor General	NGP	New Growth Path
AGSA	Auditor General South Africa	NQF	National Qualifications Framework
AI	Artificial Intelligence	NSA	National Skills Authority
APP	Annual Performance Plan	NSDP	National Skills Development Plan
ATR	Annual Training Report	NUMSA	National Union of Metal Workers of South Africa
B-BBEE	Broad-Based Black Economic Empowerment	OD	Organisational Design
BBC	Black Business Council	OFO	Organising Framework for Occupations
BUSA	Business Unity South Africa	PESTEL	Political, Economic, Social, Technological, Environmental, and Legal
CET	Community Education and Training	PIVOTAL	Professional, Vocational, Technical and Academic Learning
CGCSA	Consumer Goods Council of South Africa	POPIA	Protection of Personal Information Act
COO	Chief Operations Officer	PSET	Post-School Education and Training
COSATU	Congress of South African Trade Unions	PSP	Priority Skills Plan
CPI	Consumer Price Index	PWD	Persons with Disabilities
CRM	Customers Relationship Management	QCTO	Quality Council for Trades and Occupations
CSD	Central Supplier Database	QLFS	Quarterly Labour Force Survey
DDM	District Development Model	RA	Retailers Association
DG	Discretionary Grant	ROI	Return on Investment
DHET	Department of Higher Education and Training	SAQA	South African Qualifications Authority
ERRP	Economic Reconstruction and Recovery Plan	SCM	Supply Chain Management
ETDP SETA	Education, Training and Development Practices SETA	SDP	Skills Development Provider
FRA	Fuel Retailers Association	SETA	Sector Education and Training Authority
GDP	Gross Domestic Product	SIC	Standard Industrial Classification
GNU	Government of National Unity	SMME	Small, Medium, and Micro Enterprises
HDI	Historically Disadvantaged Individuals	SOP	Standard Operating Procedure
HEI	Higher Education Institute	SPPE	Strategic Planning & Performance & Evaluation
HET	Higher Education and Training	SSP	Sector Skills Plan
HR	Human Resources	STI	The Science, Technology, and Innovation
HRM&D	Human Resources Management and Development	SWOT	Strengths, Weaknesses, Opportunities and Threat
HTFV	Hard-To-Fill-Vacancies	TID	Technical Indicator Descriptor
ICT	Information and Communication Technology	TVET	Technical and Vocational Education and Training
ILDLP	International Leadership Development Programme	UAT	User Acceptance Test
IPAP	Industrial Policy Action Plan	W&R	Wholesale and Retail
IT	Information Technology	W&RSETA	Wholesale and Retail SETA
ITAMED	Informal Traders and Micro Enterprises Development	WBL	Workplace-Based Learning
MG	Mandatory Grant	WP-PSET	White Paper for Post-School Education and Training
MOU	Memorandum of Understanding	WSP	Workplace Skills Plan
MTDP 2025-2029	Medium Term Development Plan		
MTEF	Medium-Term Expenditure Framework		
NDP	National Development Plan		



PART A: OUR MANDATE

1. Updates to the Relevant Legislative and Policy Mandates

1.1. Legislative and Policy Mandates

The W&RSETA is a schedule 3A public entity and derives its mandate from the Skills Development Act No. 97 of 1998 (as amended). The SETA is responsible for supporting skills development in the wholesale and retail sector in South Africa, through the disbursement of grants to facilitate the implementation of learning programmes and monitoring of education and training (as outlined in the Act, in accompanying regulations and the NSDP).

1.1.1. Legislative Mandate

Table 1 below provides a summary of the legislative framework governing the operations of the W&RSETA.

Table 1: Legislative Mandate

LEGISLATION OR REGULATION	SUMMARY OF PURPOSE
Skills Development Act, No. 97 of 1998 (as amended)	<p>The purpose of the Skills Development Act is to:</p> <ul style="list-style-type: none"> • Ensure credible labour market analysis to provide a supply & demand analysis that inform sector skills priorities. • Develop the skills of the South African workforce. • Increase the levels of investment in education & training in the labour market. • Encourage employers to use the workplace as an active learning environment. • Encourage workers to participate in learning programmes.
Skills Development Levies Act, No. 9 of 1999	<p>Imposes the payment of skills levies by employer organisations in order to motivate investment in skills development. Employers pay 1% of the total payroll, which is utilised as follows:</p> <ul style="list-style-type: none"> • 20% to the National Skills Fund • 10% for operating costs • 80% to the SETAs • 0.5% to the Quality Council for Trades and Occupations (QCTO)

LEGISLATION OR REGULATION	SUMMARY OF PURPOSE
	<ul style="list-style-type: none"> • 20% for mandatory grants • 49.5% for discretionary grants (DG)
National Qualifications Framework Act, No. 67 of 2008	<ul style="list-style-type: none"> • Creates a single integrated national framework for learning • Enhances the quality of education & training • Facilitates access to education, training & career path • Accelerates the redress of past unfair discrimination • Allows for South African Qualifications Authority (SAQA) & the quality councils to oversee the National Qualifications Framework (NQF)
Public Finance Management Act, No. 29 of 1999	<ul style="list-style-type: none"> • Regulates financial management in the national government & provincial governments to ensure that all their revenue, expenditure, assets & liabilities are managed efficiently & effectively • Provides for the responsibilities of persons entrusted with financial management of those governments
Broad-Based Black Economic Empowerment (B-BBEE) Act, No. 53 of 2003.	<ul style="list-style-type: none"> • Proposed amendments to the Act now include higher education. The Skills Development target, which is still at 6%, is now to be allocated as 3.5% spend on Black people & 2.5% on Black students in higher education. In the past the Skills Development Element was focused on learnerships, internships & apprenticeships. The Skills Development spent on Black students includes bursaries at higher education institutions as a new indicator.
SETA Grant Regulations, 3 December 2012, Vol. 570, 35940	<ul style="list-style-type: none"> • Assists the SETAs to develop internal policies & procedures in response to the Grant Regulations • Requires 80% of discretionary funds to be spent on the delivery of Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes.
Preferential Procurement Policy Framework Act, 2000: Preferential Procurement Regulations, 2017	<ul style="list-style-type: none"> • Promotes socio-economic transformation. • To ensure that government procurement practices are fair, equitable, transparent, competitive, & cost-effective while advancing the socio-economic objectives of the country. • To outline how public entities, including SETAs, should implement preferential procurement policies.



LEGISLATION OR REGULATION	SUMMARY OF PURPOSE
	<ul style="list-style-type: none"> To promote the participation of historically disadvantaged individuals (HDIs) & small, medium, & micro-enterprises (SMMEs) in public procurement processes. To leverage government procurement to achieve broader socio-economic goals, ensuring that public spending contributes to reducing inequality, creating jobs, & fostering inclusive economic growth in South Africa.
Workplace-Based Learning programme agreement regulations, 2018	<ul style="list-style-type: none"> Provides guidelines for the management of WBL programme agreements.
Disaster Management Act, No. 57 of 2002	<ul style="list-style-type: none"> The SETA may need to revisit processes & avail additional support to stakeholders as a result of any pandemics, natural disasters or acts outside of its control that have a severe impact on the sector & its ability to deliver on its mandate.

2. Updates to Institutional Policies and Strategies

Table 2 below provides a summary of the W&RSETA policy mandates and the key strategies that underpin its operations. Additionally, the table highlights how the W&RSETA's Annual Performance Plan aligns with national government policies and strategies.

Table 2: National strategies or policies and implications for W&RSETA

NATIONAL STRATEGIES OR POLICIES	IMPLICATIONS FOR W&RSETA
<p>National Development Plan 2030 (NDP).</p> <p>The National Development Plan 2030 has identified the following 9 key areas to achieve a developmental approach that is sustainable & inclusive:</p> <ul style="list-style-type: none"> Creating jobs & livelihoods Expanding infrastructure Improving education & training 	<ul style="list-style-type: none"> Support initiatives addressing unemployment, poverty & inequality. Subscribe to the ethos of clean administration & good corporate governance Increase capacity in the sector in order to respond to the economic dynamics. Support initiatives addressing unemployment, poverty & inequality Respond to the needs of the sector with regard to artificial intelligence (AI)

NATIONAL STRATEGIES OR POLICIES	IMPLICATIONS FOR W&RSETA
<ul style="list-style-type: none"> Transforming urban & rural spaces Transitioning to low-carbon economy Fighting corruption & enhancing accountability 	<ul style="list-style-type: none"> Capacity building of SMMEs & informal traders
National Skills Development Plan (NSDP)	<ul style="list-style-type: none"> NSDP seeks to ensure that South Africa has adequate, appropriate & high- quality skills that contribute towards economic growth, employment creation & social development The NSDP outcomes, sub- outcomes & indicators set the basis for the W&RSETA strategic plan
Economic Reconstruction & Recovery Plan (ERRP) & ERRP Skills Strategy	ERRP is a strategic framework developed by the South African government to address the economic challenges exacerbated by the COVID-19 pandemic, with a focus on stimulating economic growth, job creation, & social development. In the context of the SETA system, including the W&RSETA, the ERRP serves as a critical guide for aligning skills development initiatives with the broader national goals of economic recovery & transformation.
Medium Term Development Plan (MTDP)	MTDP is a strategic framework used by governments to outline their development objectives & priorities over a medium-term period, typically spanning five years. It serves as a blueprint for guiding national development efforts, aligning government initiatives with long-term goals, & ensuring the efficient allocation of resources across various sectors.
National Skills Accord 8 commitments to be followed:	<p>The implications are:</p> <ul style="list-style-type: none"> Increase learnership, apprenticeship, internship & bursaries Increase the number of accredited training providers Expand partnerships with the college sector Strengthen relations with other strategic partners & role players. Alignment in response to the 4th IR.



NATIONAL STRATEGIES OR POLICIES	IMPLICATIONS FOR W&RSETA
<ul style="list-style-type: none"> • Improve training funding & incentives for companies to train • Create internship & placement opportunities • Set annual targets for training in state-owned enterprises • Improve SETA governance, fiscal management, & stakeholder involvement • Align training to the New Growth Path & improve SSPs • Improve the role & performance of TVET colleges 	
Industrial Policy Action Plan (IPAP) 2018/19-2020/21 IPAP has identified a collaborative approach between government, the private sector & labour; an approach itself characterised by ongoing processes of mutual discovery.	<ul style="list-style-type: none"> • Addressing the skills/education profile of the unemployed • Deeper involvement of the public & private sectors in providing resources for training • A more strategic & sustainable approach to meeting scarce skills needs in identified high priority areas of the economy
New Growth Path (NGP) The NGP identifies 5 job drivers: <ul style="list-style-type: none"> • Infrastructure for employment & development • Seizing the potential of new economies • Improving job creation in employment • Investing in social capital • Spatial development 	<ul style="list-style-type: none"> • Create projects to increase college-to-work transitions. • Increase learnerships, apprenticeships, internships & bursaries in clothing, textiles, footwear & leather goods & automotive. • Develop projects for promoting green industries. • Capacity building of SMMEs & informal traders
White Paper for Post-School Education & Training (WPPSET) • It is a vision for an integrated system of post-school education & training with all institutions playing their roles. • Set out strategies to improve the capacity of the PSET system to meet SA's needs	<ul style="list-style-type: none"> • Review of curriculum to respond to sector needs • Increase the number of accredited training providers. • Expand partnerships with college sector. • SMME development & support • Redressing through skills development initiatives

NATIONAL STRATEGIES OR POLICIES	IMPLICATIONS FOR W&RSETA
	<ul style="list-style-type: none"> • Support skills development Centres in rural & urban setting through infrastructure development projects

3. Updates to Relevant Court Rulings

The following court rulings are noted:

Business Unity South Africa versus the Minister of Higher Education and Training:

SETA Grant Regulations 3 December 2012 as re-promulgated:

Mandatory Grants. Regulation 4(4) of the 2012 Grant Regulations, as promulgated in 2012, reduced the mandatory grant that an Employer could claim from 50% to 20% of the total levies paid. The way that the Regulations were promulgated led to litigation by Business Unity South Africa (BUSA), to which a ruling was ultimately made by the Labour Appeal Court in October 2019, the effect of which Regulation 4(4) was set aside.

The ruling is silent on the percentage quantum that can be claimed back by employers and on the effective date of the order. The effect is that the Minister would have to decide on the percentage for mandatory grants, in consultation with the sector. To date, there has been no communication regarding the approved mandatory grant percentage. The Minister is in consultation with the sector regarding this matter.



PART B: W&RSETA STRATEGIC FOCUS

4. Updated Situational Analysis

The W&RSETA recognises the profound impact of the external environment on its overall performance and annual levy receipts. The performance of the South African economy and the Wholesale and Retail (W&R) sector has a direct influence on the W&RSETA's effectiveness, shaping how levy resources are prioritised and allocated. This update to the 2025/26 Annual Plan will incorporate these external factors and their implications for the sector, as detailed in the W&RSETA SSP 2025/30. The Standard Industrial Classification (SIC) codes, which categorise business establishments and economic activities, are crucial in this context. Wholesale trade deals with the bulk buying of goods from various manufacturers and the breaking down of this bulk into smaller quantities which are then sold directly to consumers. Retail trade deals with the buying of goods from the wholesaler and selling of such goods to the consumer. The activities that fall within the scope of the wholesale and retail sector are demarcated according to SIC codes. The scope of coverage of the W&RSETA in terms of the Skills Development Act 97 of 1998, is as follows:

Table 3: The W&RSETA SIC Codes

SIC CODE	TRADE CATEGORY
Major Division 6: Wholesale & Retail Trade; Repair of Motor Vehicles, Motorcycles & Personal & Household Goods; Hotels & Restaurants	
61000	Wholesale & commission trade, except for motor vehicles & motorcycles
61100	Wholesale trade on a fee or contract basis
61200	Wholesale trade in agricultural raw materials, livestock, food, beverages, & tobacco
61220	Wholesale trade in food, beverages, & tobacco
61310	Wholesale trade in textiles, clothing, & footwear
61391	Wholesale trade in household furniture requisites & appliances
61392	Wholesale trade in books & stationery
61393	Wholesale trade in precious stones, jewellery, & silverware
61394	Wholesale trade in pharmaceuticals, toiletries, & medical equipment
61420	Wholesale trade in metal & metal ores
61430	Wholesale trade in construction materials, hardware, plumbing & heating equipment
61501	Office machinery & equipment, including computers
61509	Other Machinery
61510	Sale of new parts & accessories excluding the retail sale of new motor vehicle parts & accessories

SIC CODE	TRADE CATEGORY
61901	General wholesale trade
61909	Other wholesale trade not elsewhere classified (n.e.c.)
Retail	
62000	Retail trade, except for motor vehicles & motorcycles; repair of personal & household goods
62110	Retail trade in non-specialised stores with food, beverages, & tobacco predominating
62190	Other retail sale in non-specialised stores
62201	Retail trade in fresh fruit & vegetables
62201	Retail trade in fresh fruit & vegetable
62202	Retail trade in meat & meat products
62203	Retail trade in bakery products
62204	Retail trade of beverages (bottle stores)
62209	Other retail trade in food, beverages, & tobacco (n.e.c.)
62311	Retail of non-specialised medicines & pharmaceutical products other than pharmacists
62321	Retail trade in men's & boy's clothing
62322	Retail trade in ladies' & girls' clothing
62323	Retail trade by general outfitters & by dealers in piece goods, textiles, leather & travel accessories.
62324	Retail trade in shoes
62330	Retail trade in household furniture appliances, articles & equipment
62340	Retail trade-in hardware, paints & glass
62391	Retail trade in reading matter stationery
62392	Retail trade in jewellery, watches & clocks
62393	Retail trade in sports goods & entertainment requisites
62399	Retail Trade by other specialised stores
62400	Retail Trade in second hand good stores
63122	Retail sale of used motor vehicles
63310	Sale of new parts & accessories
63311	Sale of new tyres
63500	Retail sale of Automotive fuel
65000	Selling & retail of new plastic bags & plastic products
65001	Selling of Garage equipment
65002	Retail of baby clothing
65003	Retail of wooden doors
65004	Retail of beauty products
65005	Sale of marine equipment & everything to do with boats
65006	Retail of packing material

Source (Government Notice, No. 42589, Government Gazette, 22 July 2019)



i. Strategic focus of the W&RSETA over the five-year planning period

The W&RSETA's strategic focus for the upcoming five-year period emphasises enhancing adaptability and growth within the W&R sector in response to evolving challenges. Key objectives include modernising reporting systems and strengthening stakeholder engagement to better align with sector needs. This involves upgrading systems for employer submissions, assessing occupational demand versus supply, and facilitating the formalisation of new occupations. Additionally, the strategy focuses on driving the transition to the 4IR, supporting upskilling initiatives, and improving sector transformation, particularly through targeted training and mentorship for previously disadvantaged individuals and persons with disabilities (PWD). Innovative training models for SMMEs and informal traders, integration of circular economy principles, and alignment with national strategies such as the ERRP are also central to this comprehensive approach, aimed at driving impactful interventions, enhancing skills development, and fostering sector resilience and growth.

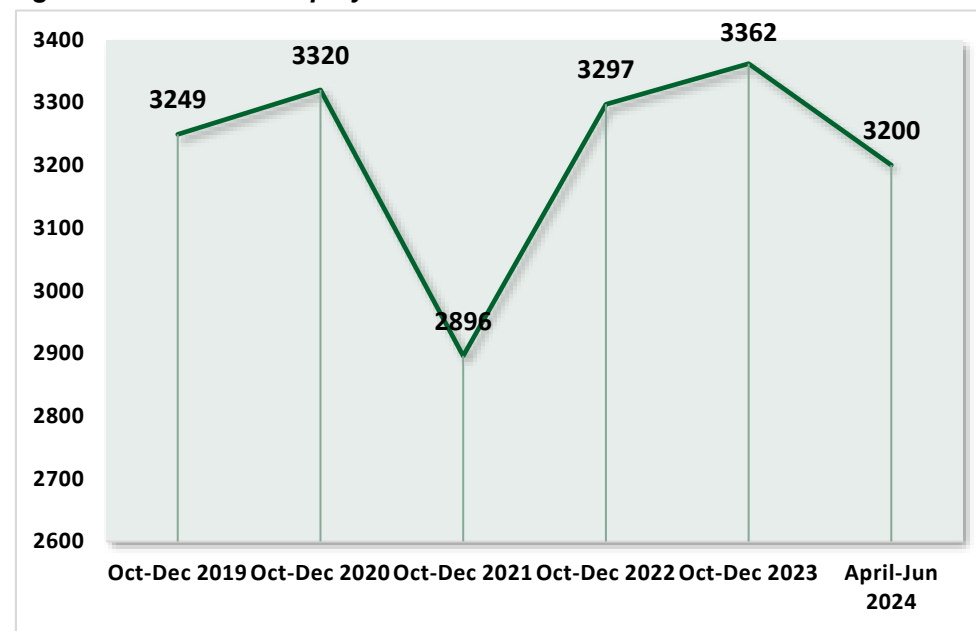
ii. Recent statistics relevant to the W&RSETA and the sector

As of 2024, the W&R sector comprises 87 137 employers, with 25 230 of these being levy-paying entities, representing just 29% of the total employer base. Historical data shows a gradual increase in levy-paying employers, from 24 475 in 2019/20 to 24 962 in 2021/22, culminating in 25 230 for the 2023/24 period. Gauteng continues to lead with the highest number of levy-payers, followed by the Western Cape and KwaZulu-Natal, a trend consistent over the past four years. However, there is a notable increase in the proportion of employers with unspecified provincial locations, rising from 22% in 2020/21 to 33% in 2023/24. Financial contributions from provinces reveal a shift in dominance: the Western Cape now leads with a cumulative contribution of R603 146 430.20, slightly surpassing Gauteng's contribution of R586 674 518.20. KwaZulu-Natal remains significant with its contribution of R218 180 215.43. This shift underscores the sector's sensitivity to global economic and political factors impacting market stability.

iii. Demographic data that will be used to inform planning for the five-year period

As of the fourth quarter of 2023, the W&R trade sector in South Africa employed approximately 3.3 million individuals, reinforcing its vital role in the country's employment landscape. However, recent data indicates a slight decline to 3.2 million in the first quarter of 2024/25, a drop from 3.362 million in the previous quarter. This decrease highlights a trend of reduced momentum within the sector, reflecting broader economic challenges that necessitate strategic interventions to sustain employment growth.

