



Transport Education Training Authority

Driven by Vision

SECTOR SKILLS PLAN

2026/ 2027



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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Acronyms

- 4IR – Fourth Industrial Revolution
- AI – Artificial Intelligence
- ATR – Annual Training Report
- DHET – Department of Higher Education and Training
- DoT – Department of Transport
- EV – Electric Vehicle
- ESG – Environmental, Social and Governance
- FET – Further Education and Training
- GDP – Gross Domestic Product
- HEI – Higher Education Institution
- HTFV – Hard-to-Fill Vacancy
- LMI – Labour Market Intelligence
- M&E – Monitoring and Evaluation
- MTDP – Medium Term Development Plan
- NQF – National Qualifications Framework
- NSDP – National Skills Development Plan
- NSF – National Skills Fund
- PSET – Post-School Education and Training
- QCTO – Quality Council for Trades and Occupations
- QLFS – Quarterly Labour Force Survey
- RPL – Recognition of Prior Learning
- SAQA – South African Qualifications Authority
- SETA – Sector Education and Training Authority
- SMME – Small, Medium and Micro Enterprise
- SPOI – Sectoral Priority Occupations and Interventions
- SSP – Sector Skills Plan
- TETA – Transport Education and Training Authority
- TVET – Technical and Vocational Education and Training
- WBL – Workplace-Based Learning
- WSP – Workplace Skills Plan

FOREWORD

As the Accounting Authority of the Transport Education and Training Authority (TETA), I am pleased to present the 2026/27 Sector Skills Plan (SSP), a key strategic instrument in aligning South Africa's national skills development agenda with the evolving needs of the Transport Sector.

The SSP is more than a compliance document; it reflects TETA's unwavering commitment to shaping a future-fit workforce. In a sector that underpins trade, mobility, and economic integration, the challenges and opportunities before us are profound. From technological disruption to climate imperatives and geopolitical shifts, we are called upon to act decisively and innovatively.

This SSP captures a clear vision: to anticipate new and emerging occupations, build inclusive pathways for youth and marginalised communities, and support a more agile, integrated, and responsive post-school education and training system. It prioritises strategic actions such as expanding workplace-based learning, modernising qualifications, fostering entrepreneurship, and advancing transformation.

I believe this SSP offers a firm platform for high-impact policy implementation. Our focus remains on results, delivering meaningful change through evidence-led planning, accountable governance, and partnerships that are collaborative rather than transactional.

The development of this Plan would not have been possible without the dedication and input of stakeholders across the Transport Sector. Your time, insights, and openness have ensured that the SSP is anchored in real-world needs, not abstract policy.

As we move forward, I call on all our partners to stay engaged, challenge us where necessary, and work with us to deliver a skills system that empowers individuals and strengthens the backbone of our economy.

Together, we can build not only for today but for the resilient, inclusive, and innovative Transport Sector of the future.



Accounting Authority
Transport Education and Training Authority

Date: 29 August 2025

EXECUTIVE SUMMARY

The Transport Sector continues to play a pivotal role in enabling South Africa's economic activity and is structurally characterised by a high concentration of employment in elementary and operator-level occupations. This occupational profile is consistent with the operational demands of the sector and supports accessibility by offering relatively low barriers to entry. However, while this structure creates inclusive employment opportunities, it also presents challenges in terms of skills development and long-term career progression. A significant proportion of the workforce holds low qualifications, with limited articulation pathways for upward mobility. Most firms in the sector are small in scale, and ongoing economic constraints are suppressing employment growth despite increased logistics demand. Skills planning must therefore support both the accessibility of entry-level opportunities and the development of progression routes, while addressing geographic disparities (notably the dominance of Gauteng, Western Cape, and KwaZulu-Natal) and demographic gaps – particularly the underrepresentation of women, youth and persons with disabilities. Planning must also address the fragmented nature of the Transport Sector by tailoring solutions for SMMEs and informal operators.

Multiple structural and disruptive trends are transforming skills requirements. Technological shifts linked to the Fourth Industrial Revolution (4IR) are elevating the demand for digitally proficient workers in areas such as Artificial Intelligence (AI), data analytics, robotics, and drone operations, while reducing the demand for routine and administrative roles. Simultaneously, the transition to a low-carbon economy is catalysing demand for electric vehicle (EV) mechanics, Environmental, Social and Governance (ESG) practitioners, and green transport planning. Economic pressures – including fuel and insurance costs – are reshaping logistics strategies and increasing reliance on technology-driven co-ordination, stimulating demand for risk managers and route optimisation specialists. These shifts call for agile qualification development that integrates future-focused content, while training providers must be supported to offer modular, cross-cutting and stackable qualifications that align with evolving occupational profiles.

The Sector Skills Plan (SSP) integrates data from employer surveys, Workplace Skills Plan–Annual Training Report (WSP-ATR) analysis, and sector interviews and focus groups to compile a refined list of Hard-to-Fill Vacancies (HTFVs). This enables better triangulation between quantitative value and qualitative insight. Persistent HTFVs include truck drivers (especially heavy or articulated trucks), diesel mechanics, and fleet managers, while newly identified shortages reflect modernisation and sustainability imperatives – for example, drone operators, cybersecurity specialists, cloud architects, EV/ hybrid mechanics, and sustainability managers. The HTFV list underscores the urgency of revising curricula, fast-tracking qualification development for emerging occupations, and increasing workplace-based learning placements to facilitate entry into high-demand areas. The Sectoral Priority Occupations and Interventions (SPOI) list is tightly aligned to these trends, targeting priority roles across technical and managerial domains to focus resources on areas with both growth potential and capability gaps.