Figure 1: Number of Employees in the Trade Sector



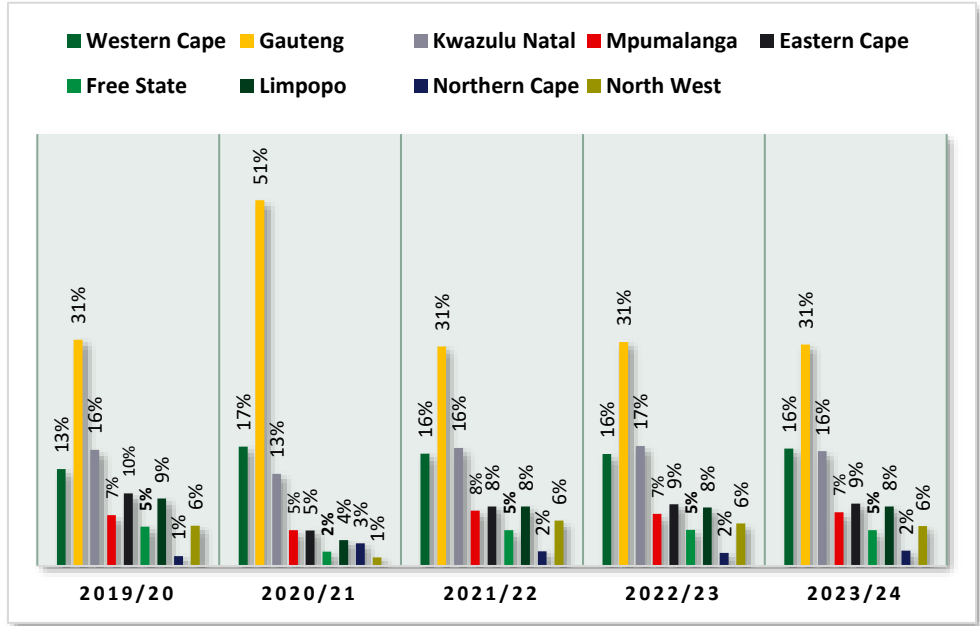
Source: STATSSA QLFS 4th Quarter 2019-2023

The broader employment landscape also reveals a concerning downturn in the formal non-agricultural sector, with a notable loss of 194 000 jobs, resulting in a total employment level of 10.7 million. The community services,



construction, and business services industries experienced significant job losses, exacerbating economic strain. The trade sector, including W&R, saw a reduction of 28 000 jobs, emphasising the need for targeted measures to address sector-specific challenges. Employment distribution by province shows Gauteng, Western Cape, and KwaZulu-Natal as the leading contributors, with Gauteng maintaining a 31% share over recent years.

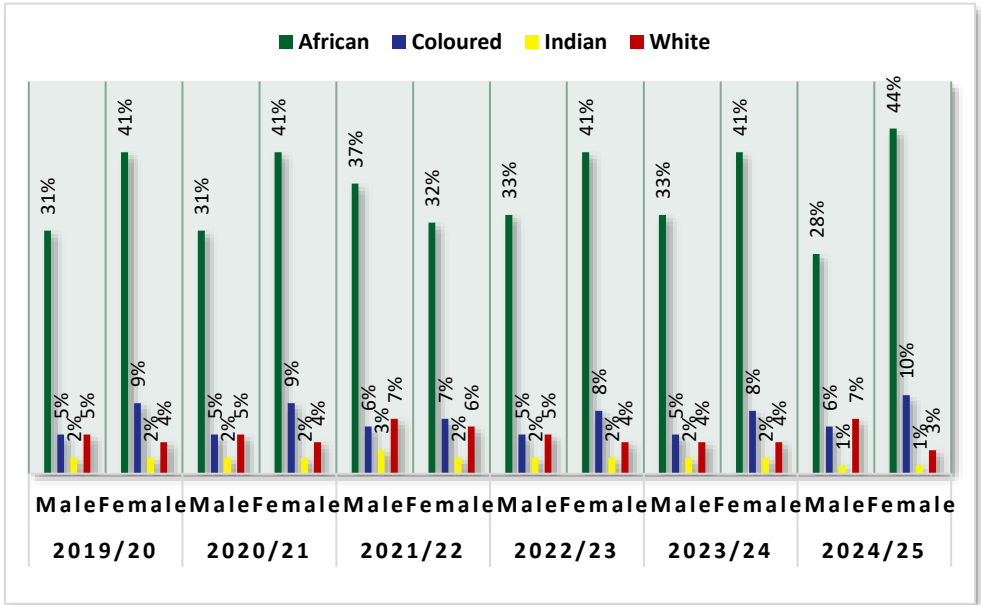
Figure 2: Employee Geographic Distribution



Source : STATSSA SA QLFS Q4 2019/20- 2023/24

The demographic profile within the sector indicates that African individuals are the predominant group, with a consistent representation of African females at 41%. The gender distribution has shifted towards a higher proportion of females, now comprising 54% to 67% of the workforce from 2020/21 to 2023/24. This shift highlights both the progress and ongoing challenges in achieving gender balance, reflecting broader societal and economic dynamics.

Figure 3: Racial Profile by Gender

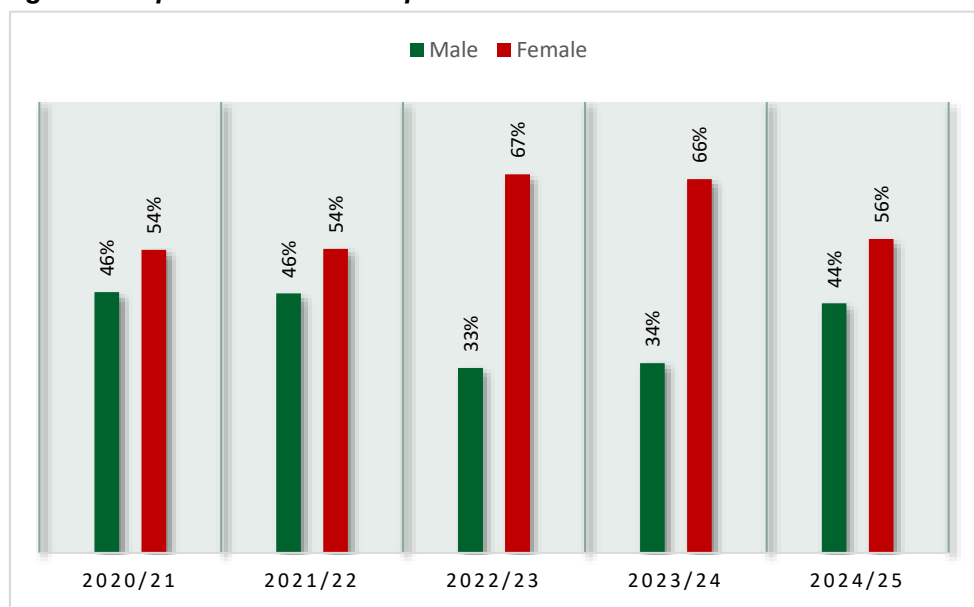


Source: WSP/ATR Data, 2020-2024/25

The figure above reveals a discernible upward trajectory in both male and female employment figures over the years, though growth rates have varied significantly between the genders. At the outset, male employment was recorded at 343,000, notably trailing behind female employment, which stood higher at 438,000. Over the years, both categories experienced steady growth, with male employment peaking at 398,388 and female employment reaching 484,047. However, by the latest recorded year, male employment had declined slightly to 341,020, while female employment dropped to 469,216, reflecting a modest decline in both categories during the 2024/25 period. Analysing these trends highlights several critical insights of the overall positive growth in employment numbers, this suggests broader economic expansion and potential increased job opportunities across the sector. However, fluctuations in growth rates between males and females indicate differential impacts of economic cycles or sector-specific dynamics on each gender's employment prospects.



Figure 4: Representation of People with Disabilities within the Sector



Source: WSP/ATR DATA, 2020-2024/25

The figure above reveals a consistent dominance of females over males, with females comprising 54% to 67% of the workforce from 2020/21 to 2024/25. Starting from an equal split of 46% each in 2020/21 and 2021/22, the female proportion steadily increases, signalling a significant shift in employment dynamics influenced by evolving societal norms, educational trends favouring females, and sector-specific changes. Moreover, critically analysing these trends underscores several points, such as structural shifts in the workforce, potentially reflecting greater opportunities for women as compared to males. However, the increasing disparity also raises questions about the underlying reasons, including industry preferences, educational attainment disparities, and societal expectations shaping these employment trends. The accompanying table details the gender profile by Organising Framework for Occupations (OFO) Major Group from 2020/21 to 2024/25, providing a comprehensive view of these trends.

Table 4: Race and Gender Profile by OFO Major Group

OCCUPATION LEVEL	FEMALE				MALE			
	AFRICAN	COLOURED	INDIAN	WHITE	AFRICAN	COLOURED	INDIAN	WHITE
Clerical Support Workers	14%	20%	20%	18%	12%	12%	12%	6%
Elementary Occupations	12%	11%	5%	2%	19%	18%	8%	4%
Managers	5%	8%	17%	24%	6%	10%	24%	36%
Plant and Machine Operators and Assemblers	1%	1%	1%	1%	7%	7%	4%	2%
Professionals	1%	3%	8%	16%	2%	5%	10%	14%
Service and Sales Workers	51%	44%	29%	16%	37%	35%	23%	15%
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	1%	2%	1%	1%	4%	4%	2%	3%
Technicians and Associate Professionals	6%	8%	11%	18%	7%	9%	11%	13%

Source: WSP/ATR DATA, 2020/21-2024/25

The data analysis reveals notable racial disparities in occupational representation. African employees are predominantly found in Service and Sales roles, with 51% and 37% representation, respectively. In contrast, White employees are significantly overrepresented in managerial positions, holding 24% and 36% of these roles. Coloured and Indian employees show varied representation, notably within Clerical Support, Service and Sales, and Managerial roles. These disparities underscore the need for more equitable and inclusive employment practices across all occupational levels.



iv. **Relevant stakeholders contributing to the institution's achievement of its outcomes**

The key stakeholders which contribute to the SETA's achievement of its outcomes in the sector are categorised into groups of organised employers, the W&RSETA board, training providers, organised labour, government, community, and others as shown in Table 4 below.

Table 5: W&RSETA Stakeholders: Organised Labour

ORGANISED EMPLOYERS	<ul style="list-style-type: none"> • Retailers Association (RA) • Consumer Goods Council of South Africa (CGCSA) • National Clothing Retail Federation (NCRF) • Black Business Council (BBC) • Enterprise Mentorship of South Africa (EMOSA) • Business Unity South Africa (BUSA) • Fuel Retailers Association (FRA) • South African Petroleum Retailers Association • Retail Motor Industry Organisation • Wholesale & retail enterprises (small, medium, & large)
ROLES & RESPONSIBILITIES	<ul style="list-style-type: none"> • Represented equally on the W&RSETA committees • Represent & articulate employer (small, medium, large) interests • Contribute to education & training, negotiations, marketing, finance, human resources & legal
NSDP OUTCOME ALIGNMENT	<ul style="list-style-type: none"> • Engaging workplaces to enable them to provide increasingly relevant data on the skills of their existing workforce and projected skills needs, through relevant templates. • Engaging stakeholders to learn their perceptions of future trends in the sectors & the implications of these for the demand & supply interventions signals to steer the supply of skills • Continuously analysing workplace data & stakeholder input on sector trends & national policy priorities; effective & meaningful stakeholder engagement to support ownership & participation among stakeholders which include social partners, individuals, employers, labour, providers, prospective learners and the public.

Table 6: W&RSETA Stakeholders: W&RSETA Board

W&RSETA BOARD	<ul style="list-style-type: none"> • W&RSETA Board
ROLES & RESPONSIBILITIES	<ul style="list-style-type: none"> • To govern & control the W&RSETA by providing strategic direction & leadership. • To provide corporate governance guidance • To approve the W&RSETA SSP • To approve the Strategic plan & budget
NSDP OUTCOME ALIGNMENT	<ul style="list-style-type: none"> • Improve the governance oversight, monitoring & evaluation mechanisms & capacity, with strong social partners' involvement • Institute mechanisms to ensure that actions are taken based on findings from these monitoring & evaluation systems. This is to understand the strengths, challenges, & impact of the system • Review the system where evidence suggests that there are obstacles that are preventing the realisation of the agreed-upon outcomes. This will ensure that the Minister can act where there is non-performance or maladministration • Introduce mechanisms for instructions to the SETAs by the Minister, where there are challenges • Review the SETA Standard Constitution to strengthen governance & accountability mechanisms. The decision about numbers on the Accounting Authority will take into consideration the nature of the sector (for example, the number of sub-sectors) & the need to support effective decision-making & good governance. The accounting authority will continue to have governing powers & steer the sector in terms of the scope (mandate & functions) of the SETA whilst, the management of the SETA will focus on operational & administrative roles • The roles & responsibilities of the accounting authority will further be defined. This will include a clear statement regarding conflict of interest & guidelines regarding the number of meetings per annum & the rates at which members of the Accounting Authority are remunerated



Table 7: W&RSETA Stakeholders: Training Providers

TRAINING PROVIDERS	<ul style="list-style-type: none"> • Further Education & Training Committee • Higher Education & Training Committee • Association of Private Providers of Education Training & Development • Southern African Society for Cooperative Education • Universities • TVET Colleges • Private Training Providers • CET Colleges
ROLES & RESPONSIBILITIES	<ul style="list-style-type: none"> • Represent interests of training providers – public & private • Contribute to education & training, quality assurance, curriculum development
NSDP OUTCOME ALIGNMENT	<ul style="list-style-type: none"> • The delivery of programmes against qualifications (on all the sub-frameworks) that support economic growth, encourage employment creation & enable social development for workers, unemployed & pre-employed (students) • Facilitating workplace-based experience as part of a qualification or a postgraduate qualification with a specific focus on occupations that support growth, encourage employment creation, & enable social development • Support for, & prioritisation of, Centres of Specialisation, where possible • Support for TVET colleges in implementing occupationally directed programmes • Partnerships & collaboration with the higher education & research institutions, amongst others will be central for evidence-based understanding of skills demand & supply

Table 8: W&RSETA Stakeholders: Organised Labour

ORGANISED LABOUR	<ul style="list-style-type: none"> • Congress of South African Trade Unions (COSATU) • Southern African Clothing & Textiles Workers Union (SACTWU) • South African Commercial, Catering & Allied Workers Union (SACCAWU) • Federal Council of Retail Allied Workers (FEDCRAW) • Development Institute for Training, Support & Education for Labour (DITSEL) • Entertainment Catering Commercial & Allied Workers Union (ECCAWUSA) • National Union of Metal Workers of South Africa (NUMSA)
ROLES & RESPONSIBILITIES	<ul style="list-style-type: none"> • Represented equally on the committees of the W&RSETA • Represent & articulate worker interests. • Contribute to education & training, negotiations, public management, & dispute resolution
NSDP OUTCOME ALIGNMENT	<ul style="list-style-type: none"> • Skills levy institutions will work with the federations/trade unions in their sectors in identifying the required skills needs, especially in better understanding the sectors & implementing the relevant interventions • Engaging stakeholders (incl. employers, labour, & government) to ascertain their perceptions of future trends in their sectors & the implications of these for the demand & supply interventions signals to steer the supply of skills • Trade unions & worker education & training initiatives are able to use the critical networks of their organisations (e.g., shop stewards & union officials) to educate their members & other workers to suit their needs in a manner that is also beneficial to the economy as a whole.



Table 9: W&RSETA Stakeholders: Community

COMMUNITY	<ul style="list-style-type: none"> • South African Community at large
ROLES & RESPONSIBILITIES	<ul style="list-style-type: none"> • Represent interests of communities and co-operatives • Contribute to education and training, small enterprise and co-operative development, and advancement of women
NSDP OUTCOME ALIGNMENT	<ul style="list-style-type: none"> • Social partners will continue to play an active role, amongst others, in SETA Accounting Authorities and the NSA, these roles will be further elaborated in the Act and relevant skills development Regulations with key responsibility for the implementation of the NSDP. • Career development services (including material) must be accessible to all, especially in rural areas and targeted beneficiaries; and • Ensure that prospective learners and the public are aware of when and how to apply for programmes and have access to a simplified process;

4.1. External Environment Factors

(i) Factors Contributing to The Performance of Policy and Regulatory Institutions

In the dynamic external environment of the W&RSETA, the performance of policy and regulatory institutions is significantly shaped by a complex interplay of factors, as revealed by a comprehensive Political, Economic, Social, Technological, Environmental, and Legal (PESTEL) analysis. Politically, shifts in governance and changes in regulatory frameworks directly affect strategic directions and operational effectiveness. Economically, fluctuations in market conditions and investment trends influence the sector's growth and sustainability. Socially, evolving demographics and societal expectations drive adjustments in policy priorities and workforce needs. Technologically, the rapid pace of advancements and digital transformation necessitates ongoing adaptation and innovation. Environmentally, sustainability concerns and regulatory requirements impact operational practices and strategic planning. Legally, alterations in legislation and compliance standards redefine the regulatory landscape. By understanding these PESTEL factors, the W&RSETA can better navigate

and enhance the performance of its policy and regulatory institutions.

Figure 5: PESTEL Analysis summarised

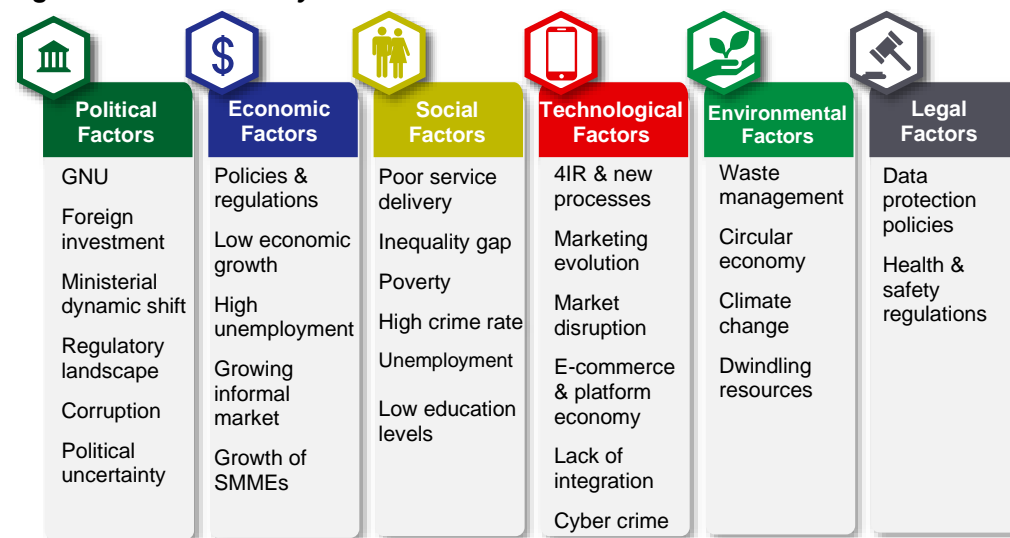




Table 10: PESTEL Analysis

POLITICAL FACTORS	<ul style="list-style-type: none"> • The collapse of the Government of National Unity (GNU) and ensuing political upheavals present both challenges and opportunities • Departure of international companies due to political instability • Influence of the new minister and shifting political dynamics. • Potential for policy changes from the new ministry affecting the sector's regulatory landscape • Political uncertainties and corruption could impact sector stability and investor confidence
ECONOMIC FACTORS	<ul style="list-style-type: none"> • Economic policies and regulations influence trade conditions and taxation, impacting business strategies and operational landscape • Low economic growth limits market expansion and reduces consumer purchasing power, affecting sector performance • High unemployment levels decrease disposable income and limit the sector's customer base



	<ul style="list-style-type: none"> • Growing informal market operates outside regulatory frameworks, competing with formal businesses • Rising food prices influence consumer choices and pressure retailers to balance pricing strategies with cost management • Sector growth for SMMEs presents opportunities for innovation and local economic stimulation, potentially diversifying and strengthening the market.
SOCIAL FACTORS 	<p>Poor Service Delivery:</p> <ul style="list-style-type: none"> • Results in inefficiencies within supply chains and customer service • Increases costs and reduces customer satisfaction. • Necessitates innovations and improvements in service mechanisms <p>Inequality Gap:</p> <ul style="list-style-type: none"> • Affects consumer purchasing power and market segmentation • Requires targeted strategies to address diverse consumer needs • Demands inclusive business practices for underserved populations <p>Poverty:</p> <ul style="list-style-type: none"> • Impacts consumer spending patterns, limiting market potential • Calls for strategies that cater to lower-income demographics • Offers opportunities for community engagement through affordable products and services <p>High Crime Rate:</p> <ul style="list-style-type: none"> • Leads to increased security costs and potential supply chain disruptions • Necessitates investments in enhanced security measures and risk management <p>Unemployment:</p> <ul style="list-style-type: none"> • Reduces disposable income and affects market growth • Requires initiatives for skills development and job creation • Aligns with broader economic efforts to tackle unemployment <p>Low Educational Levels:</p> <ul style="list-style-type: none"> • Limits the availability of skilled labour and innovation capacity • Encourages investment in training and development programmes • Promotes continuous learning and workforce adaptability

TECHNOLOGICAL FACTORS 	<p>4IR & New Processes:</p> <ul style="list-style-type: none"> • Technological Shift: The adoption of Artificial Intelligence (AI), machine learning, and big data analytics is revolutionising operational efficiencies and customer insights • Innovation Requirement: Businesses must adapt to rapidly evolving technologies to stay competitive. <p>Marketing Evolution:</p> <ul style="list-style-type: none"> • Death of Traditional Advertising: The shift from traditional to digital advertising channels demands new strategies and skills <p>Consumer Engagement:</p> <ul style="list-style-type: none"> • Increased focus on data-driven marketing and personalised customer outreach <p>Market Disruption</p> <ul style="list-style-type: none"> • New entrants in the market are reshaping competition and consumer expectations • Existing players must innovate to retain market share and relevance <p>Rise of E-Commerce:</p> <ul style="list-style-type: none"> • Growing preference for online shopping necessitates enhanced digital platforms and logistics • Shift in buying patterns requires businesses to optimise e-commerce strategies <p>Lack of Integration:</p> <ul style="list-style-type: none"> • Disconnected systems hinder efficiency and customer experience • Integration of processes and technologies is essential for streamlined operations <p>Automation and Robotics:</p> <ul style="list-style-type: none"> • Automation and robotics improve supply chain management (SCM) and reduce costs • Shift in job roles and required skills due to increased automation <p>Rise of Cyber Crime:</p> <ul style="list-style-type: none"> • Growing threat of data breaches and cyber-attacks demands robust cybersecurity measures • Investment in advanced security protocols and training is crucial <p>Need for New Qualifications:</p>
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	<ul style="list-style-type: none"> • Emergence of new technologies and processes requires specialised training and qualifications • Curricula must evolve to meet industry demands for new skill sets <p>Platform Economy:</p> <ul style="list-style-type: none"> • The rise of platform-based business models offers new opportunities and challenges
<p>ENVIRONMENTAL FACTORS</p> 	<p>Waste Management:</p> <ul style="list-style-type: none"> • Potential for cost savings through efficient waste reduction strategies and recycling programmes • Necessity to adhere to increasing regulations and standards for waste management • Enhanced brand image by adopting sustainable waste management practices <p>Circular Economy:</p> <ul style="list-style-type: none"> • Opportunities to develop new business models focused on product life cycles, reuse, and recycling • Growing consumer demand for eco-friendly products and practices • Improved resource efficiency and reduction in operational costs through circular practices <p>Climate Change:</p> <ul style="list-style-type: none"> • Increased risks from extreme weather events and disruptions to supply chains • Compliance with new climate-related regulations and sustainability reporting standards <p>Dwindling Resources:</p> <ul style="list-style-type: none"> • Urgent need to optimise the use of limited resources and seek alternatives • Rising costs of raw materials and potential for supply chain disruptions
<p>LEGAL FACTORS</p> 	<p>Data Protection Policies:</p> <ul style="list-style-type: none"> • Increased regulatory scrutiny and potential for policy shifts impacting compliance requirements • Costs associated with implementing and maintaining robust data protection systems • Growing consumer expectations for privacy and secure handling of personal information

	<ul style="list-style-type: none"> • Necessity for advanced cybersecurity measures and data management technologies • Minimal direct impact but may influence digital transformation strategies • Mandatory adherence to data protection laws to avoid penalties and maintain consumer trust <p>Health and Safety Regulations:</p> <ul style="list-style-type: none"> • Influence of government policies on workplace safety standards • Anticipated adjustments in grant allocation and eligibility criteria based on political decisions • Potential changes in funding opportunities and their impact on financial planning • Effect on programmes aimed at workforce development and community engagement • Technological: May influence technology investments and support for innovation • Limited direct impact but could affect funding for environmental initiatives • Required adherence to new regulations to secure grants and ensure lawful use of funds
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The following opportunities emanate from the above analysis concerning the W&RSETA's core mandate and priorities:

Opportunities for alignment based on potential **political** factors identified:

- Potential instability may lead to a renewed focus on national capacity building. This presents W&RSETA with the opportunity to play a key role in developing skills essential for rebuilding and stabilising the economy.
- The departure of international companies could create gaps in the market, which local businesses can fill – W&RSETA, with its focus on entrepreneurship and training for small businesses, could assist in ensuring that local retailers and wholesalers take advantage of these gaps.
- Policy changes provide W&RSETA with the opportunity to facilitate training in line with potential regulatory changes. W&RSETA can also support stakeholders by providing resources and advice on how to



navigate new regulations effectively.

- W&RSETA to establish itself as a reliable and transparent entity, which could build investor confidence in the sector.

Opportunities for alignment based on potential **economic** factors identified:

- W&RSETA can ensure that training programmes and short courses are agile in responding to changes in economic policies, regulations, and trade conditions.
- Programmes focussing on the upskilling of workers, especially in relation to technological changes and innovation, could assist in increasing productivity, enabling businesses to do more with less and weather periods of low economic growth more effectively.
- The opportunity for W&RSETA to ensure that training programmes and initiatives are aimed at formalising the informal market, such as its Informal Traders and Micro Enterprises Development (ITAMED) initiative, Entrepreneurship Development Programmes, and Informal Small Business Practice Learnership.
- The importance of integration of economic planning into the skills planning function is underscored.
- The opportunity to support SMMEs through initiatives such as the SME Grant aimed at supporting Small and Micro Enterprises is evident.
- W&RSETA has the opportunity to assist in decreasing unemployment through initiatives such as the placement of Unemployed Graduates (Degree and Diploma) and Unemployed Interns to gain workplace experience.

Opportunities for alignment based on potential **social** factors identified:

- The opportunity to enhance support to marginalised persons through initiatives such as the International Leadership Development Programme (ILDPA) and Retail Management Development Programme (RMDP) are presented.
- W&RSETA can support youth through projects such as the Youth Unemployment Project, and work readiness programmes.
- W&RSETA is presented with the opportunity to target their training and

programmes towards marginalised populations, such as those in rural areas, in an attempt to bridge the inequality gap.

- Through supporting educational institutions (especially rural TVET campuses, and CET Colleges) with infrastructure and equipment needs, accessibility and reach of these institutions become greater, assisting in reducing the low education levels.

Opportunities for alignment based on potential **Technological** factors identified:

- Disruption caused by 4IR, new technologies and efficiencies, provides W&RSETA with the opportunity to train and the development of learning programmes to address critical skills such as digital literacy, data analytics, AI, and cybersecurity.
- Programmes focussing on the upskilling of workers related to technological changes and innovation are also underscored.

Opportunities for alignment based on potential **environmental** factors identified:

- The opportunity for W&RSETA exists to develop projects for promoting green industries.
- W&RSETA can furthermore consider developing and promoting training programmes focussed on efficient waste reduction strategies and recycling practices. By educating workers on how to reduce waste and adhere to regulations, W&RSETA can help the sector achieve cost savings and compliance. Additionally, promoting sustainable waste management practices can enhance the brand image of businesses within the sector, making them more attractive to eco-conscious consumers.
- W&RSETA can support the sector through training and capacity building in relation to the transition to the circular economy. Upskilling initiatives can focus on providing training and capacity-building programmes tailored to the needs of circular economy sectors, including product lifecycle management, waste reduction strategies, and sustainable supply chain management.



Opportunities for alignment based on potential **legal** factors identified:

- W&RSETA can support employers and SMMEs through initiatives assisting them with data protection compliance, and helping businesses understand and implement robust data management systems that adhere to regulatory requirements. This can include funding courses on cybersecurity, data privacy laws, and secure data handling practices.
- W&RSETA can facilitate the development of training programmes that focus on workplace safety standards and compliance with health and safety regulations.
- W&RSETA supports employers and SMMEs to adhere to data protection laws through funding and facilitating continuous professional development programmes that keep businesses updated on the latest legal requirements. By fostering a culture of compliance, W&RSETA can help businesses avoid penalties and maintain consumer trust, which is critical in the digital age.

(ii) Demand for services and other factors which inform the development of the Annual Performance Plan

While the W&R sector makes a significant positive contribution to Gross Domestic Product (GDP), it is subject to a range of change drivers that influence its evolution. These drivers, which can propel the sector forward or pose challenges, are examined through the lenses of skills supply and demand. By analysing how these factors impact the sector, we gain insights into the dynamics that shape its growth trajectory, highlighting areas of opportunity and potential obstacles. This exploration reveals how shifts in skills requirements and availability can either enhance or hinder the sector's development, underscoring the importance of aligning workforce capabilities with emerging industry needs.

(a) Technological Advancement:

Technological advancements are reshaping operational landscapes with the integration of AI, machine learning, and big data analytics. These technologies are revolutionising how retailers understand consumer behaviour, streamline inventory management, and tailor customer experiences. E-commerce platforms and mobile applications exemplify this transformation, offering unparalleled convenience for shopping anytime and anywhere. Furthermore, automation and robotics are enhancing supply chain efficiency and cost-effectiveness, while innovations such as contactless payment systems and augmented reality are elevating the in-store shopping experience.

As technology evolves, so too does the demand for specialised skills within the sector. There is a growing need for digital literacy and Information Technology (IT) proficiency to manage online storefronts and leverage data analytics for customer engagement. Expertise in data analytics, machine learning, AI programming, and automation is crucial for optimising decision-making and operational efficiency. Cybersecurity skills are vital for protecting sensitive information, while mastery of omni-channel retailing and Customers Relationship Management (CRM) systems is essential for delivering a seamless customer experience and personalised marketing. Addressing these needs requires targeted training and continuous professional development, industry-academic collaborations, and certification programmes to ensure that the workforce is equipped to thrive in a technologically advanced environment.

(b) Generation Z (Gen Z):

In the W&R sector, Generation Z, born between 1997 and 2012, is reshaping the landscape with their unique preferences and behaviours. This cohort emphasises sustainability, social responsibility, and brand authenticity, pushing businesses to adopt more ethical practices and transparent communication. Their advanced digital skills enable them to seamlessly interact with e-commerce platforms, digital marketing tools, and social media, which are now central to modern retail operations. As they enter the



workforce, the need for tailored work readiness programmes that cater to their expectations and skills becomes increasingly apparent, reflecting a significant shift in the industry's dynamic.

To address these evolving demands, the W&RSETA will spearhead the development of educational programmes tailored to Gen Z's needs, focusing on digital literacy, critical thinking, and effective communication. The creation of work readiness initiatives that integrate experiential learning and mentorship is essential for a smooth transition from education to employment. Additionally, continuous professional development and strong partnerships between educational institutions and industry are vital. By aligning curricula with market needs and offering practical experience through internships and apprenticeships, the W&RSETA will foster a skilled, forward-thinking workforce ready to drive innovation and sustainable growth within the sector.

(c) Consumer Behaviour Changes:

Consumer behaviour in the W&R sector reflects the evolving patterns and decision-making processes of individuals and organisations when purchasing goods and services. This behaviour is shaped by a myriad of factors including technological advancements, economic conditions, cultural trends, and personal preferences. As consumer preferences shift, the need for specialised skills has become increasingly critical. Professionals in digital marketing and e-commerce are essential for leveraging online platforms, search engine optimisation, and targeted advertising to enhance visibility and engagement. Additionally, experts in data analytics and AI are crucial for interpreting consumer data, personalising experiences, and predicting trends. The rise in demand for sustainable business practices highlights the need for roles focused on integrating eco-friendly initiatives into branding, while omni-channel managers and customer relationship specialists are vital for ensuring seamless shopping experiences and managing customer interactions.

In response to these shifting demands, the SETA will play a role in transforming skill development strategies. By spearheading the creation of specialised educational programmes in areas such as digital marketing, data

analytics, and sustainability, the SETA will ensure that curricula are aligned with current market needs. Embedding practical applications and advanced technologies into these programmes prepares learners for the realities of today's dynamic retail environment. Furthermore, the SETA is committed to ongoing professional development, offering workshops, seminars, and certification courses to help employees stay abreast of emerging fields like AI and e-commerce. This approach not only equips the workforce with the necessary skills but also supports the sector's adaptability and growth in a rapidly changing landscape.

(d) Economic Trends:

Economic trends, as key change drivers in the W&R sectors, encapsulate the overarching patterns that shape consumer behaviour, business operations, and workforce needs. These trends, which include economic expansions, recessions, fluctuations in consumer confidence, and disposable income, significantly impact the demand for retail goods and services. During periods of economic growth, increased consumer spending propels a higher demand for skilled personnel across various roles, including sales, customer service, logistics, and management. Conversely, economic downturns can lead to reduced consumer spending and a subsequent shift in skills demand, necessitating strategic adjustments in workforce planning and development.

Furthermore, evolving market dynamics driven by technological advancements and changing consumer behaviours accentuate the need for specialised skills. The rise of e-commerce and digital platforms, for instance, underscores the necessity for expertise in digital literacy, online merchandising, CRM, data analytics, and cybersecurity. Urban centres, characterised by higher economic activity, experience greater demand for skilled labour compared to rural areas, which may face shortages. To address these disparities, the SETA will focus on crafting targeted educational and training initiatives that align with the distinct needs of both urban and rural regions. This approach ensures that skill development efforts are responsive to regional economic conditions, fostering balanced growth and harnessing opportunities specific to each area.



(e) **Data Privacy and Protection of Personal Information Act:**

The implementation of the Data Privacy and Protection of Personal Information Act (POPIA) has emerged as a significant driver of change within the W&R sector, necessitating a heightened focus on securing customer data. This legislation mandates businesses to protect personal information collected during transactions, such as contact details, purchase histories, and preferences. Ensuring compliance involves robust data protection measures, obtaining consent for data processing, and safeguarding personal information. Consequently, there is an escalating demand for skilled professionals in data privacy management who can implement secure data handling practices and navigate the complexities of POPIA compliance.

The implications of POPIA extend beyond mere compliance, creating a need for specialised roles within the sector. The rise in demand for legal and compliance experts adept in interpreting and applying POPIA guidelines highlights the critical need for Data Protection Officers who can develop and enforce data protection strategies. IT security specialists are equally crucial, tasked with deploying technical safeguards to prevent data breaches and protect sensitive information. Additionally, policy developers are essential for crafting POPIA-compliant policies that mitigate legal risks and ensure organisational adherence to regulatory standards. This evolving landscape underscores the necessity for continuous skills development to address regulatory challenges and protect personal data effectively.

(iii) **Challenges in the External Environment and Interventions for Addressing Challenges**

The table below outlines key challenges that necessitate a proactive approach by the SETA. By identifying these challenges early, the SETA is better positioned to address them effectively in its implementation strategy.

Table 11: Challenges in the External Environment and Interventions Addressing Challenges

CHALLENGES	MITIGATIONS
1) Fluctuating economic conditions, including inflation, recession, or slow economic growth, may reduce the sector's capacity to invest in skills development.	<ul style="list-style-type: none"> • Prioritise funding for high-impact programmes that align with the sector's immediate needs while maintaining a contingency reserve to address economic fluctuations. • Implement rolling strategic reviews and scenario planning to quickly adjust priorities and resource allocation in response to economic changes.
2) Rapid changes in the labour market, particularly due to technological advancements, may outpace the SETA's ability to update and deliver relevant training programmes.	<ul style="list-style-type: none"> • Enhance labour market intelligence capabilities to regularly assess and forecast skills demand, ensuring that training programmes remain relevant and forward-looking. • Collaborate closely with industry leaders to co-develop training programmes that anticipate and address technological advancements, ensuring that the workforce is equipped with the latest skills.
3) Sudden changes in national policies or regulations, particularly those affecting skills development, education, or labour, could necessitate significant shifts in strategy.	<ul style="list-style-type: none"> • Design a flexible strategic framework that allows for rapid adjustment to new policies and regulatory requirements, minimising disruptions and maintaining alignment with national goals.
4) Increased regulatory compliance burdens may strain the SETA's resources and focus, diverting attention from strategic objectives.	<ul style="list-style-type: none"> • Develop internal capacity and resources to support compliance, reducing the burden on operational units and ensuring that the SETA remains focused on its strategic objectives.
5) The rapid pace of technological change, driven by 4IR, may require constant adaptation and upskilling, placing pressure on the SETA to keep pace with evolving industry needs.	<ul style="list-style-type: none"> • Invest in digital transformation initiatives to modernise the SETA's operations, including the development of digital platforms for learning and skills assessment.



CHALLENGES	MITIGATIONS
6) Persistent high levels of youth unemployment could exacerbate challenges in creating and maintaining effective pathways to employment.	<ul style="list-style-type: none"> • Expand and enhance youth-focused programmes, such as internships, apprenticeships, and entrepreneurship support, with specific targets for reducing youth unemployment in the sector. • Collaborate with employers to create clear career pathways within the sector, linking education and training to real employment opportunities and progression routes.
7) Increasing global competition may pressure the sector to rapidly upscale its workforce, requiring more aggressive and innovative skills development strategies.	<ul style="list-style-type: none"> • Benchmark SETA's training standards and programmes against global best practices, ensuring that the South African workforce is competitive on an international level. • Foster global partnerships and exchange programmes that expose South African workers to international standards and practices, enhancing their skills and marketability.

(iv) **Trend analysis based on annual reports and end-term reports that will inform the strategy going forward**

As the SETA continues to navigate the complexities of a rapidly evolving sector, the importance of reflecting on past performance cannot be overstated. The following trend analysis table serves as a critical tool in this reflection, offering a comprehensive overview of the patterns and outcomes that have shaped SETA's journey over the past years. This analysis is more than a retrospective glance; it is a strategic exercise that illuminates the successes, challenges, and shifts that have defined the SETA's path. By systematically examining these trends, the SETA gains valuable insights into the effectiveness of its interventions, the resilience of strategies, and the evolving demands of the sector. These insights are not only foundational for understanding where the SETA has been but are also crucial for charting a course forward it prepares for the 2025/26 period. The table below presents a detailed examination of past key performance.



Table 12: Trend Analysis Based on Annual Reports and End Term Reports

Programme Performance Indicator	Audited Actual Performance			
	2020/21	2021/22	2022/23	2023/24
Percentage of WSPs and ATRs approved for Small Companies per annum	81%	90,25%	93.8%	91%
Percentage of WSPs and ATRs approved for Medium Companies per annum	82%	86,41%	88.25%	85%
Percentage of WSPs and ATRs approved for Large Companies per annum	85%	90,68%	90.43%	90%
Number of unemployed persons awarded bursaries per annum	2 170	2 163	2 303	3 535
Number of employed persons awarded bursaries per annum	-	921	1 090	1 513
Number of employed and unemployed bursars completing their studies per annum	101	106	340	553
Number of unemployed learners registered on learning programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum	4 664	10 334	11 852	13 144
Number of unemployed learners completing learning programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	2 435	3 565	5 196	3 794
Number of employed and unemployed learners enrolled on Artisan / technician programmes per annum	-	323	598	717
Number of employed and unemployed learners completing Artisan / technician programmes per annum	-	0	415	534
Number of learners from TVET colleges and HETs are placed in Work Integrated Learning Programmes per annum	728	1 227	2 782	2 628
Number of learners from TVET colleges and HETs completed their Work Integrated Learning Programmes per annum	230	352	470	1 119
Number of employed learners registered on learning programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	7 452	10 399	10 447	9 139
Number of employed learners completing learning programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	1 735	2 092	3 926	5 089
Number of small and micro businesses supported per annum	2 446	2 508	4 321	3 573
Number of Informal Traders supported per annum	2 426	2 401	3 006	3 453
Number of Cooperatives / Community-based entities supported per annum	120	31	197	124
Number of persons enrolled on entrepreneurship development programmes per annum	303	177	257	397
Number of Trade Union beneficiaries who participated in Trade Union Capacitation Programmes per annum	1 095	1 010	1 629	1 770
Number of career guidance interventions per annum	-	950	244	254
Number of learners assisted to access opportunities in the W&R sector per annum	-	1 803	523	560
Number of unemployed learners enrolled for Candidacy Programmes per annum	-	27	58	58
Number of signed partnership agreements with HET Institutions, annually	-	2	2	2
Number of Public TVET Centres of Specialisation supported annually	-	6	5	4
Number of signed partnership agreements with TVET's, annually	-	9	20	16
Number of TVET colleges where the SETA has or maintains a presence, annually	35	33	35	36
Number of partnerships formed with CETs to improve the delivery of retail and related programmes, annually	-	3	3	7



The priority actions outlined below have been strategically identified through thorough research and are integral to aligning the SSP with the W&RSETA's five-year plan, as reflected in this APP. These actions encapsulate the core strategies needed to support imminent changes and advancements within the sector, establishing a comprehensive skills development agenda. Presented in order of priority, these initiatives are designed to effectively address the sector's evolving needs and drive sustainable progress over the coming years.

Table 13: Planned Strategic Priority Actions

PRIORITY AREA	DESCRIPTION
Priority Skills Plan (PSP) and Stakeholder Engagement	<ul style="list-style-type: none"> • Upgrade the system to allow employers to list sub-sectors, sizes, and locations in Workplace Skills Plan (WSP)/Annual Training Report (ATR) submissions. • Conduct a research study to determine the level of demand vs supply in occupational areas. • Work with DHET to formalise new occupations in terms of the OFO framework to facilitate the funding of these new occupations. • Use return on investment (ROI) methodologies to determine where the most impact is being made through W&RSETA interventions. • Drive the 4IR transition within the sector and assist businesses, especially SMMEs, to adapt. • Initiate regional stakeholder forums regarding SETA activities. • Develop the Research Desk Platform to ensure that stakeholder queries are addressed timeously. • Regularly conduct Stakeholder satisfaction surveys.
Skills Demand and Supply	<ul style="list-style-type: none"> • Upskilling Initiatives: The W&RSETA should prioritise upskilling programmes that target the lower and middle management levels in the W&R sectors. These programmes can focus on developing essential leadership, managerial, and technical skills to enhance productivity and career progression. • Provide more work-integrated learning opportunities. This will address the lack of relevant experience. • Provide targeted training for identified hard-to-fill-vacancies (HTFVs). This will address the lack of relevant qualifications. • Provide targeted training for previously disadvantaged people. This will address the lack of HTFVs due to equity considerations.

PRIORITY AREA	DESCRIPTION
Sector Transformation, including Training and Employment of PWD	<ul style="list-style-type: none"> • Provide courses for existing employees focussing on soft skills required for effective leadership. • Research to determine why previously disadvantaged individuals are not adequately represented in top and senior management. • Implement a mentorship programme to identify employees who show potential for leadership in senior management positions. • Improve access to training for SMMEs and individuals in more rural areas. • Conduct monthly site visits to training providers to ensure adherence to development plans. • Conduct entrepreneurial courses for employed and unemployed people. • Host business skills workshops with employees and SME owners. • Negotiate distribution agreements with retailers on behalf of SMMEs and implement a customised bursary scheme for PWD to access the sector. • Establish an internship programme specifically for PWD and encourage companies to employ graduates with disabilities. • Increase (on-time) completion rates of PWD, youth and women through effective and relevant training and necessary support such as coaching and mentoring, workplace exposure, and paying stipends on time. • Providing other types of support such as study leave and psychosocial support. • Ensure accreditation of previously disadvantaged training providers to support township and rural communities. • Research to establish if the SETA is currently prepared to employ people living with varying disabilities. • Provide incentives for employees that employ PWD and other marginalised groups. • Provide training and courses in local languages for employees who work in rural areas. • Implement a targeted funding model for PWD



PRIORITY AREA	DESCRIPTION
SMME, Cooperatives, and Informal Traders Development	<ul style="list-style-type: none"> • New Training Delivery Models-Implement blended learning models to account for sector disruption. Training can be focused on the following: <ul style="list-style-type: none"> • Conduct Health and Safety training • Digital and 4IR skills development • Financial management training • Entrepreneurial training for informal traders and SMMEs • Encourage More Active Engagement from SMMEs • Simplify and streamline the DG and Mandatory Grant (MG) processes for SMMEs. • Set aside a funding pool ringfenced for SMME skills interventions (SMMEs attend training and receive funding vouchers) • Recognise internal training conducted by SMMEs for DG and MG purposes. • Train SMMEs and informal traders on applicable compliance regulations and prescripts • SSP SME and Research Reports Recommendations • Partner with small business incubators and consider a more flexible funding model to fund training within incubators. • Train retired retailers as mentors and coaches to assist small businesses. • Provide training on access to finance and the development of business plans (partnerships with development financing and support agencies) • Facilitate stakeholder engagement around entrepreneurial development. • Consult sub-sector and regional stakeholders for the design of entrepreneurial development programmes. • Develop the vision and impact targets to ensure sustained benefits – move away from once-off training interventions. • Entrepreneurship Support: In addition to addressing unemployment through employment opportunities, the W&RSETA should provide comprehensive support for aspiring entrepreneurs within the W&R sectors. This support can include mentorship programmes, access to funding opportunities, and business development training to foster the growth of small businesses and stimulate entrepreneurship.

PRIORITY AREA	DESCRIPTION
Youth Unemployment	<ul style="list-style-type: none"> • Work Readiness Programmes: To address the subdued job growth and high unemployment rates, the W&RSETA should implement work readiness programmes aimed at equipping unemployed youth with the necessary skills and competencies to enter the sector. These programmes should emphasise practical training, soft skills development, and industry-specific knowledge to enhance employability. • Host annual W&R Sector career and open days, including support material, exhibitions, and classroom talks. • Provide students with helpful information about how to align their academics and extracurricular activities to careers within the sector. • Create awareness by partnering with businesses to educate learners on career trajectories and opportunities. • Develop an online career guidance system. • Partner with educational institutions to develop the school curriculum. • Partner with other SETAs and companies to research and open the market for 4IR/digital-related careers and functions across the economy. • Conduct quarterly roadshows at schools to promote entrepreneurial-based careers in retail and wholesale. • Incorporate entrepreneurship into existing W&R modules. • Provide mentors and coaches to small and emerging businesses. • Expose small business owners to new product and retail opportunities. • Expand existing projects for youth into rural areas. • Provide work readiness programmes that include courses and training on relevant content such as how to make the best use of digitisation/ technology in the sector, entrepreneurship, and soft skills.
Integration of Circular Economy (Green)	<p>The integration of circular economy principles presents an opportunity not only for environmental sustainability but also for fostering employment, entrepreneurship, and upskilling within the W&R sectors. By prioritising circularity, we aim to create a more inclusive and resilient economy that benefits both businesses and communities.</p> <p>Linkage to Employment</p> <ul style="list-style-type: none"> • Job Creation: The transition to a circular economy requires new skills and expertise, creating opportunities for job creation across



PRIORITY AREA	DESCRIPTION
	<p>various sectors. Initiatives such as product repair, refurbishment, and remanufacturing programmes can generate employment in specialised fields such as repair technicians, refurbishment specialists, and circular economy consultants.</p> <ul style="list-style-type: none"> • Supply Chain Resilience: By promoting sustainable sourcing practices and local production, circular economy initiatives can enhance supply chain resilience and create employment opportunities within local communities. This includes supporting small-scale producers, artisans, and entrepreneurs engaged in sustainable manufacturing and recycling activities. <p>Linkage to Entrepreneurship</p> <ul style="list-style-type: none"> • Circular Business Models: Embracing circular economy principles opens doors for entrepreneurial ventures centered around innovative business models. Entrepreneurs can explore opportunities in product leasing, sharing platforms, and circular supply chain solutions, driving economic growth and job creation in the process. • Resource Recovery and Upcycling: Entrepreneurial opportunities also exist in resource recovery and upcycling industries, where waste materials are transformed into valuable products or materials. By encouraging entrepreneurship in these sectors, we can unlock the economic potential of waste streams while simultaneously reducing environmental impact. <p>Linkage to Upskilling</p> <ul style="list-style-type: none"> • Training and Capacity Building: The transition to a circular economy requires a skilled workforce capable of implementing circularity principles effectively. Upskilling initiatives should focus on providing training and capacity-building programmes tailored to the needs of circular economy sectors, including product lifecycle management, waste reduction strategies, and sustainable SCM. • Entrepreneurial Skills Development: Upskilling programmes should also prioritise the development of entrepreneurial skills among aspiring circular economy entrepreneurs. This includes training in business planning, financial management, marketing, and sustainable business practices to support the successful launch and operation of circular economy ventures.

PRIORITY AREA	DESCRIPTION
ERRP	<p>Presidential Youth Employment Initiative</p> <ol style="list-style-type: none"> 1. <i>Establish and Expand Employment and Skills Development Programs for Youth:</i> <ul style="list-style-type: none"> • Develop and implement employment and skills development programs that specifically target young people, aligning with the objectives of the Presidential Youth Employment Initiative and the Economic Reconstruction and Recovery Skills Strategy. 2. <i>Strengthen Collaboration and Partnerships:</i> <ul style="list-style-type: none"> • Actively seek out and establish partnerships with industry stakeholders, employers, and private sector organisations to enhance the effectiveness of skills development initiatives aligned with the Presidential Youth Employment Initiative. • Foster collaboration through joint initiatives, shared resources, and knowledge exchange to maximise the impact of skills development programs for youth. 3. <i>Focus on Upskilling and Reskilling in High-Demand Areas:</i> <ul style="list-style-type: none"> • Prioritise upskilling and reskilling initiatives that enhance the employability of youth in sectors identified as priorities within the ERRP • Identify high-demand areas within these sectors and design training programs that provide relevant skills, such as digital literacy, advanced technical competencies, and entrepreneurship skills, to ensure young people are equipped for success in the evolving job market. • Capacitation Workshops and Trading Vouchers: ITAMED • Entrepreneurship Development Programme. • SME Grant (Small and Micro Enterprise Grant). • Unemployed Graduates (Degree and Diploma) are placed to gain workplace experience. • Unemployed Interns are placed to gain workplace experience to obtain their diplomas. • Include employees that fall within marginalised and minority groups in the ILDP and RMDP programmes. • Infrastructure and equipment support with CETs, TVETs and Skills Development Centres. • Embed economic planning within the skills planning function. • Consider a review of the legislative framework to allow SETA to be more flexible (flexible use of discretionary funds to fund ERRP interventions that are not necessarily PIVOTAL related)



PRIORITY AREA	DESCRIPTION
	<p><i>Measures to Support National Strategies and Plans</i></p> <p>The W&RSETA identified nine key ERRP Skills Strategy Interventions that respond to national strategies, especially the ERRP Skills Strategy:</p> <ul style="list-style-type: none"> • Expanding the provisioning of short skills programmes (accredited and non-accredited) to respond to skills gaps identified in the ERRP skills strategy. • Strengthening entrepreneurship development programmes and expanding the provisioning of WBL. • Increasing enrolments in qualification-based programmes that respond to occupational shortages identified in the ERRP (e.g., marketing specialist, e-commerce manager, e-commerce planner, ICT specialist, system analyst, learning-learning designer). • Strengthening career pathing at the school level to promote and raise awareness of sector-related opportunities to combat youth unemployment. • Use technology and 4IR to further mainstream PWD into the sector, as these technologies may improve access to the sector. • Consider incorporating basic IT skills, problem-solving and critical thinking across curriculums. • Strengthening the post-school education and training system; and • Embedding skills planning into economic planning processes and vice versa.

(v) Findings of Internal and External Evaluations that will be used to Inform this Annual Performance Plan

The W&RSETA has strategically positioned its skills development initiatives as a vital response to the growing demand for a more skilled and adaptive workforce within the sector. Through a comprehensive suite of programmes including bursaries, internships, learnerships, and artisanal training the SETA has systematically tackled the critical skills shortages that have historically impeded the sector's growth. These initiatives are not merely about providing training, but they represent a deliberate effort to build a robust pipeline of talent, inspiring youth to professionalise careers in wholesale and retail.

By offering accessible and affordable training opportunities, the SETA has significantly contributed to the sector's professional development, ensuring that both unemployed and employed individuals acquire the skills necessary to meet the sector's evolving demands. The strategic alignment of these initiatives with broader economic objectives underscores their importance, as they directly enhance the employability of the workforce while fostering pathways for career advancement within the sector. However, the sector's absorptive capacity for unskilled and semi-skilled workers remains a challenge, particularly in the context of sustained economic growth. With approximately 3.25 million people employed in the trade industry in 2022, the wholesale and retail sectors continue to be a cornerstone of employment for a significant portion of the labour force. In this landscape, the SETA's role is crucial, not only in enhancing employability but also in supporting career progression and fostering entrepreneurship.

The return on investment from the W&RSETA's initiatives is evident in the tangible outcomes experienced by programme beneficiaries. Impact evaluations reveal that many participants, who were previously unemployed or underemployed, have successfully transitioned into gainful employment, contributing to a notable reduction in unemployment among programme graduates. Beyond individual employability, the data indicates that W&RSETA's programmes have broader socio-economic impacts, fostering entrepreneurial endeavours and driving community-level advancement. However, to maximise the long-term impact of these initiatives, continuous assessment and refinement are essential. This will ensure that W&RSETA's programmes remain responsive to the dynamic needs of the wholesale and retail sector, driving sustained growth and transformation within the industry.

As W&RSETA looks toward the 2025/26 cycle, the findings from these evaluations will guide its strategic focus. Key areas of emphasis will include the modernisation of training programmes to align with industry advancements, deeper engagement with stakeholders to enhance collaboration, and the introduction of innovative approaches to skills development. These efforts are aimed at bolstering the sector's resilience, driving economic growth, and empowering individuals to thrive in an increasingly dynamic job market.



4.2. Internal Environment Factors

(i) SETA's Capacity to Deliver on Mandate

The W&RSETA operates with eleven offices across all nine provinces. In Gauteng, there are three offices: two provincial offices and one Head Office. This distribution ensures that the offices are well-positioned to serve most stakeholders effectively. The provincial offices act as the implementation arms of the SETA.

Currently, the W&RSETA employs 236 permanent staff members out of 303 total positions, which includes personnel at both the Head Office and the Provincial Offices. The number of staff on fixed-term contracts has significantly decreased following the introduction and subsequent revisions of the organisational structure in 2019. The primary goal of the W&RSETA offices is to facilitate access to services and projects. They are staffed with skilled and competent employees responsible for managing and monitoring skills interventions, including learner verifications, monitoring, evaluation, and reporting. Additionally, provincial offices ensure the quality of learning programmes through assessments, moderation, and learner certification.

W&RSETA started a journey of a *Turnaround Strategy* in 2019/20, which proposed several business interventions, and one such intervention was the organisational redesign. The revised organisational structure was developed in alignment with the decentralised model as adopted in the Turnaround Strategy. The development of the revised organisational structure is meant to yield the following results/outputs:

- Greater effectiveness and efficiency
- Meeting the desired results/outputs
- Use of resources economically
- Ensuring a mechanism for clean administration is in place
- Ensuring the W&RSETA becomes an employer of choice
- Bringing services closer to the major role players
- Supporting, developing, and growing the informal sector

(ii) Implications of the New Structure:

- Clustering of regions for greater efficiencies
- Revisions of the naming conventions
- Clear unambiguous job profiles and descriptions

- Migration to the new structure and remuneration framework
- Devolution of powers/responsibilities
- Decentralisation of operational and identified services
- Sharing of enablers/support services

(iii) Human Resources Management and Development (HRM&D) Strategy

W&RSETA developed and adopted an HRM&D Strategy during the 2020/21 financial year. During this process, the SETA took a long-term view to HR planning and management through interventions which are aimed at:

- Ensuring that the W&RSETA has the requisite number of skills and competencies to improve organisational performance,
- Ensuring that the W&RSETA is configured strategically and correctly in terms of the organisational structure
- Ensuring that the W&RSETA attracts and retains the right capacity to deliver on the mandate to address the organisational needs
- Promote a sound organisational culture and environment that enhance service delivery.

(iv) Approved Macro Structure

The approved macro structure represents the culmination of the second phase of the organisational design (OD) process for the SETA. This macrostructure encompasses the following components:

- **Executive Management Structure**
- **Functional Structure**

The OD is centred around three primary focus areas:

- **Value Creators**
- **Value Enablers**
- **Value Defenders**

This design was not a straightforward or temporary solution but rather a comprehensive and often long-term effort aimed at achieving transformational change in specific operational areas. These areas include Values, Strategy, Structure, People, and Processes.



Figure 6: Approved W&RSETA Structure: Executive Managers

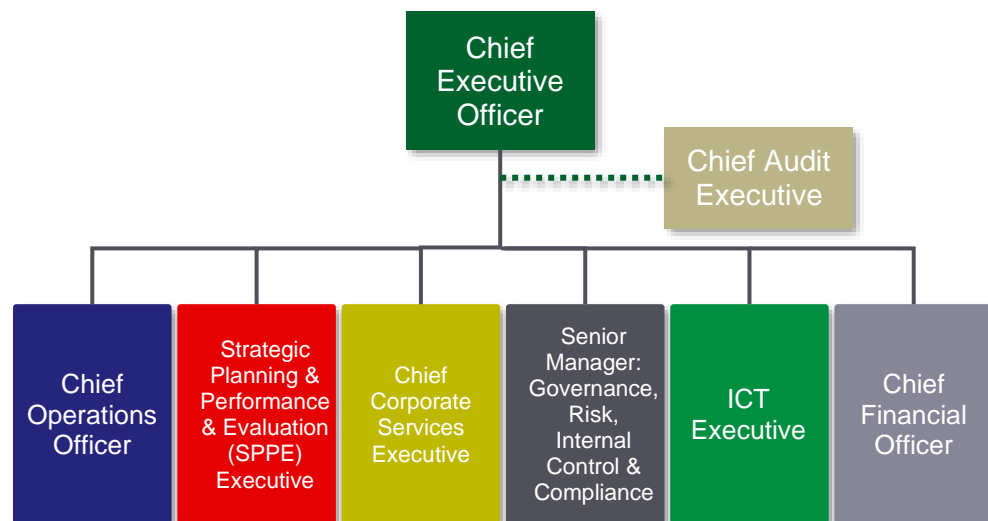
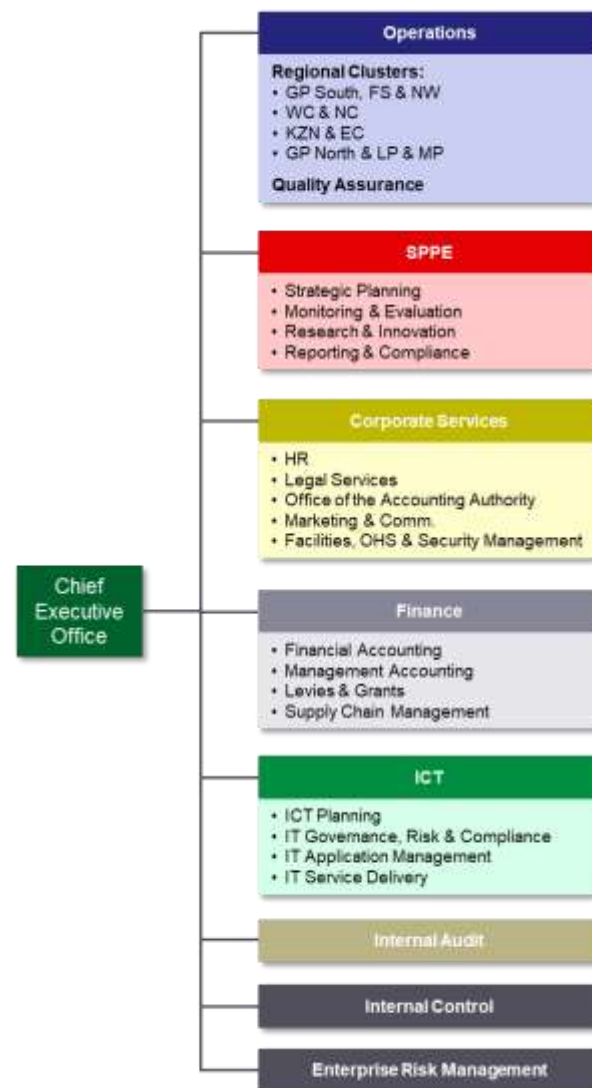


Figure 7: Approved W&RSETA Functional Structure



Employee Costs

Employee costs are projected to rise by 4.8% from the 2023/24 financial year to the 2024/25 financial year. This anticipated increase accounts for expected wage negotiations and the filling of several vacant positions. As part of the Turnaround Strategy, the W&RSETA has undertaken various initiatives to enhance operational efficiency. One key initiative is the OD process, which involves realigning the W&RSETA's organisational structure to better respond to the evolving demands and needs of the sector.

(v) W&RSETA Status on Compliance with B-BBEE Act

In South Africa, Broad-Based Black Economic Empowerment (B-BBEE, or BEE as it is more commonly known) is a complex system of rules and guidelines designed to effect socio-economic transformation by levelling the playing field for people of all races. The W&RSETA ensures compliance with the B-BBEE Act in its procurement of goods and services. All adverts for tenders and requests for quotations include a clause on B-BBEE, and the award of contracts considers the B-BBEE points.

(vi) The status of the W&RSETA in responding to interventions relating to women, youth and PWD.

Section 15 of the Employment Equity Act No. 55 of 1998 stipulates that Designated Employers must implement affirmative action measures to ensure that suitably qualified employees from Designated Groups have equal opportunities and are equitably represented across all occupational categories and levels within the workforce. Per the provisions of the Act, the W&RSETA workforce as of the end of June 2024 is detailed in the table below:

Table 14: HR Statistical Picture

Item	Numbers	Comment
Total Staff (including fixed term)	236	None
Women (including fixed term)	163	69 % of the W&RSETA's workforce are women
PWD	1	0.42 % is the number representing the PWD.

The table above illustrates that the W&RSETA has exceeded its target for female representation in the workplace, achieving 69%. Out of the 25 filled top and senior management positions within the W&RSETA, 10 positions, or 40%, are held by women. While the Employment Equity Plan of the SETA aims to address the under-representation of males, PWD, and other groups, it is important to emphasise that this effort does not involve reducing the number of women employed within the organisation.

According to the Employment Equity Quarterly Labour Force Survey (QLFS) (Q4 2023) by Stats SA, the national workforce comprises 54% males and 46% females. This data indicates that the W&RSETA's numeric goals in the Employment Equity Plan should focus on progressively addressing the under-representation of males and other groups, in alignment with the overall demographic trends.

The W&RSETA has, however, lagged in the representation of PWD within its workforce. As of 31 March 2024, there was only one employee with disabilities, representing just 0.42% of the workforce. The SETA is committed to implementing and monitoring its Employment Equity Plan to address this gap. The national target for the employment of PWD has consistently been set at 2% over recent years, highlighting a need for the W&RSETA to enhance its efforts to align with these national objectives.



Additionally, the W&RSETA annually prepares and submits an online Employment Equity Report in compliance with legal requirements. Over the past financial year, 288 staff members have been provided increased access to W&R-focused occupational programmes. HR is in its second year of implementing the recommendations from the skills audit report, which identified priority interventions including Executive Coaching, Project Management, Planning, Business Writing, and General Office Assistants Training. The remaining elements of the skills audit are expected to be completed in the 2025/26 financial year. Meanwhile, the SETA continues to submit the WSP to Education, Training and Development Practices SETA (ETDP SETA) as mandated by legislation.

(vii) SETA Strengths, Weaknesses, Opportunities and Threat (SWOT Analysis)

As part of its forward-looking strategy for the 2025-2030 period, the W&RSETA is conducting a comprehensive SWOT analysis. This analysis is a crucial component of the organisation's strategic planning and will provide an in-depth evaluation of its Strengths, Weaknesses, Opportunities, and Threats. By assessing these factors, the SETA aims to align its strategic objectives with the evolving needs of the sector, ensuring it is well-positioned to proactively address challenges and seize emerging opportunities. This analysis will serve as a foundational tool to guide the SETA's efforts in driving sustainable growth and sector transformation over the next five years.



Figure 8: W&RSETA SWOT Analysis



BUDGET FOR ANNUAL PERFORMANCE PLAN

(viii) SETA's Capacity to Deliver: Financial Resources

The Medium-Term Expenditure Framework (MTEF) delineates the strategic priorities for the W&RSETA. Budget adjustments within this framework are guided by external economic factors. Key influences include the overall performance of the economy and the state of employment in South Africa, both of which affect the levies collected by the W&RSETA.

(ix) Financial Resource

The W&RSETA receives 80% of the 1% skills levy paid by levy-paying companies. Projected revenue streams for the 2024/2025 to 2027/2028 financial years are derived from actual levies collected during the 2023/2024 financial year, considering the prevailing economic conditions and the Consumer Price Index (CPI) percentiles following the MTEF guidelines. Historically, revenue streams have been conservatively projected, with an average annual increase of 5% to 6%. This projection is based on salary negotiations within the sector, which underpin the calculation of the 1% skills levy.

Table 15: Goods and Services

2024/25 FY R' 000	2025/26 FY R' 000	2026/27 FY R' 000	2027/28 FY R' 000
104 332	93 633	97 893	102 318

Goods and services expenditures are anticipated to reduce by 10,3% from the 2024/25 to the 2025/26 financial years. This is a result of the application exceeding 10,5% administration costs that were made in the 2024/25 financial year due to the strain encountered on the admin budget allocation. This expenditure will then be adjusted by the CPI of 4.55% for the 2026/27 financial year, with a further increase of 4.52% projected for the 2026/27 to 2027/28 financial years.

Table 16: Levy Revenue

2024/25 FY R' 000	2025/26 FY R' 000	2026/27 FY R' 000	2027/28 FY R' 000
1 565 900	1 639 497	1 714 914	1 795 515

Levy revenue is anticipated to rise by 4.7% from the 2024/25 to 2025/26 financial year, with subsequent increases of 4.6% in 2026/27 and 4.7% in 2027/28. The 4.7% growth from 2023/24 to 2024/25 reflects the levy income over a complete 12-month period. The stability of the business environment and the increase in additional businesses in the country have led to a greater number of levy-paying companies, resulting in increased levy collections.

Table 17: Transfers and Subsidies

2024/25 FY R' 000	2025/26 FY R' 000	2026/27 FY R' 000	2027/28 FY R' 000
2 208 758	2 363 380	2 437 357	2 478 788

Transfers and subsidies expenditure encompasses the total value of both mandatory and discretionary grant spending for the W&RSETA. This expenditure is projected to rise by 7% from the 2024/25 to the 2025/26 financial year. Increases of 3,1% and 1,7% are anticipated for the 2026/27 and 2027/28 financial years, respectively. These increases are directly correlated with the anticipated growth in levy revenue and are aligned with the heightened performance targets established by the W&RSETA. Additionally, the adjustments account for the surplus retained from previous financial periods.

(x) Programme Resource Considerations

The following outlines the MTEF for the period 2025/26 to 2027/28:



Table 18: Medium-term Expenditure Framework for the MTEF period 2025/26-2027/28 (Consolidated budget)

	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
				Approved				
Financial Performance data	Audited Outcome/ Actual values			Original budget	Revised budget	Medium Term Estimates		
R thousand	2021/22	2022/23	2023/24	2024/25	2024/25	2025/26	2026/27	2027/28
Revenue								
Non-tax revenue	108 181	142 125	199 131	203 312	255 312	357 437	393 181	432 499
Interest income	106 435	142 125	198 880	203 312	255 312	357 437	393 181	432 499
Other	1 746		251					
Transfers received	1 323 572	1 409 604	1 581 018	1 565 900	1 565 900	1 639 497	1 714 914	1 795 515
Administration Grant (10.5%)	168 776	181 897	204 641	202 065	202 065	211 562	221 294	231 695
Mandatory Grant (20%)	325 794	346 471	389 699	384 887	384 887	402 977	421 514	441 325
Discretionary Grant (49,5%)	806 729	857 515	964 835	952 596	952 596	997 368	1 043 247	1 092 280
Penalties and interest on levies	22 273	23 721	21 843	26 351	26 351	27 589	28 859	30 215
Total revenue	1 431 753	1 551 729	1 780 149	1 769 212	1 821 212	1 996 934	2 108 095	2 228 014
Expenses								
Current expenses	135 269	181 022	203 647	202 065	217 065	211 562	221 294	231 695
Compensation of employees	56 732	100 672	92 164	102 153	102 153	106 862	111 829	117 282
Goods and services	67 743	70 350	100 061	87 332	104 332	93 633	97 893	102 318
Depreciation	10 794	10 000	11 422	12 580	10 580	11 067	11 571	12 095
Transfers and subsidies	1 267 681	1 820 649	1 847 123	2 171 758	2 208 758	2 363 380	2 437 357	2 478 788
Transfers and subsidies excluding project costs	1 099 119	1 713 027	1 736 658	2 037 743	2 072 363	2 216 350	2 286 169	2 325 978
- Compensation of employees	107 679	79 422	75 406	82 774	82 774	86 663	90 652	94 911
- Other Project Expenses	60 883	28 200	35 059	51 241	53 621	60 367	60 536	57 899
Total expenses	1 402 950	2 001 671	2 050 770	2 373 823	2 425 823	2 574 942	2 658 651	2 710 483
Surplus / (Deficit)	28 803	-449 942	-270 621	-604 611	-604 611	-578 008	-550 556	-482 469
Retained Surpluses		449 942	270 621	604 611	604 611	578 008	550 556	482 469
Total Surplus / (Deficit)		-	-	-	-	-	-	-



	R'000		R'000	R'000	R'000	R'000	R'000	R'000
				Approved				
Financial Performance data	Audited Outcome/ Actual values			Original budget	Revised budget	Medium Term Estimates		
R thousand	2021/22	2022/23	2023/24	2024/25	2024/25	2025/26	2026/27	2027/28
Total Revenue Budget	1 431 753	1 551 729	1 780 149	1 769 212	1 821 212	1 996 934	2 108 095	2 228 014
1. Administration Grant (10.5%)	168 776	181 897	204 641	202 065	202 065	211 562	221 294	231 695
2. Mandatory Grant (20%)	325 794	346 471	389 699	384 887	384 887	402 977	421 514	441 325
3. Discretionary Grant (49,5%)	806 729	857 515	964 835	952 596	952 596	997 368	1 043 247	1 092 280
4. Other Income	130 454	165 846	220 974	229 663	255 312	357 437	393 181	432 499
Expense Breakdown per Grant Category								
Total Expenditure Budget	1 402 950	2 001 671	2 050 770	2 373 823	2 425 823	2 574 942	2 658 651	2 710 483
1. Administration Grant (10%)	129 647	172 782	193 954	191 191	206 191	200 772	210 229	220 110
2. QCTO (0.5%)	5 622	8 240	9 693	10 874	10 874	10 790	11 065	11 585
3. Mandatory Grant (20%)	218 566	278 067	263 530	384 887	384 887	402 977	421 514	441 325
4. Discretionary Grant (49.5%)	1 049 115	1 542 582	1 583 593	1 786 871	1 823 871	1 960 403	2 015 843	2 037 463
4.1 Project Expenses (7.5% Admin)	168 562	107 622	110 465	134 015	136 395	147 030	151 188	152 810
- Compensation of employees	107 679	79 422	75 406	82 774	82 774	86 663	90 652	94 911
- Other Project Expenses	60 883	28 200	35 059	51 241	53 621	60 367	60 536	57 899
4.2 Discretionary Grant excluding project expenditure	880 553	1 434 960	1 473 128	1 652 855	1 687 476	1 813 373	1 864 655	1 884 653
4.2.1 Discretionary Grant: Pivotal (80%+ of 49,5%)	704 442	1 147 968	1 178 502	1 322 284	1 349 980	1 450 698	1 491 724	1 507 722
4.2.2 Discretionary Grant: Various Projects (20%- of 49.5%)	176 111	286 992	294 626	330 571	337 495	362 675	372 931	376 931



	R'000		R'000	R'000	R'000	R'000	R'000	R'000
				Approved				
Financial Performance data	Audited Outcome/ Actual values			Original budget	Revised budget	Medium Term Estimates		
R thousand	2021/22	2022/23	2023/24	2024/25	2024/25	2025/26	2026/27	2027/28
Programme 1: Administration	135 269	181 022	203 647	202 065	217 065	211 562	221 294	231 695
1.1 Compensation of employees	56 732	100 672	92 164	102 153	102 153	106 862	111 829	117 282
1.2 Good and services	67 743	70 350	100 061	87 332	104 332	93 633	97 893	102 318
1.3 Depreciation	10 794	10 000	11 422	12 580	10 580	11 067	11 571	12 095
Programme 2: Skills Planning	234 506	295 176	277 831	403 755	403 755	422 731	442 177	462 847
2. Project Expenses	3 563	3 777	4 037	4 196	4 196	4 393	4 596	4 812
2.1 Research (Chairs and SOEs)	8 733	9 170	7 059	10 090	10 090	10 564	11 050	11 492
2.2 Sector Skills Plans	3 644	4 163	3 205	4 581	4 581	4 796	5 017	5 217
2.3 Work Skills Plans and Annual Training Reports (Mandatory Grant)	218 566	278 067	263 530	384 887	384 887	402 977	421 514	441 325
Programme 3: Learning Programmes and Projects	979 533	1 468 614	1 564 428	1 704 839	1 741 840	1 874 517	1 926 005	1 957 296
3. Project Expenses	141 733	137 844	101 811	113 585	113 585	125 639	128 813	136 282
3.1 Implementation of learning Programmes per NSDS goals	743 963	1 231 302	1 357 378	1 480 757	1 517 757	1 633 186	1 676 179	1 695 160
3.2 Special projects (including partnerships)	80 280	85 097	90 034	94 533	94 533	98 976	103 529	107 670
3.3 Monitoring, Evaluation and Reporting	2 650	2 809	2 972	3 121	3 121	3 268	3 418	3 555
3.4 Career and vocational guidance	10 907	11 562	12 233	12 844	12 844	13 448	14 067	14 629
Programme 4: Quality Assurance	53 641	56 859	4 864	63 164	63 164	66 133	69 175	58 645
4. Project Expenses	13 787	14 614	3 618	16 235	16 235	16 998	17 779	11 716
4.1 Artisans and learning programmes	19 809	20 998	1 246	23 326	23 326	24 423	25 546	23 326
4.2 Partnerships with HET, TVETs and CETs	20 045	21 247	-	23 603	23 603	24 712	25 849	23 603
Total expense	1 402 950	2 001 671	2 050 770	2 373 823	2 425 823	2 574 943	2 658 650	2 710 482



PART C: MEASURING OUR PERFORMANCE

5. Updated Situational Analysis

Programme 1: Administration

The purpose of this programme is to provide effective and efficient support functions within the organisation. The programme is responsible for creating an enabling environment for the W&RSETA to deliver on its outputs and goals.

The success of this programme over the MTEF will be measured in terms of its ability to establish organisational capacity and capability that will enable a culture of high-performance productivity which will enable the delivery of the SETA's mandate. This will be attained through the deployment of robust business processes and systems, embedding effective corporate governance, strengthening oversight and compliance, as well as monitoring and evaluation capabilities for measuring the impact of skills interventions in the sector.

Table 19: Programme 1 Outcomes, Outputs, Output Indicators & Targets

Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Outcome 1: An efficient and effective organisation with good corporate governance	Output 1: Attainment of an unqualified audit Opinion from the Auditor General (AG) South Africa	[1.1] Audit opinion annually	Qualified	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified
	Output 2: stakeholder sessions that advocate for participation in skills development programmes	[1.2] Number of stakeholder sessions conducted annually to advocate for participation in skills development programmes	7	16	16	18	20	20	20



Table 20: Indicators, Annual and Quarterly Targets

Outputs	Output indicators	Annual Targets	Q1	Q2	Q3	Q4
Output 1: Attainment of an unqualified audit Opinion from the AG South Africa	[1.1] Audit opinion annually	Unqualified	-	-	-	Unqualified
Output 2: stakeholder sessions that advocate for participation in skills development programmes	[1.2] Number of stakeholder sessions conducted annually to advocate for participation in skills development programmes	20	5	5	5	5

Explanation of Planned Performance over the Medium-Term Planning Period

In this 2025/26 APP, the SETA prioritises the effective and efficient use of resources as a cornerstone of its strategy to achieve and sustain an unqualified audit opinion from the Auditor-General South Africa. Building on the governance framework established in previous years, the SETA is committed to advancing its sound administration practices, ensuring that all operations are aligned with the highest standards of compliance and resource management.

The pursuit of an unqualified audit opinion by the end of the 2025/26 financial year represents a critical milestone in this journey. Achieving this goal will not only validate the institution's commitment to transparency and accountability but also reinforce stakeholder confidence in the W&RSETA's ability to deliver on its mandate. The unqualified audit opinion for 2025/26 will serve as a key performance indicator, reflecting the SETA's ongoing dedication to governance excellence and resource stewardship. This focus on sound administration and governance underscores W&RSETA's strategic approach to driving sectoral transformation, ensuring that all resources are optimally utilised to support the development of a skilled and agile workforce within the wholesale and retail sector.



Programme 2: Skills Planning and Research

Functions falling within the ambit of this programme include skills planning, monitoring, evaluation, reporting and research programmes. These programmes provide key inputs in advancing skills development in the sector.

Programme 2 implements its mandate through robust planning, improving the quality and quantity of research outputs, as well as strengthening the integrity of monitoring, evaluation, and reporting on performance information.

Table 21: Programme 2 Outcomes, Outputs, Output Indicators & Targets

Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Outcome 4: A sector responsive e Research Agenda that supports and informs the establishment of impact-gearred W&R skills development programmes	Output 3: Board approved planning documents submitted to DHET within prescribed timeframes	[2.1] Number of Board approved planning documents submitted to DHET within prescribed timeframes annually	1	1	2	3	2	2	2
	Output 4: Strategic partnerships established to address priority occupations	[2.2] Number of Memorandums of Understanding with strategic partners addressing sector needs, annually	3	3	2	2	2	2	2
	Output 5: Sector research reports completed	[2.3] Number of sector research reports completed annually	4	3	4	5	5	5	5
	Output 6: Sector directed evaluation studies completed	[2.4] Number of sector directed tracer / impact study reports completed annually	2	2	2	3	2	3	3
	Output 7: Post-Doctoral Fellows Appointed to Support the Implementation of the Sector Research Agenda	[2.5] Number of Post-Doctoral Fellows appointed to support sector research agenda implementation	-	-	-	2	2	2	2
Outcome 6: Growth focused skills development and entrepreneurship development support for emerging entrepreneurs, and small, medium and informal business enterprises to enhance their participation in the mainstream economy	Output 8: A comprehensive strategy document targeted to support for the establishment, growth, and sustainability of SMMEs in the wholesale and retail sector, reviewed annually	[2.6] Number of strategy documents reviewed annually to support the establishment, growth, and sustainability of SMMEs in the wholesale and retail sector	-	-	-	-	1	1	1



Table 22: Indicators, Annual and Quarterly Targets

Outputs	Output indicators	Annual Targets	Q1	Q2	Q3	Q4
Output 3: Board approved planning documents submitted to DHET within prescribed timeframes	[2.1] Number of Board approved planning documents submitted to DHET within prescribed timeframes annually	2	0	1	1	0
Output 4: Strategic partnerships established to address priority occupations	[2.2] Number of Memorandums of Understanding with strategic partners addressing sector needs, annually	2	0	0	2	-
Output 5: Sector research reports completed	[2.3] Number of sector research reports completed annually	5	0	0	0	5
Output 6: Sector directed evaluation studies completed	[2.4] Number of sector directed tracer / impact study reports completed annually	2	0	0	0	2
Output 7: Post-Doctoral Fellows Appointed to Support the Implementation of the Sector Research Agenda	[2.5] Number of Post-Doctoral Fellows appointed to support sector research agenda implementation	2	0	0	2	0
Output 8: A comprehensive strategy document targeted to support for the establishment, growth, and sustainability of SMMEs in the wholesale and retail sector, reviewed annually	[2.6] Number of strategy documents reviewed annually to support the establishment, growth, and sustainability of SMMEs in the wholesale and retail sector.	1	-	-	-	1

Explanation of Planned Performance over the Medium-Term Planning Period

Programme 2 stands as a pivotal element, designed to contribute directly to Outcome 4: A sector-responsive Research Agenda that supports and informs the establishment of impact-gear W&R skills development programmes. This outcome is anchored in the NSDP's call for SETAs to embed skills planning within economic planning processes, underscoring the need for applied research and innovation projects that are responsive to the evolving needs of the sector. The outputs in Programme 2 ranging from strategic planning facilitation to the continuous enhancement of labour market intelligence are integral to fulfilling this mandate.

One of the critical aspects of this programme is its focus on conducting strategic and purposeful research. This research is not merely academic; it is practical and geared toward improving the SETA's ability to forecast and plan effectively, ensuring that skills development initiatives are aligned with the sector's needs. This alignment is particularly crucial given the dynamic nature of the wholesale and retail sector, which requires ongoing adaptation to technological advancements, market shifts, and socio-economic challenges.

Furthermore, Programme 2 emphasises the importance of formalising strategic partnerships with institutions that can contribute to addressing sectoral needs. These partnerships are not only about collaboration but are also about ensuring that the SETA's efforts are amplified and supported by other key players in the industry. By conducting 16 stakeholder sessions during the financial year, the W&RSETA aims to raise awareness and attract relevant role-players who can help in prioritising and addressing critical occupations within the sector.

The research agenda also places a special focus on supporting women, children, and people with disabilities. By assessing their needs and identifying market opportunities, the W&RSETA aims to ensure that its skills development initiatives are inclusive and transformative. This focus aligns with the broader national priorities and the ERRP Skills Strategy, particularly Intervention 8, which calls for embedding skills planning in economic processes. The alignment with the Science, Technology and Innovation (STI) Decadal Plan (2022-2032) further reinforces the SETA's commitment to innovation and the development of a workforce that is not only skilled but also adaptable to the demands of a rapidly changing industry.



Programme 3: Learning Programmes and Projects

The purpose of this programme is to contribute to addressing the HTFVs identified in the SSP and reducing HTFVs in the wholesale and retail sector through the provisioning of quality learning programmes. Sub-programmes under this programme include career guidance and the implementation of learnerships, apprenticeships, skills programmes, internships, workplace-based learning programmes (learnerships) and bursaries for students at TVET Colleges and Higher Education Institutions.

Table 23: Programme 3 Outcomes, Outputs, Output Indicators & Targets

Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Outcome 8: An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector's current and emerging skills needs	Output 9: Approved WSP & ATRs	[3.1a] Number of WSPs and ATRs approved for Small Companies per annum	90,25%	93.8%	91%	70%	2458	2458	2458
		[3.1b] Number of WSPs and ATRs approved for Medium Companies per annum	86,41%	88.25%	85%	70%	748	748	748
		[3.1c] Number of WSPs and ATRs approved for Large Companies per annum	90,68%	90.43%	90%	70%	348	348	348
	Output 10: Unemployed persons awarded bursaries	[3.2] Number of unemployed persons awarded bursaries per annum	2 163	2 303	3 535	2 500	3 000	3 000	3 000
	Output 11: Employed persons awarded bursaries	[3.3] Number of employed persons awarded bursaries per annum	941	1 090	1 513	1 080	900	900	900
	Output 12: Employed and unemployed bursars completing their studies	[3.4] Number of employed and unemployed bursars completing their studies per annum	106	340	553	500	600	650	700
Outcome 5: Increased opportunities to access W&R occupationally directed programmes	Output 13: Unemployed learners registered on learning programmes addressing Key Skills Priority Areas	[3.5a] Number of unemployed learners registered on Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum..	8 350	9 279	11 979	12 000	10 000	10 000	10 000
		[3.5.b] Number of unemployed learners registered on Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	1958	2573	1 164	2 000	2 000	2 000	2 000



Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Output 14: Employed and unemployed learners enrolled on Artisan / technician programmes	[3.6] Number of employed and unemployed learners enrolled on Artisan / technician programmes per annum	323	598	717	750	1000	1000	1000
	Output 15: Learners from TVET colleges and HETs are placed in Work Integrated Learning Programmes	[3.7a] Number of learners from TVET colleges are placed in Work Integrated Learning programmes per annum	1 227	2 782	1 730	2 045	2 045	2 045	2 045
		[3.7b] Number of learners from HETs are placed in Work Integrated Learning programmes per annum			898	900	900	900	900
	Output 16: Learners from TVET colleges and HETs completed their Work Integrated Learning Programmes	[3.8a] Number of learners from TVET colleges completed their Work Integrated Learning Programmes per annum	352	470	869	550	550	550	550
		[3.8b] Number of learners from HETs completed their Work Integrated Learning Programmes per annum			250	300	300	300	300
	Output 17: Employed learners registered on learning programmes addressing Key Skills Priority Areas	[3.9a]] Number of employed learners registered on Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	6 131	5 546	5 723	5 800	4 800	4 800	4 800
		[3.9b] Number of employed learners registered on Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	4 268	4 901	3 416	4 000	3 200	3 200	3 200
Outcome 6: Growth focused skills development and entrepreneurship development support for emerging entrepreneurs, and small, medium and informal business enterprises to enhance	Output 18: Small and micro businesses supported	[3.10] Number of small and micro businesses supported per annum	2 508	4 321	3 573	3 000	3 000	3 000	3 000
	Output 19: Informal Traders supported	[3.11] Number of Informal Traders supported per annum	2 401	3 006	3453	3 000	3 500	3 500	3 500
	Output 20: Cooperatives/	[3.12] Number of Cooperatives/ Community-	31	197	124	120	120	120	120



Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
their participation in the mainstream economy.	Community-based entities supported	based entities supported per annum							
	Output 21: Persons enrolled on entrepreneurship development programmes	[3.13] Number of persons enrolled on entrepreneurship development programmes per annum	177	257	397	300	500	500	500
Outcome 7: Capacitated trade unions within the W&R sector	Output 22: Trade Union beneficiaries who participated in Trade Union Capacitation Programmes	[3.14] Number of Trade Union beneficiaries who participated in Trade Union Capacitation Programmes per annum	1 010	1 629	1 770	1 382	1 400	1 420	1 450
Outcome 2: Increased access to Informed Career choices through the implementation and utilization of the Career Guidance Toolkit.	Output 23: Targeted youth and job seekers reached and engaged with the toolkit	[3.15] Number of career guidance interventions per annum	307	244	254	211	211	211	211
Outcome 5: Increased opportunities to access W&R occupationally directed programmes	Output 24: Learners assisted to access opportunities in the W&R sector	[3.16] Number of learners assisted to access opportunities in the W&R sector per annum	1 803	523	560	500	500	500	500
	Output 25: Unemployed learners enrolled for Candidacy Programmes	[3.17] Number of unemployed learners enrolled for Candidacy Programmes per annum	27	58	58	50	100	100	100
Growth focused programmes for the development and support of public Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances	Output 26: TVET colleges where the SETA has or maintains a presence	[3.18] Number of TVET colleges where the SETA has or maintains a presence, annually	33	35	36	32	24	24	24



Table 24: Indicators, Annual and Quarterly Targets

Outputs	Output indicators	Annual Targets	Q1	Q2	Q3	Q4
Output 9: Approved WSP and ATRs	[3.1a] Number of WSPs and ATRs approved for Small Companies per annum	2 458	500	1 475	483	0
	[3.1b] Number of WSPs and ATRs approved for Medium Companies per annum	748	150	449	149	0
	[3.1c] Number of WSPs and ATRs approved for Large Companies per annum	348	70	209	69	0
Output 10: Unemployed persons awarded bursaries	[3.2] Number of unemployed persons awarded bursaries per annum	3 000	1 000	-	500	1 500
Output 11: Employed persons awarded bursaries	[3.3] Number of employed persons awarded bursaries per annum	900	250	-	300	350
Output 12: Employed and unemployed bursars completing their studies	[3.4] Number of employed and unemployed bursars completing their studies per annum	600	-	-	-	600
Output 13: Unemployed learners registered on learning programmes addressing Key Skills Priority	[3.5 a] Number of unemployed learners registered on Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	10 000	-	3 500	4 500	2 000
	[3.5.b] Number of unemployed learners registered on Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	2 000	-	750	750	500
Output 14: Employed and unemployed learners enrolled on Artisan / technician programmes	[3.6] Number of employed and unemployed learners enrolled on Artisan / technician programmes per annum	1000	-	500	500	-
Output 15: Learners from TVET colleges and HETs are placed in Work Integrated Learning Programmes	[3.7a] Number of learners from TVET colleges are placed in Work Integrated Learning programmes per annum	2 045	-	500	295	1 250
	[3.7b] Number of learners from HETs are placed in Work Integrated Learning programmes per annum	900	-	400	-	500
Output 16: Learners from TVET colleges and HETs completed their Work Integrated Learning Programmes	[3.8a] Number of learners from TVET colleges completed their Work Integrated Learning Programmes per annum	550	-	-	150	400
	[3.8b] Number of learners from HETs completed their Work Integrated Learning Programmes per annum	300	-	-	50	250
Output 17: Employed learners registered on learning programmes addressing Key Skills Priority Areas	[3.9a]] Number of employed learners registered on Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	4 800	200	3 000	1500	100



Outputs	Output indicators	Annual Targets	Q1	Q2	Q3	Q4
	[3.9b] Number of employed learners registered on Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	3 200	200	1 400	1400	200
Output 18: Small and micro businesses supported	[3.10] Number of small and micro businesses supported per annum	3 000	-	1 000	2 000	-
Output 19: Informal Traders supported	[3.11] Number of Informal Traders supported per annum	3 500	-	1 000	2 500	-
Output 20: Cooperatives/ Community-based entities supported	[3.12] Number of Cooperatives/ Community-based entities supported per annum	120	-	20	100	-
Output 21: Persons enrolled on entrepreneurship development programmes	[3.13] Number of persons enrolled on entrepreneurship development programmes per annum	500	-	-	500	-
Output 22: Trade Union beneficiaries who participated in Trade Union Capacitation Programmes	[3.14] Number of Trade Union beneficiaries who participated in Trade Union Capacitation Programmes per annum	1 400	-	500	500	400
Output 23: Targeted youth and job seekers reached and engaged with the toolkit	[3.15] Number of career guidance interventions per annum	211	-	105	-	106
Output 24: Learners assisted to access opportunities in the W&R sector	[3.16] Number of learners assisted to access opportunities in the W&R sector per annum	500	-	-	250	250
Output 25: Unemployed learners enrolled for Candidacy Programmes	[3.17] Number of unemployed learners enrolled for Candidacy Programmes per annum	100	-	-	100	-
Output 26: TVET colleges where the SETA has or maintains a presence	[3.18] Number of TVET colleges where the SETA has or maintains a presence, annually	24	-	-	24	-



Explanation of Planned Performance over the Medium-Term Planning Period

In alignment with the Strategic Plan, this programme is resolutely committed to leveraging its outputs to drive significant outcomes and impact. This commitment is deeply rooted in the priorities set by the NDP, which emphasises fostering employment and enhancing education, training, and innovation. The W&RSETA's dedication to addressing the needs of women, youth, and people with disabilities is a cornerstone of this strategy, ensuring that these groups are not only included but are pivotal in every project. Furthermore, the alignment with the STI Decadal Plan (2022-2032) highlights the SETA's focus on advancing technology and innovation within the wholesale and retail sectors.

The diverse learning programmes offered by W&RSETA ranging from bursaries and internships to artisanal training are instrumental in meeting the strategic outcomes. These initiatives are designed to develop a skilled talent pool that supports the sector's long-term growth. By partnering with TVET and other Higher Education Institutions (HEIs), the SETA enhances access to education and professionalises careers in the sector. This programme's alignment with strategic outcomes, such as increased access to occupationally directed programmes and the support of emerging entrepreneurs, underscores the SETA's role in building a resilient and adaptable workforce.

Looking ahead to the 2025/26 cycle, the SETA is poised to refine and advance its strategies. The performance indicators and budget programmes are carefully aligned to ensure effective resource utilisation and progress towards desired outcomes. By focussing on inclusive growth and integrating e-learning and employer partnerships, the SETA aims to enhance the impact of its programmes. This approach not only supports broader socio-economic advancement but also strengthens the SETA's ability to drive transformation in the wholesale and retail sectors, aligning with national priorities and contributing to a more equitable and prosperous society.



Programme 4: Quality Assurance

The purpose of this Programme is to execute the QCTO delegated quality assurance functions.

Table 25: Programme 4 Outcomes, Outputs, Output Indicators & Targets

Outcome	Outputs	Output indicators	Annual Targets						
			Audited / Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Outcome 8: An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector's current and emerging skills needs	Output 27: Occupational qualifications/part qualifications/skills programmes promoting Occupations in High Demand developed and/or reviewed	[4.1] Number of occupational qualifications/part qualifications/skills programmes promoting Occupations in High Demand are developed and/or reviewed annually	-	-	-	6	6	6	6
	Output 28: Unemployed learners completing learning programmes addressing Key Skills Priority Areas	[4.2a.] Number of unemployed learners completing Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	1 854	3 107	3 015	3 745	3 745	3 745	3 745
		[4.2b.] Number of unemployed learners completing Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum	1 720	2 089	779	1 400	1 400	1 400	1 400
	Output 29: Employed and unemployed learners completing Artisan / Technician programmes	4.2c) Number of employed and unemployed learners completing Artisan / Technician programmes per annum	0	415	534	350	750	750	750
	Output 30: Employed learners completing learning programmes addressing Key Skills Priority Areas	[4.2 d] Number of employed learners completing Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	928	1 166	2 359	2 000	2 000	2 000	2 000
		[4.2e] Number of employed learners completing Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	1 050	2 760	2 730	2 850	2 500	2 500	2 500



Outcome 3: Growth focused programmes for the development and support of Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances (By 2030 partnerships with 50 TVET Colleges, 9 CET and 26 HET)	Output 31: Signed partnership agreements with HET Institutions	[4.3] Number of signed partnership agreements with HET Institutions, annually	2	2	2	2	3	4	4
	Output 32: Public TVET Centres of Specialisation supported	[4.4] Number of Public TVET Centres of Specialisation supported annually	6	5	4	4	4	4	4
	Output 33 : Signed partnership agreements with TVET's	[4.5] Number of signed partnership agreements with TVET's, annually	9	20	16	16	20	20	20
	Output 34: Partnerships formed with CETs to improve the delivery of retail and related programmes	[4.6.] Number of partnerships formed with CETs to improve the delivery of retail and related programmes, annually	3	3	7	3	3	3	3

Table 26: Indicators, Annual and Quarterly Targets

Outputs	Output indicators	Annual Targets	Q1	Q2	Q3	Q4
Output 27: Occupational qualifications/part qualifications/skills programmes promoting Occupations in High Demand developed and/or reviewed	[4.1] Number of occupational qualifications/part qualifications/skills programmes promoting Occupations in High Demand are developed and/or reviewed annually	6	0	0	3	3
Output 28: Unemployed learners completing learning programmes addressing Key Skills Priority	[4.2a.] Number of unemployed learners completing Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	3745	0	1 873	936	936



Outputs	Output indicators	Annual Targets	Q1	Q2	Q3	Q4
	[4.2b.] Number of unemployed learners completing Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum	1 400	700	350	350	0
Output 29: Employed and unemployed learners completing Artisan / Technician programmes	[4.2c] Number of employed and unemployed learners completing Artisan / Technician programmes per annum	750	0	0	0	750
Output 30: Employed learners completing learning programmes addressing Key Skills Priority Areas	[4.2 d] Number of employed learners completing Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	2 000	400	400	600	600
	[4.2e] Number of employed learners completing Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.	2 500	600	600	900	400
Output 31: Signed partnership agreements with HET Institutions	[4.3] Number of signed partnership agreements with HET Institutions, annually	3	0	0	0	3
Output 32: Public TVET Centres of Specialization supported	[4.4] Number of Public TVET Centres of Specialisation supported annually	4	0	0	4	0
Output 33: Signed partnership agreements with TVET's	[4.5] Number of signed partnership agreements with TVET's, annually	20	0	10	10	0
Output 34: Partnerships formed with CETs to improve the delivery of retail and related programmes	[4.6.] Number of partnerships formed with CETs to improve the delivery of retail and related programmes, annually	3	0	0	3	0



Explanation of Planned Performance over the Medium-Term Planning Period

Over the medium term, the SETA's strategic initiatives will focus on enhancing the alignment between vocational training and the evolving demands of the wholesale and retail sector. Central to this is the development and meticulous review of occupational qualifications, part qualifications, and skills programmes designed to address high-demand occupations. By ensuring these qualifications remain relevant and industry-driven, the SETA aims to better equip learners for the modern job market. Concurrently, this will expand the SETA's efforts to increase the number of TVET Colleges accredited to offer W&RSETA qualifications, thereby broadening access to quality training across a wider array of institutions. A crucial aspect of our plan is the establishment of additional assessment centres at TVET Colleges. These centres will provide standardised and practical assessment opportunities, facilitating a smoother transition from training to employment. By focusing on these key areas, the SETA is dedicated to bridging the gap between education and employment, ensuring vocational training systems are both robust and responsive to sectoral needs. This approach will not only enhance the quality of training programmes but also contribute significantly to the growth and advancement of the sector.



Link between Outputs and Outcomes and National Priorities

Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 4: A sector responsive Research Agenda that supports and informs the establishment of W&R skills development programmes	Output 4: Strategic partnerships established to address priority occupations Output 5: Sector research reports completed Output 6: Sector directed evaluation studies completed	SSP Priority 1: Priority Skills Plan (PSP) and Stakeholder Engagement	Ch3. Economy and employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 1.3: Targets for priority qualifications	Intervention one: Embedding skills planning into sectoral processes	Developing research-driven Sector Skills Plans (SSPs) that address sector-specific skills demands is not merely about responding to the immediate needs of the workforce, but about proactively shaping the future of the industry. By grounding these plans in rigorous, data-driven research, the SETA can identify emerging trends, anticipate shifts in the marketplace, and align skills development with the evolving demands of the wholesale and retail sector. This forward-thinking approach ensures that the workforce is not only equipped to meet current challenges but is also prepared to drive innovation and competitiveness in a rapidly changing economic landscape.
		SSP Priority 2: Skills Demand and Supply	Ch4. Economic infrastructure		Sub-Outcome 1.4: Identification of interventions required to improve enrolment and completion of priority occupations		Furthermore, these research-driven SSPs are pivotal in bridging the gap between education and employment. By closely collaborating with industry stakeholders, the W&RSETA can tailor skills development programmes that are responsive to the specific needs of employers, ensuring that graduates possess the practical and technical skills required to excel in their roles. This alignment between industry needs and workforce capabilities fosters a more resilient and adaptable economy, where businesses can thrive, and workers can secure meaningful, sustainable employment.
			Ch5. Ensuring environmental sustainability		Sub-Outcome 4.2: Increase access for Intermediate and high-level skills		Ultimately, by embedding research at the core of its SSPs, the SETA not only contributes to the immediate development of skills, but also to long-term economic growth. These plans are instrumental in fostering a dynamic, innovative sector that is capable of leading South Africa's economic transformation, creating new opportunities for growth, and enhancing the overall competitiveness of the nation on the global stage.
		SSP Priority 7: ERRP					



Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 2: Increased access to Informed Career choices through the implementation and utilisation of the Career Guidance Toolkit.	Output 5: Sector research reports completed	SSP Priority 2: Skills Demand and Supply	Ch3. Economy and employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 1.4: Identification of interventions required to improve enrolment and completion of priority occupations	Intervention one: Embedding skills planning into sectoral processes	<p>Based on this alignment, the SETA will implement a strategic alignment of career guidance with the Sector Skills Plan (SSP) to bridge the gap between sector demands and workforce competencies. This approach will direct individuals toward high-demand career paths essential for sector growth, ensuring career guidance is tailored to the industry's dynamic needs and enhancing employability.</p> <p>To address hard-to-fill vacancies, the SETA will offer targeted career guidance to promote these critical roles, raising awareness of their opportunities and long-term benefits. By positioning these roles as attractive career choices, the SETA aims to mitigate skills shortages, supporting sectoral growth and efficiency.</p> <p>Furthermore, the SETA will integrate career guidance into sector transformation efforts, preparing the workforce for emerging opportunities driven by technological advancements and market shifts. This alignment will empower individuals to stay relevant and competitive, making W&RSETA a catalyst for both individual career success and overall sectoral growth.</p>
	Output 6: Sector directed evaluation studies completed	SSP Priority 7: Sector Transformation, including Training and Employment of PWD					

Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 3: Growth-focused programmes for the development and support of Training Providers and the Higher Education, TVET, and CET sectors to enable their responsiveness to changing occupations and technological advances	Output 31: Public TVET Centres of Specialization supported	SSP Priority 1: Priority Skills Plan (PSP) and Stakeholder Engagement	Chapter 3: Economy and Employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 5.1: Support the TVET Colleges	Intervention ten: Strengthening the post-school education and training system	<p>The SETA is committed to enhancing the capacity of public and Community Education and Training (CET) colleges, this is done through the development of innovative curricula aligned with industry trends, modernised educational facilities with state-of-the-art resources. The SETA's role includes forging strong industry partnerships to create valuable internship and job placement opportunities, supporting quality assurance through the offering of comprehensive career and entrepreneurial support services for students. Through these strategic initiatives, the SETA ensures that colleges deliver high-quality education and training, equipping students with the skills and experience necessary to excel in the evolving retail sector.</p>
	Output 33: Partnerships formed with CETs to improve the delivery of retail and related programmes				Sub-Outcome 5.2: Support the CET colleges	Intervention four: Access to targeted skills programmes	



Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 5: Increased opportunities to access W&R occupationally directed programmes	Output 12: Unemployed learners registered on learning programmes addressing Key Skills Priority Areas Output 13: Employed and unemployed learners enrolled on Artisan / technician programmes Output 16: Employed learners registered on learning programmes addressing Key Skills Priority Areas	SSP Priority 7: Sector Transformation, including Training and Employment of PWD	Ch3. Economy and employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 4.2: Increase Access for Intermediate and High-Level Skills	Intervention four: Access to targeted skills programmes Intervention seven: Retraining/up-skilling of employees to preserve jobs.	<p>The SETA recognises the imperative to elevate the skillset of its workforce. To spearhead sector transformation, the SETA is committed to a targeted strategy designed to enhance access to both intermediate and high-level skills. This approach is multifaceted, addressing the immediate needs of the sector while fostering long-term growth and innovation.</p> <p>Through these strategic initiatives, the SETA aims to create a dynamic and resilient workforce equipped with the skills necessary to drive sector transformation and seize future opportunities. This approach not only enhances individual capabilities but also positions the sector for sustained growth and innovation in a rapidly changing landscape.</p>

Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 7: Capacitated Trade Unions within the W&R sector	Output 21: Trade Union beneficiaries who participated in Trade Union Capacitation Programmes	SSP Priority 1: Priority Skills Plan (PSP) and Stakeholder Engagement	Ch3. Economy and employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 4.2: Increase access for Intermediate and high-level skills	Intervention seven: Retraining/up-skilling of employees to preserve jobs.	<p>The SETA plays a pivotal role in facilitating access and supporting occupationally directed learning programmes, driving transformative change within the sector. By partnering with educational institutions and industry leaders, the SETA ensures that training programmes are tailored to meet the evolving demands of the workforce. This collaboration not only enhances the relevance of learning experiences but also bridges the gap between academic knowledge and practical application. Through targeted interventions and strategic support, the SETA empowers learners to gain the specific skills needed for successful careers, while simultaneously addressing critical skill shortages within the sector. This proactive approach not only enriches the talent pool, but also strengthens sector resilience, fostering a dynamic and responsive workforce that is well-equipped to navigate current and emerging challenges</p>



Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 6: Growth focused skills development and entrepreneurship development support for emerging entrepreneurs, and small, medium and informal business enterprises to enhance their participation in the mainstream economy	Output 17: Small and micro businesses supported	SSP Priority 1: Priority Skills Plan (PSP) and Stakeholder Engagement	Ch3. Economy and employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 2.1: Workplace-based learning opportunities increased	Intervention six: Supporting entrepreneurship and innovation.	<p>The SETA champions a dynamic strategy to bolster skills development and entrepreneurship through workplace-based learning. the SETA'S approach seamlessly integrates practical training with sector-specific needs, cultivating a thriving ecosystem of talent and innovation. Moreover, the SETA craft's training programmes in direct collaboration with industry leaders to ensure they address the precise skills and knowledge gaps. By offering targeted programmes, the SETA bridges the gap between theoretical knowledge and practical application. There are partnerships with universities and colleges to ensure training programmes align with academic standards and industry needs.</p> <p>The SETA is on a mission to reshape employment and entrepreneurship with a visionary approach to skills development. By focusing on youth skills development, the SETA bridges the gap between education and the job market, aiming to reduce unemployment and foster inclusive growth. The SETA's targeted programmes address hard-to-fill vacancies, enhance the competitiveness of SMMEs and informal traders, and drive sector transformation. Through these efforts, the SETA is not only supporting skills development but also creating a dynamic and equitable future for employment and entrepreneurship.</p>
	Output 18: Informal Traders supported	SSP Priority 2: Skills Demand and Supply	Ch4. Economic infrastructure	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 3.1: Increase workers participating in learning programmes to 80% by 2030		
	Output 19: Cooperatives/ Community-based entities supported				Sub-Outcome 1.2: Targets for priority occupations		
	Output 20: Persons enrolled on entrepreneurship development programmes	SSP Priority 5: Youth Unemployment					
		SSP Priority 7: Sector Transformation, including Training and Employment of PWD					



Outcomes	Outputs	SSP Priorities	NDP	MTDP	NSDP 2030 Priorities	ERRP	Focus Area for the SETA
Outcome 8: An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector current and emerging skills needs.	Output 17: Small and micro businesses supported	SSP Priority 4: SMME, Cooperatives, and Informal Traders Development	Ch3. Economy and Employment	Strategic Priority 1: Inclusive growth and job creation	Sub-Outcome 6.1: To increase skills development support to stimulate entrepreneurial activity and the establishment of new enterprises and cooperatives	Intervention six: Supporting entrepreneurship and innovation.	The SETA is instrumental in reshaping the workforce by championing a comprehensive and dynamic approach to skills development. By facilitating access to occupationally directed learning programmes, the SETA bridges the gap between education and employment, ensuring that individuals acquire practical, job-ready skills. The SETA targeted support for SMMEs, cooperatives, and informal traders enhances their competitiveness and fosters entrepreneurial growth. moreover, focus by the SETA is on fostering innovative, worker-initiated training programmes and support for collaborative efforts that empower employees to drive their own development. Through robust career guidance services, the SETA helps individuals to navigate their professional paths, while bursary programmes support further education for both employed and unemployed beneficiaries. This multifaceted strategy not only addresses immediate skills needs, but also drive long-term sector transformation, promoting inclusive growth and sustainable economic development.
		SSP Priority 6: Integration of Circular Economy (Green)					
	Output 26: Occupational qualifications/part qualifications/skills programmes promoting Occupations in High Demand developed and/or reviewed	SSP Priority 7: Sector Transformation, including Training and Employment of PWD	Ch3. Economy and employment		Sub-Outcome 6.1: To increase skills development support to stimulate entrepreneurial activity and the establishment of new enterprises and cooperatives	Intervention one: Embedding skills planning into sectoral processes	
	Output 27: Unemployed learners completing learning programmes addressing Key Skills Priority Areas	SSP Priority 1: Priority Skills Plan (PSP) and Stakeholder Engagement					
	Output 20: Persons enrolled on entrepreneurship development programmes	SSP Priority 1: Priority Skills Plan (PSP) and Stakeholder Engagement			SSP Priority 7: Sector Transformation, including Training and Employment of PWD		



6. Updated Key Risks

Table 27: Key Risks and Mitigation Factors

OUTCOME	KEY RISK	RISK MITIGATION STRATEGIES
Outcome 1: An efficient and effective organisation with good corporate governance	<ul style="list-style-type: none"> • Impact of changes in Grant Regulations on available funds • Delays in the disbursement of the skills development grants • Fraud, corruption, and other related unethical behaviours • Inadequate optimisation and stability of the ICT core solutions • High turnover of competent staff members 	<ul style="list-style-type: none"> • SETA has significant cash reserves to manage cash-low challenges and thus can meet liquidity and solvency requirements. • Consistency of an annual request to the National Treasury to retain surplus funds. • Standard Operating procedure (SOP) with service delivery standards (Finance 7 days to effect payment and operations has 15 days to verify deliverables and claims) • Central receipt of claims to enable tracking and monitor compliance • Weekly payments report detailing payment status of all claims. • Decentralised SETA operations, increasing capacity at provincial levels. • Continued monitoring of the reported age analysis. • Governance Structures in place [including Financial Misconduct Committee] • Policies and procedures in place including applicable laws and regulations. • Functional Fraud hotline in place. • Fraud prevention policy and plan in place. • HR policy Code of Conduct • Annual declaration of interest. • Build project management capacity and discipline within the organisation, enrolling project personnel in an online Project Management programme. • Develop and implement a monitoring and evaluation programmes to report on impact • Revised Fraud Prevention Policy and Plan • Ongoing training for Supply Chain officials • Probity and Proactive Security Audits (including SCM, Grant reviews, Validation of Disclosure of Interest, Phishing reviews etc.) • ICT network and hosting of infrastructure are in place. • The ERP system is in place and operational. • The learner management system in place • ICT contract management P in place • Provincial ICT dashboard • SOP for contract management • Progressive key salary scale. • HR policies that support the employee value proposition. • Competitive remuneration model. • Employee wellness programme



OUTCOME	• KEY RISK	• RISK MITIGATION STRATEGIES
<p>Outcome 2: Increased access to Informed Career choices through the implementation and utilisation of the Career Guidance Toolkit.</p> <p>Outcome 3: Growth focused programmes for the development and support of Training Providers and the Higher Education, TVET and CET sectors to enable their responsiveness to changing occupations and technological advances.</p> <p>Outcome 5: Increased opportunities to access W&R occupationally directed programmes.</p> <p>Outcome 6: Growth focused skills development and entrepreneurship development support for emerging entrepreneurs, and small, medium and informal business enterprises to enhance their participation in the mainstream economy.</p> <p>Outcome 7: Capacitated trade unions within the W&R sector</p> <p>Outcome 8: An appropriately skilled, agile, and responsive workforce and skills pool able to meet the W&R sector current and emerging skills needs.</p>	<ul style="list-style-type: none"> • Skills provisioning (mandated services) not aligned to sector needs. • Non-achievement of strategic outcomes 	<ul style="list-style-type: none"> • Approved skills development grant policy • Research and SSP Policy • Continuous stakeholder engagement • Implementation of short-term research interventions • Increased research methods and processes when updating the SSP • Transformation policy and strategy • Annual evaluations of the Annexure II process • Contracts with SLO's • Provincial databases are utilised to invite stakeholders to SSP consultations. • Alignment of APP with SSP is considered by Internal Audit during the APP review • Implementation of projects to meet sector needs is managed via Operations which is in direct control of allocations, management of projects, etc. • Continuously conduct the internal control awareness session within the organisation, including provincial offices to strengthen the internal control activities. • Continuous improvements on control deficiencies identified by both internal and external auditors by tracking through audit action plans. • Assessments on the main internal controls[Financial, operational, and performance-related activities, furthermore, issue reports to various oversight structures] • Ensure that quarterly operations performance reviews are conducted. • Require budget to ensure implementation of formative evaluation for all programmes relevant to the operations department.



7. Infrastructure Projects

No.	Project Name	Programme	Description	Outputs	Start Date	Completion Date	Total Estimated Cost	Current Year Expenditure
1.	Sekhukhune Skills Development Centre	Other: TVET Infrastructure Support	The Construction of Sekhukhune Skills Development Centre	The Sekhukhune TVET Skills Development Centre with the proposed teaching and learning facility	29 March 2019	30 April 2025	R131 000 000	R131 000 000.00
2.	Access Road to the Sekhukhune Skills Development Centre	Other: TVET Infrastructure Support	The Construction of the Traffic Circle and Access Road to the Sekhukhune Skills Development Centre	Access to the Skills Centre as per the Local Authority Requirements	31 March 2021	30 March 2025	R6 900 000	R0.00
3.	Informal Traders Capacitation and Infrastructure project (Hawkers)	SMME Capacitation	Training of Informal Traders and Construction of Trading stalls near the Skills Development Centre	Increased skills levels within the cooperative sector and small, medium, and informal business enterprises to enhance their participation in the mainstream economy	31 March 2021	30 March 2025	R9 052 312.50	R0.00
4.	DHET-W&RSETA Partnership for Infrastructure Support	Other: CET Infrastructure Support	Refurbishment of 54 community learning centres nationally to establish Information and Communication Technology laboratories	The provision of Information and Communication Technology laboratories for Community Education and Training College	13 December 2020	31 March 2025	R50 000 000.00	R16 190 588.86
5.	Free State CET Skills Development Centre: DHET-W&RSETA Partnership for Infrastructure Support	Other: CET Infrastructure Support	The Construction of Free State CET Skills Development Centre	The provision of the Free State CET Skills Development Centre with the proposed teaching and learning facility	31 March 2021	31 March 2025	R60 000 000.00	R0.00
6.	CETA & W&RSETA Collaborative Project	Other: TVET Infrastructure Support	The Construction of the KwaMpumuza Skills Development Centre	The provision of the KwaMpumuza Skills Development Centre with the proposed teaching and learning facility	31 March 2022	31 March 2025	R50 000 000.00	R0.00



PART D: TECHNICAL INDICATOR DESCRIPTOR (TID)

Programme 1: Administration

INDICATOR TITLE	1.1 Audit opinion annually
DEFINITION	This indicator aims to ensure that the unqualified audit opinion is obtained by the 2024/25 financial year. An unqualified audit opinion in the context of this indicator means that the financial statements of the W&RSETA contain no material misstatements.
SOURCE OF DATA	Signed Auditor General report
METHOD OF CALCULATION / ASSESSMENT	Determine achievement of target by assessing the Auditor General's report. An unqualified Audit opinion indicates the achievement of the set target.
MEANS OF VERIFICATION	Signed Auditor General report
ASSUMPTIONS	Internal processes are implemented while complying with all regulations as required by the Auditor General
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	Unqualified
INDICATOR RESPONSIBILITY	Chief Financial Officer

INDICATOR TITLE	1.2 Number of stakeholder sessions conducted annually to advocate for participation in skills development programmes.
DEFINITION	This indicator aims to ensure that stakeholder outreach programmes are conducted to create awareness of the W&RSETA brand, publicise its programmes, advocate for participation in skills development and communicate to stakeholders the benefits of participation in the W&RSETA skills development programmes
SOURCE OF DATA	Online and physical attendance registers of stakeholder outreach sessions
METHOD OF CALCULATION / ASSESSMENT	Count the number of stakeholder sessions conducted
MEANS OF VERIFICATION	Attendance registers of stakeholder sessions
ASSUMPTIONS	There will be prioritisation for the inclusion of all relevant stakeholders to participate in stakeholder sessions
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Throughout the 9 provinces of South Africa
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	20
INDICATOR RESPONSIBILITY	Chief Financial Officer



Programme 2: Skills Planning and Research

INDICATOR TITLE	2.1 Number of Board approved planning documents submitted to DHET within prescribed timeframes annually.
DEFINITION	<ul style="list-style-type: none"> The indicator measures submission of board approved planning documents (Sector Skills Plan and Annual Performance Plan) to DHET within prescribed timeframes. The Sector Skills Plan (SSP) is approved by the Board annually and submitted to DHET within prescribed timeframes. The prescribed timeframe to submit the final SSP is August each year. The APP is developed/updated annually and approved by the Board prior to submission to DHET within prescribed timeframes. The prescribed timeframe to submit the final APP for consideration by the Executive Authority is 30 November each year.
SOURCE OF DATA	SSP and APP documents signed by the W&RSETA Board Chairperson and proof of submission
METHOD OF CALCULATION / ASSESSMENT	A simple count of the SSP and APP approved by the Board and submitted to DHET within the prescribed timeframes.
MEANS OF VERIFICATION	Board Approved SSP and APP Proof of submission of the SSP and APP to DHET
ASSUMPTIONS	Credible information provided during the SSP and APP consultation process as well as alignment to recommended actions
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-annual
DESIRED PERFORMANCE	2 documents (Board approved SSP and APP submitted to DHET within prescribed timeframes)
INDICATOR RESPONSIBILITY	SPPE Executive

INDICATOR TITLE	2.2 Number of Memorandums of Understanding with strategic partners addressing sector needs, annually.
DEFINITION	The indicator measures the total number of strategic partnerships on research and innovation entered into with strategic partners that address sector needs.
SOURCE OF DATA	Signed Partnership agreements / MOUs
METHOD OF CALCULATION / ASSESSMENT	A simple count of the signed Partnership agreements / MOUs that addresses sector needs
MEANS OF VERIFICATION	Signed MOUs
ASSUMPTIONS	Identified potential strategic partners who are willing to enter into a partnership agreement with the W&RSETA The Partnership agreements / MOUs will be implemented
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	Two (2) Partnership agreements / MOUs signed with strategic partners annually
INDICATOR RESPONSIBILITY	SPPE Executive



INDICATOR TITLE	2.3 Number of sector research reports completed annually.
DEFINITION	The indicator measures the number of research reports that were completed that provide insight into W&RSETA skills development interventions
SOURCE OF DATA	Research reports
METHOD OF CALCULATION / ASSESSMENT	Simple count of the number of research reports completed annually
MEANS OF VERIFICATION	Completed research reports.
ASSUMPTIONS	Credible and quality research reports that contribute to the sector needs
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	5 Research reports completed
INDICATOR RESPONSIBILITY	SPPE Executive

INDICATOR TITLE	2.4 Number of sector directed tracer / impact study reports completed annually.
DEFINITION	The indicator measures the number of sector directed tracer/ impact studies reports that are completed per year. Tracer and impact assessment of W&RSETA programmes are undertaken for the purpose of providing insight on skills development interventions.
SOURCE OF DATA	Research reports
METHOD OF CALCULATION / ASSESSMENT	A simple count of tracer/ impact study reports completed
MEANS OF VERIFICATION	Completed impact/tracer study reports
ASSUMPTIONS	Credible and quality impact/tracer study reports that contribute to the sector
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	Two (2) impact / tracer studies reports completed annually
INDICATOR RESPONSIBILITY	SPPE Executive



INDICATOR TITLE	2.5 Number of Post-Doctoral Fellows appointed to support sector research agenda implementation
DEFINITION	The indicator measures the number of Post-Doctoral Fellows that are appointed for the implementation of W&RSETA Research Agenda. The objective is to enhance sector research agenda implementation through the appointment of Post-Doctoral students and contribute to sector transformation.
SOURCE OF DATA	Award Letters Linked with Research Leadership Chair
METHOD OF CALCULATION / ASSESSMENT	A simple count of Post-Doctoral Fellows
MEANS OF VERIFICATION	Proof of appointment for Post-Doctoral Fellows
ASSUMPTIONS	Credible and quality sector research agenda
DISAGGREGATION OF BENEFICIARIES	Post-Doctoral Fellows (50%) should be a Black South African woman and priority given to Black South Africans
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	Two (2) Post-Doctoral Fellows appointed
INDICATOR RESPONSIBILITY	SPPE Executive

INDICATOR TITLE	2.6 Number of strategy documents reviewed annually to support the establishment, growth, and sustainability of SMMEs in the wholesale and retail sector.
DEFINITION	Measures the number of strategy documents reviewed within a financial year to ensure alignment with current sector needs, policy frameworks, and emerging trends in SMME development and sustainability
SOURCE OF DATA	Records of review meetings
METHOD OF CALCULATION / ASSESSMENT	Count of strategy documents reviewed and finalized during the reporting period
MEANS OF VERIFICATION	Finalized and approved version of the strategy document, indicating updates or validation following the review process.
ASSUMPTIONS	Resources are available to conduct the review process.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	1
INDICATOR RESPONSIBILITY	SPPE Executive



Programme 3: Learning Programmes and Projects

INDICATOR TITLE	3.1a Number of WSPs and ATRs approved for Small Companies per annum 3.1b Number of WSPs and ATRs approved for Medium Companies per annum 3.1c Number of WSPs and ATRs approved for Large Companies per annum
DEFINITION	<p>The indicator measures the number of approved Work Skills Plans (WSP) and Annual Training Reports – ATRs (Annexure II) for small, medium, and large firms as against the number of submitted WSPs and ATRs.</p> <p>The size of companies (small, medium, large) is defined according to the number of employees employed by said companies, as follows:</p> <ul style="list-style-type: none"> • Small company = 1 to 49 employees • Medium company = 50 to 149 employees • Large company = more than 149 employees
SOURCE OF DATA	System report indicating submitted and approved WSPs and ATRs for the relevant period
METHOD OF CALCULATION / ASSESSMENT	Count of total number of WSPs and ATRs approved
MEANS OF VERIFICATION	MIS System report indicating the submitted and approved WSPs and ATRs for Small, Medium, and Large firms.
ASSUMPTIONS	Companies will continue to submit compliant Annexure II documents to be approved.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	a) Small -2458 b) Medium -748 c) Large - 348
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.2 Number of unemployed persons awarded bursaries per annum
DEFINITION	<p>The indicator measures the number of unemployed persons awarded bursaries for new and continuing undergraduate studies at HET and TVET Institutions per annum.</p> <ul style="list-style-type: none"> • New Bursar definition: <ul style="list-style-type: none"> ◦ First year Learner receiving funding from W&RSETA in an academic programme; • Continuing Bursar definition: <p>Students funded by the W&RSETA in the previous year or by any other funder other than the W&RSETA, and such student is continuing to the next academic year</p>
SOURCE OF DATA	System report.
METHOD OF CALCULATION / ASSESSMENT	Count the number of registered new and continuing unemployed persons.
MEANS OF VERIFICATION	<ul style="list-style-type: none"> • New Bursaries: Bursary agreements. • Continuing Bursaries: Bursary Agreements and Renewal letters (Bursary Agreement is the Initial Agreement entered into with the W&RSETA; Renewal letter is a letter indicating the list of bursars approved to continue their studies)
ASSUMPTIONS	Unemployed persons will have an appetite to study in the fields of retail studies or related qualifications.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural and Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	3 000
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.3 Number of employed persons awarded bursaries per annum
DEFINITION	<p>The indicator measures the number of bursaries (new and continuing) that are awarded to employed persons in the retail sector to study towards qualifications at HET and TVET Institutions per annum.</p> <ul style="list-style-type: none"> • New Bursar definition: <ul style="list-style-type: none"> ○ First year Learner receiving funding from W&RSETA in an academic programme; • Continuing Bursar definition: <p>Students funded by the W&RSETA in the previous year or by any other funder other than the W&RSETA, and such student is continuing to the next academic year</p>
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of registered new and continuing employed persons using signed bursary agreements (new) and renewal letters (continuing) awarded to individuals.
MEANS OF VERIFICATION	<p>New Bursaries: Bursary agreements.</p> <ul style="list-style-type: none"> • Continuing Bursaries: Bursary Agreements and Renewal letters (Bursary Agreement is the Initial Agreement entered into with the W&RSETA; Renewal letter is a letter indicating the list of bursars approved to continue their studies)
ASSUMPTIONS	Employed people within the W&R sector will have an appetite to study in the fields of retail studies or related qualifications.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural and Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	900
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.4 Number of employed and unemployed bursars completing their studies per annum
DEFINITION	The indicator measures the number of W&RSETA's bursary beneficiaries (both employed and unemployed) who completed their studies.
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of learner certificates issued to W&RSETA bursars who have completed their qualifications.
MEANS OF VERIFICATION	Learner statement of results or certificates from the HET or TVET Institutions
ASSUMPTIONS	Bursary beneficiaries will complete their studies
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural & Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-Annual
DESIRED PERFORMANCE	600
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.5a Number of unemployed learners registered on Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum. 3.5.b Number of unemployed learners registered on Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.
DEFINITION	The indicator measures the number of unemployed learners registered to participate in learning programmes that address the Key Skills Priority Areas as identified in the W&RSETA SSP. Learning programmes will consist of learnerships, skills programmes, occupational qualifications and part qualifications.
SOURCE OF DATA	System Report
METHOD OF CALCULATION / ASSESSMENT	Count the number of signed learner agreements used to register unemployed learners that participate in W&RSETA funded learning programmes.
MEANS OF VERIFICATION	Registered learner agreements
ASSUMPTIONS	Employers will be agreeable to host unemployed youth participating in programmes that address the HTFVs as identified in the SSP.
DISAGGREGATION OF BENEFICIARIES	The unemployed population for learnerships to be disaggregated as follows: 100% Youth 60% Female 4% PWD
SPATIAL TRANSFORMATION	Rural (20%), Township, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	10 000 (Learnerships and/or Occupational Qualifications – 10 000) (Skills Programme - 2000)
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.6 Number of employed and unemployed learners enrolled on Artisan / technician programmes per annum
DEFINITION	The indicator measures the number of learners (employed and unemployed) enrolled on artisan / technician programmes on an annual basis. An artisan is a person who has been certified as competent to perform a listed trade per the skills development act, 1998 (Act of 97 Of 1998).
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of learners enrolled on Artisan programmes, ARPL, Trade Tests or Accelerated Programmes.
MEANS OF VERIFICATION	Signed learner agreements
ASSUMPTIONS	There are sufficient host sites to accommodate learners.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	1 000
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.7a Number of learners from TVET colleges are placed in Work Integrated Learning programmes per annum 3.7b Number of learners from HETs are placed in Work Integrated Learning programmes per annum
DEFINITION	The indicator measures the number of unemployed learners who are placed with organisations to gain workplace experience or to obtain their qualifications.
SOURCE OF DATA	System Report
METHOD OF CALCULATION / ASSESSMENT	Count the number of unemployed learners registered on Work Integrated Learning Programmes.
MEANS OF VERIFICATION	WBLP agreements
ASSUMPTIONS	There will be a sufficient number of organisations to host learners to gain workplace experience.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban & Rural
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	2 945 (TVET 2 045) (HET 900)
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.8a Number of learners from TVET colleges completed their Work Integrated Learning Programmes per annum 3.8b Number of learners from HETs completed their Work Integrated Learning Programmes per annum
DEFINITION	The indicator measures the number of learners (Interns and Graduates) from TVET colleges and HETs who complete their Work Integrated Learning Programmes, annually. Work Integrated Learning Programmes aims to provide students / learners with the required work experience.
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of learners completing their WIL programmes
MEANS OF VERIFICATION	Completion letter
ASSUMPTIONS	Learners will fully complete their WIL programmes
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban & Rural
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	850 (TVET – 550) (HET – 300)
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.9a Number of employed learners registered on Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum. 3.9b Number of employed learners registered on Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.
DEFINITION	The indicator measures the number of employed learners registered on learning programmes or occupational qualifications that address the Key Skills Priority Areas as identified in the W&RSETA SSP. Types of learning programmes include learnerships, skills programmes, occupational qualifications, RPL interventions and part qualifications.
SOURCE OF DATA	System report.
METHOD OF CALCULATION / ASSESSMENT	Count the number of learners registered as per the system report
MEANS OF VERIFICATION	Learner agreements
ASSUMPTIONS	Employers will release staff to attend training interventions.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	9800 (Learnerships and/or Occupational Qualifications – 4 800 (Skills Programme – 3 200)
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.10 Number of small and micro businesses supported per annum
DEFINITION	Measures the total number of small and micro businesses that receive formal support during a specified annual period
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count each registered small and micro businesses that operate in the Wholesale and Retail Sector that has signed acontract with the W&RSETA for participation in skills development interventions in the financial year
MEANS OF VERIFICATION	Signed contract
ASSUMPTIONS	Small and micro business entities apply for SME Discretionary Grants
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Townships, Rural, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-Annual
DESIRED PERFORMANCE	3 000
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.11 Number of Informal Traders supported per annum
DEFINITION	The indicator measures the number of Informal Traders who are supported through participation in Wholesale and Retail SETA Skills Development Programmes to enable the growth and sustainability of their businesses.
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count each informal trader that participated in W&RSETA development programmes by assessing attendance through attendance registers
MEANS OF VERIFICATION	Informal Traders Development Programmes attendance register
ASSUMPTIONS	Informal Traders participate in skills development interventions and workshops organised by the W&RSETA
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Townships, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-Annual
DESIRED PERFORMANCE	3 500
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.12 Number of Cooperatives/ Community-based entities supported per annum
DEFINITION	The indicator measures the number of enterprises registered as Cooperatives or Community-based entities (Community based entities may include Non-governmental organisations and Non-profit organisations) supported through their participation in W&RSETA Skills Development Initiatives to enable them to participate in the mainstream economy and address Key Skills Priority Areas as identified in the W&RSETA Sector Skills Plan
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of Cooperatives and Community-based entities participating in the skills development initiatives
MEANS OF VERIFICATION	Signed MOUs with Cooperatives or Community-based entities
ASSUMPTIONS	Targeted Cooperatives and Community-based entities are registered with the relevant bodies (CIPC or Department of Social Development) and their skills needs are addressed via retail and related programmes
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban, Townships, Rural
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-Annual
DESIRED PERFORMANCE	120
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.13 Number of persons enrolled on entrepreneurship development programmes per annum
DEFINITION	The indicator measures the number of persons who were enrolled to participate in the W&RSETA's Entrepreneurship Development Programmes to enable the growth and sustainability of their businesses.
SOURCE OF DATA	System Report
METHOD OF CALCULATION / ASSESSMENT	Count the number of persons enrolled on entrepreneurship development programmes
MEANS OF VERIFICATION	Learner Agreements
ASSUMPTIONS	There are people who are willing and available to attend the programmes
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban, Townships, Rural
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	500
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.14 Number of Trade Union beneficiaries who participated in trade union capacitation programmes per annum
DEFINITION	The indicator measures the number of trade Union members who participate in capacitation programmes that address the skills needs of the Trade Unions within the sector.
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of trade union members who attended Capacitation Programmes by verifying signed attendance registers.
MEANS OF VERIFICATION	Attendance registers
ASSUMPTIONS	Availability of Trade Union members to participate in Capacitation Programmes.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Townships, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	1 400
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.15 Number of career guidance interventions per annum
DEFINITION	The indicator measures the number of Career guidance interventions conducted, comprising of career guidance events and the capacitation of Life Orientation (LO) Educators.
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of Career Guidance interventions implemented.
MEANS OF VERIFICATION	Career Guidance Events: Invitations and Attendance registers LO Capacitation: Attendance Register and Invitations
ASSUMPTIONS	Practitioners are equipped to offer sound career advice to LO Educators and youth attending career exhibitions.
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban, Rural & Townships
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-annual
DESIRED PERFORMANCE	211 Career Guidance interventions (201 events + 10 LO workshops)
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.16 Number of learners assisted to access opportunities in the W&R sector per annum
DEFINITION	Unemployed learners participate in bridging programmes, retail work readiness programmes, access to RPL or AET programmes to further learning opportunities or placement opportunities in the retail sector.
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of learners assisted to access opportunities using signed learner agreements
MEANS OF VERIFICATION	Learner Agreements
ASSUMPTIONS	Sufficient accredited providers to offer bridging programmes. Resources are available for the SETA to provide work readiness programmes
DISAGGREGATION OF BENEFICIARIES	Not applicable
SPATIAL TRANSFORMATION	Urban, Rural
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	500
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	3.17 Number of unemployed learners enrolled for candidacy programmes per annum.
DEFINITION	The indicator measures the number of unemployed learners who are assisted to obtain professional designation through the candidacy programmes.
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of registered candidates using signed learner agreements
MEANS OF VERIFICATION	Learner agreements
ASSUMPTIONS	Candidates in need of professional designation will accept and participate in the candidacy programmes funded by the W&RSETA
DISAGGREGATION OF BENEFICIARIES	Not Applicable
SPATIAL TRANSFORMATION	Rural, Township, Urban
CALCULATION TYPE	Non-cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	100
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	3.18 Number of TVET colleges where the SETA has or maintains a presence, annually
DEFINITION	The indicator measures the number of TVET colleges where the SETA has maintained a presence through having a workstation at the campuses, having a workstation at a university nearby to a TVET college or maintaining a presence through the respective regional office.
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of TVET colleges where the Wholesale and Retail SETA has maintained a presence by assessing the Implementation Report
MEANS OF VERIFICATION	MOU/ Contract Implementation Reports
ASSUMPTIONS	TVET colleges will allow the Wholesale and Retail SETA to maintain a presence at their various campuses
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Across townships
CALCULATION TYPE	Non - Cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	24
INDICATOR RESPONSIBILITY	COO



Programme 4: Quality Assurance

INDICATOR TITLE	4.1 Number of occupational qualifications/part qualifications/skills programmes promoting Occupations in High Demand are developed and/or reviewed annually
DEFINITION	Measures the number of occupational qualifications, part qualifications, or skills programmes that are developed or reviewed to promote occupations identified as being in high demand.
SOURCE OF DATA	Recommended Qualification Register submitted to the QCTO
METHOD OF CALCULATION / ASSESSMENT	Count the number of developed and/or reviewed qualifications
MEANS OF VERIFICATION	Proof of submission/Acknowledgement Letter from the QCTO
ASSUMPTIONS	<ul style="list-style-type: none"> • Availability of Accurate OIHD Lists in the SSP • Effective collaboration and communication with industry stakeholders • Funding and Capacity for Development/Review
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	6
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	4.2a Number of unemployed learners completing Learnerships and/or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum 4.2b Number of unemployed learners completing Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum
DEFINITION	The indicator measures the number of unemployed learners completing learning programmes that address the Key Skills Priority Areas as identified in the W&RSETA SSP. Types of learning programmes include learnerships, skills programmes, occupational qualifications, and part qualifications.
SOURCE OF DATA	System Report
METHOD OF CALCULATION / ASSESSMENT	Count each learner who completed / certificated in Learnership Programmes
MEANS OF VERIFICATION	Agreements and Certificates or statement of results issued
ASSUMPTIONS	Learners will complete the Programme
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Township, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	5145 (Learnerships and/or Occupational Qualifications – 3 745) (Skills Programme – 1 400)
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	4.2 c Number of employed and unemployed learners completing Artisan / Technician programmes per annum
DEFINITION	The indicator measures the number of learners (employed and unemployed) funded by W&RSETA who completes Artisans / Technician programmes annually. An artisan is a person who has been certified as competent to perform alisted trade per the skills development act, 1998 (Act of 97 Of 1998).
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count the number of W&RSETA learners who fully completed artisan/technician programmes
MEANS OF VERIFICATION	Certificates or trade test certificate or statements of results issued for completions.
ASSUMPTIONS	Learners will complete their programmes
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban, Rural
CALCULATION TYPE	Non-cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	750
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	4.2d Number of employed learners completing Learnerships or Occupational Qualifications addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum 4.2e Number of employed learners completing Skills Programmes addressing Key Skills Priority Areas as identified in the W&RSETA SSP per annum.
DEFINITION	Number of employed learners who complete the learning programmes that address the Key Skills Priority Areas as identified in the W&RSETA SSP. Types of learning programmes include learnerships, skills programmes, occupational qualifications, RPL interventions and part qualifications.
SOURCE OF DATA	System report
METHOD OF CALCULATION / ASSESSMENT	Count each learner who completed/ certificated in Learning Programmes addressing Key Skills Priority Areas as identified in the SSP.
MEANS OF VERIFICATION	Certificates or statement of results issued.
ASSUMPTIONS	Learners will complete the Programme
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	4850 (Learnerships and/or Occupational Qualifications – 2 000 (Skills Programme – 2 500)
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	4.3 Number of signed partnership agreements with HET Institutions, annually
DEFINITION	<p>Partnership agreements are concluded with HET Institutions to improve the delivery of Wholesale and Retail related qualifications through using a variety of interventions, for example:</p> <ul style="list-style-type: none"> • Workshops • Infrastructure support • Equipment • Training Material • Lecturer Capacitation • Establishing Assessment Centres
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION /ASSESSMENT	Count the number of partnership agreements concluded with HET Institutions.
MEANS OF VERIFICATION	Signed partnership agreements
ASSUMPTIONS	Sufficient interest from HET Institutions to partner with W&RSETA
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban, Rural
CALCULATION TYPE	Non - Cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	3
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	4.4 Number of Public TVET Centres of Specialisation supported annually
DEFINITION	The indicator measures the number of Public TVET Centres of Specialisation supported through a partnership agreement that outlines the support to be provided.
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of Centres of Specialisation supported using signed agreements
MEANS OF VERIFICATION	Signed Agreements
ASSUMPTIONS	Public TVET Centres of Specialisation need support
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Urban, Rural
CALCULATION TYPE	Non - Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	4
INDICATOR RESPONSIBILITY	COO



INDICATOR TITLE	4.5 Number of signed partnership agreements with TVET's, annually
DEFINITION	Partnership agreements are concluded with TVET Institutions to improve the delivery of Wholesale and Retail related qualifications through using a variety of interventions, for example: <ul style="list-style-type: none"> • Workshops • Infrastructure Support • Equipment • Training Material • Lecturer Capacitation • Establishing Assessment Centres
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of partnership agreements concluded with TVET Institutions
MEANS OF VERIFICATION	Signed agreements
ASSUMPTIONS	Sufficient interest from TVET Institutions to partner with W&RSETA
DISAGGREGATION OF BENEFICIARIES	N/A
SPATIAL TRANSFORMATION	Rural, Urban
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Bi-Annual
DESIRED PERFORMANCE	20
INDICATOR RESPONSIBILITY	COO

INDICATOR TITLE	4.6 Number of partnerships formed with CETs to improve the delivery of retail and related programmes annually
DEFINITION	Partnership agreements are concluded with CETs to improve the delivery of Wholesale and Retail related qualifications through using a variety of interventions, for example: <ul style="list-style-type: none"> • Workshops • Infrastructure Support • Equipment • Training Material • Lecturer Capacitation • Establishing Assessment Centres
SOURCE OF DATA	Benefit Template
METHOD OF CALCULATION / ASSESSMENT	Count the number of partnerships formed with CETs using agreements signed by all parties
MEANS OF VERIFICATION	Signed partnership agreements
ASSUMPTIONS	Sufficient interest from CETs to partner with W&RSETA
DISAGGREGATION OF BENEFICIARIES	Not applicable
SPATIAL TRANSFORMATION	Rural, Urban
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annual
DESIRED PERFORMANCE	3
INDICATOR RESPONSIBILITY	COO



ANNEXURE A: MATERIALITY FRAMEWORK

In terms of Treasury Regulations, 28.3.1 for purposes of material [sections 50(1), 55(2) and 66(1) of the Act] and significant [section 54(2) of the Act], the accounting authority must develop and agree on a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.

The Wholesale & Retail SETA has developed a materiality and significance framework which outlines materiality and significance as follows:

TREASURY REGULATION 28.1.5

"For purposes of "material" [sections 50(1), 55(2) and 61(1) (c) of the Act] and "significant" [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors."

		Materiality approach adopted
Section 50 (1)	<p>(1) The accounting authority for a public entity must -</p> <p>(a) Exercise the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;</p> <p>(b) Act with fidelity, honesty, integrity and in the best interest of the public entity in managing the financial affairs of the public entity;</p>	<p>Appropriate systems of control and risk management are maintained as well as a corporate risk management policy which is reviewed annually for effectiveness and a high level of compliance.</p> <p>W&RSETA sets high standards for good governance and ethical behaviour. The best interest of the public entity is always relevant and reflected in the business plan as approved by the Board (accounting authority) and the implementation of the business plan is of the utmost importance.</p>



(c) On request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all material facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and

(d) Seek, within the sphere of influence of that accounting authority, to prevent any prejudice against the financial interests of the state.

W&RSETA is committed to an open and transparent culture and inrevealing any relevant information to its stakeholders. Materiality can only be determined if the nature of the information which will affect the decision of the stakeholder is known.

W&RSETA employs risk management plans and reviews.

Identified processes are aimed at preventing any prejudice to the financial interest of the state.



TREASURY REGULATION 28.1.5

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

Materiality approach adopted

(e) On request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all **material** facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and

(f) Seek, within the sphere of influence of that accounting authority, to prevent any prejudice against the financial interests of the state.

W&RSETA is committed to an open and transparent culture and in revealing any relevant information to its stakeholders. Materiality can only be determined if the nature of the information which will affect the decision of the stakeholder is known.

W&RSETA employs risk management plans and reviews. Identified processes are aimed at preventing any prejudice to the financial interest of the state.

Section 55 (2)

(2) The annual report and financial statements referred to by PFMA Subsection 55 (1)(d) must –

(a) Fairly present the state of affairs of the public entity, its business, its financial results, its performance against pre-determined objectives and its financial position as of the end of the financial year concerned;

(b) include particulars of –

(i) Any **material** losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;

(ii) Any criminal or disciplinary steps taken as a consequence of such losses or irregular expenditure or fruitless and wasteful expenditure;

(iii) Any losses recovered or written off;

(iv) Any financial assistance received from the state and commitments made by the state on its behalf; and

(v) Any other matters that may be prescribed; and

W&RSETA makes use of independent assurance providers and is involved with disclosure forums for the presentation of annual financial statements to ensure that its affairs are fairly represented in the AFS.

All losses are disclosed in the AFS.

All activities are disclosed in the AFS.

All losses are disclosed in the AFS.

All financial assistance received or committed is disclosed.

W&RSETA will apply any other matters that become prescriptive.



TREASURY REGULATION 28.1.5

"For purposes of "material" [sections 50(1), 55(2) and 61(1) (c) of the Act] and "significant" [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors."

		Materiality approach adopted
	(g) (c) Include the financial statements of any subsidiaries.	Not applicable.
Section 54 (2)	<p>(3) (1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction</p> <p>(a) Establishment or participation in the establishment of a company;</p> <p>(b) Participation in a significant partnership, trust, unincorporated joint venture, or similar arrangement</p> <p>(c) Acquisition or disposal of a significant shareholding in a company</p> <p>(d) Acquisition or disposal of a significant asset</p> <p>(e) Commencement or cessation of a significant business activity;</p> <p>A significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture, or similar arrangement.</p>	<p>Not applicable.</p> <p>Not applicable.</p> <p>Not applicable.</p> <p>Management attains the approval of the Accounting Authority. Not applicable.</p> <p>Not applicable.</p>
Section 61(1)(c)	<p>(a) The report of an auditor appointed in terms of section 58(1)(b) must be addressed to the executive authority responsible for the public entity concerned and must state separately in respect of each of the following matters whether in the auditor's opinion –</p> <p>(b) The transactions that had come to the auditor's attention during auditing were in all material respects per the mandatory functions of the public entity determined by law or otherwise.</p>	<p>The materiality of 0.5% of the total value of the sum of the revenue received for the year is applied.</p> <p>Budgeted Revenue 2024/25 = R 1, 821 billion (based on MTEF estimate)</p> <p>Materiality for 2024/25 = R 9,1 million</p>
Section 66 (1)	(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity, or security, or enter into any other transaction that binds or may bind that institution or the Revenue Fund to any future financial	W&RSETA operates within the ambit as set by this clause and its related Act.



TREASURY REGULATION 28.1.5

“For purposes of “material” [sections 50(1), 55(2) and 61(1) (c) of the Act] and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors.”

Materiality approach adopted

commitment, unless such borrowing, guarantee, indemnity, security, or other transaction

–

(2)

(a) Is authorised by this Act; and

(b) In the case of public entities, is also authorised by other legislation, not in conflict with this Act; and

(c) In the case of loans by a province or a provincial government business enterprise under the ownership control of a provincial executive, is within the limits as set in terms of the Borrowing Powers of Provincial Governments Act, 1996 (Act No 48 of 1996).



Quantitative Aspects

Materiality level for consideration, the level of materiality for 2023/24 has been set as follows:

FINANCIAL STATEMENT BASE	BASE AMOUNT	MATERIALITY %	MATERIALITY VALUE FOR 2023/24
Total assets	R 2 605 279 000	1%	R 26 052 079
Total revenue	R 1 821 212 000	0.5%	R 9 106 060
Total Surplus	Not relevant as the W&RSETA is not budgeting for a surplus		

The total revenue amount is based on the MTEF Estimates for the 2024/25 financial year while the total assets value is based on the audited financial statements for the 2023/24 financial year.

Therefore, final materiality is set at R 9 106 060 for the 2024/25 financial year.

Qualitative aspects

Materiality is not merely related to the size of the entity and the elements of its financial statements. Misstatements that are large either individually or taken together may affect a "reasonable" user's judgement. However, misstatements may also be material on qualitative grounds. These qualitative grounds include amongst others:

- New contracts that the SETA has entered into.
- Unusual transactions entered into that are not repetitive and are disclosable purely due to the nature thereof due to knowledge thereof affecting the decision making of the user of the financial statements.
- Transactions entered into that could result in a reputational risk to the SETA.
- Any fraudulent or dishonest behaviour of an officer or staff of the SETA.
- Any infringement of W&RSETA's agreed performance levels.
- Procedures/processes required by legislation or regulation (e.g., PFMA and the Treasury Regulations)

This Materiality Framework is re-assessed and adjusted on an annual basis with the Audit Committee, Internal and External Auditors and assessed and approved by the Accounting Authority.



CHIEF FINANCIAL OFFICER



ANNEXURE B: GLOSSARY OF TERMS

Artisan	the person who has been certified as competent to perform a listed trade in accordance with the skills development act, 1998 (Act of 97 Of 1998)
Certification	the formal recognition of a student who successfully completed all courses required to obtain a qualification or part qualification
Continuing Education Training	all learning and training Programmes leading to qualifications or part qualifications at Levels 1-4 of the NQF contemplated in the National Framework Act, 2008 (Act No. 67 of 2008)
Data source	a record, organisation, individual or database from which data is obtained
Higher Education Institution	any institution that provides higher education on full time, part time or distance basis and which is established deemed to be established or declared as a public higher education institution or registered or conditionally registered as a private higher education institution under the higher Education Act No 101 of 1997
Hard to Fill Vacancies (HTFVs)	hard to fill vacancies are defined as those vacancies that take the employer a period longer than six months to find suitable candidates to fill the vacancy (with mainly skills-related reasons)
Learnership	a learning Programme that leads to an occupational qualification or part qualification
Recognition of prior learning	the principles and processes, through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purpose of alternative access and admission, recognition and certification, or further learning and development
Workplace based learning	an educational approach with a quality assured curriculum through which a person internalises knowledge, gain insights and acquire skills and competences through exposure to a workplace to achieve specific outcomes applicable to employability





ANNEXURE D: LIST OF TVET COLLEGES WITH W&RSETA OFFICES

NAME OF THE COLLEGE	PHYSICAL ADDRESS	REGION
uMgungundlovu TVET College	44 Burger Street, Pietermaritzburg	KwaZulu Natal
Majuba TVET College (Madadeni Campus)	CPD, Nelson Mandela Drive, Section 2; Madadeni	KwaZulu Natal
uMfolozi TVET College (Esikhawini Campus)	Lot: 11 Eskhawini Highway, Eskhawini	KwaZulu Natal
Mthashana TVET College (Vryheid Campus)	90 Hlobane Street, Vryheid	KwaZulu Natal
Esayidi TVET College (Enyenyenzi Campus)	Boboyi Location, N2 Main Harding Road, Port Shepstone	KwaZulu Natal
Enhlanzeni TVET College	29 Bell Street, Nelspruit	Mpumalanga
Gert Sibande TVET College	No. 2 Tambourin Ave, Standerton	Mpumalanga
Taletso TVET College	Carrol Street, Lichtenburg	North West
Vuselela TVET College	133 OR Tambo Street, Klerksdorp	North West
West Coast College	2 Loedolf Street, Malmesbury	Western Cape
False Bay College	Khayelitsha Campus, Mew Way	Western Cape
Boland College	85 Bird Street, Stellenbosch	Western Cape
South Cape College	125 Mitchell Street, George	Western Cape
Maluti TVET College	Central Office, Mampoi Road Phuthaditjhaba 9866	Free State
Goldfields TVET College	Cnr Toronto Rd & Petrus Bosch Str. City Centre Welkom	Free State





ANNEXURE F: DISTRIC DEVELOPMENT MODEL

Areas of intervention	Medium Term (3 years - MTEF)				
	Project description	District Municipality	Location: GPS coordinates	Project Leader	Social Partners
Infrastructure	The Construction of KZN CET Skills Development Centre which comprise skills training workshops aims to empower the young people in the rural areas of KwaZulu Natal Province with required skills	uMzinyathi District Municipality	Latitude: -28,8475150, Longitude:30,3056880	Marcus Mokgohloa	1. KwaZulu Natal Community Education and Training College 2. Independent Development Trust
ICT Labs	The project entails the Renovations/Refurbishment of existing building and develop them into computer labs . The project is implemented for 03(three) pilot CLCs, namely, George Community Learning Centre, St Francis Community Learning Centre and Elsiesriver CLC	City of Cape Town Metropolitan Municipality	Latitude: -33.9270623 Longitude: 18.4201471	Marcus Mokgohloa	Western Cape Community Education and Training College
Infrastructure	Following a partnership between Letaba TVET College and Limpopo CET College, the W&RSETA has supported the 2 colleges with infrastructure funding for the development of teaching and learning facility in Limpopo, Modjadji Kloof. The facility will be used by Limpopo CET and Letaba TVET college to deliver programmes that benefits the young people in Mopani district municipality and surrounding areas	Mopani District Municipality	Latitude: -23,6521230 Longitude:30,2222625	Marcus Mokgohloa	1.Letaba TVET College 2. Limpopo CET College