The SSP also identifies a set of emerging occupations that reflect the digital and environmental shifts underway. These include AI specialists, robotics and automation technicians and digital marketing specialists. Implications for recruitment include the need for employer engagement in workforce planning, targeted bursaries and learnerships, and enhanced Recognition of Prior Learning (RPL) processes to draw from adjacent sectors. Career pathing strategies must incorporate continuous professional development and re-skilling, especially to support lateral mobility across Transport sub-sectors.

Partnerships are an essential lever in expanding the reach and relevance of training. TETA's collaborations with Technical and Vocational Education and Training (TVET) colleges, Higher Education Institutions (HEIs), and associations and professional bodies, amongst others, have enabled the rollout of drone, digital logistics, and green transport programmes. These partnerships also support infrastructure upgrading and gender transformation efforts. However, challenges remain in scaling successful models due to short-term contracts, institutional capacity gaps, and limited employer participation in learnerships and internships. Going forward, the development of durable, outcomes-focused partnerships – especially those embedding work-integrated learning – is vital for closing the skills gap and driving innovation in programme delivery.

A robust Monitoring and Evaluation (M&E) framework is central to ensuring the responsiveness of skills planning. TETA's use of tracer studies, performance reviews, and feedback loops enables it to assess the impact of its interventions and adjust priorities accordingly. However, capacity constraints in data collection and analysis, as well as limited integration between M&E insights and planning processes, reduce overall effectiveness. Strengthening these systems is necessary for tracking employment outcomes, verifying occupational shifts, and ensuring that qualification development and training delivery remain aligned to real-time needs within the Transport Sector. Enhanced M&E also supports evidence-based revisions to the SPOI list and greater accountability for resource allocation.

The SSP outlines eight Strategic Skills Priorities, each with wide-reaching implications for the Transport Sector. Responding to future-oriented and green skills needs reflects the increasing integration of digital and environmental innovation into the Transport Sector. Actions include introducing new qualifications in AI, data science, and EV maintenance, while greening existing curricula and encouraging research into future transport systems. Planning must anticipate technological convergence, and institutions require support to develop new delivery models. Improving responsiveness and articulation in the post-school system involves faster qualification updates, removing accreditation bottlenecks, and introducing stackable credentials. Responsive curriculum development is key, especially in bridging academic and occupational pathways to better support diverse learner trajectories. Expanding access to workplace-based learning and occupational qualifications is also critical. Skills shortages are exacerbated by limited opportunities for workplace learning. Expanding workplace-based learning placements and apprenticeships – especially for HTFVs and SPOI occupations – will require incentives for employer participation and stronger partnerships with training providers and other Sector Education and Training Authorities (SETAs). Advancing transformational imperatives includes boosting participation by women, youth, and persons with disabilities. Recruitment strategies must be inclusive, and training provision should support retention and progression for underrepresented groups, including leadership and entrepreneurship development. Strengthening research and innovation capacity means prioritising dynamic labour market intelligence, fostering sectoral research on 4IR and green

trends, and embedding these insights into planning processes. Qualification development and resource allocation must increasingly be informed by local and global foresight. Finally, strengthening system governance and planning calls for improved co-ordination among government departments, SETAs, and institutions.

Planning must be holistic and informed by evidence from M&E, while governance reforms should strengthen accountability, responsiveness, and institutional learning.



Ms Maphefo Anno-Frempong

Chief Executive Officer

Transport Education and Training Authority

Date: 29 August 2025

RESEARCH PROCESS AND METHODS

This section outlines the research approach employed by TETA in developing the 2026–2027 Sector Skills Plan (SSP). The strategy was designed in alignment with the Department of Higher Education and Training's (DHET) SSP Framework, aiming to ensure the SSP is evidence-based, reflective of Sector realities, and responsive to evolving labour market conditions.

Research Objectives

The research process was guided by the following key objectives:

- To map the scope and profile of the Transport Sector, including its key role players and economic contribution.
- To identify skills demand and supply trends, including current and emerging occupational shortages.
- To understand the drivers of change impacting skills needs within the Sector.
- To determine sectoral priority actions for skills development.
- To explore barriers and opportunities for strengthening partnerships, particularly with TVET colleges and other training institutions.

Methodological Approach

TETA adopted a mixed-methods research design, integrating quantitative and qualitative data sources to comprehensively understand Sector dynamics. The research process unfolded in four primary stages, as outlined below:

Stage 1 involved a desktop review, where secondary data and literature were synthesised to establish a baseline understanding of the Transport Sector's performance, workforce characteristics, and key drivers of change. Key sources included publications from Statistics South Africa (STATSSA), TETA-commissioned studies, academic journals, and relevant policy documents.

Stage 2 involved quantitative analysis of key economic data to assess the Transport Sector's contribution to the national economy and identify trends in employment patterns. This included a review of, for example, the Quarterly Labour Force Survey (QLFS) and Gross Domestic Product (GDP) data to quantify economic performance and Sector dynamics. The analysis aimed to identify patterns in employment across the Transport Sector, determine economic contributions, and explore the impact of broader trends on the Sector's workforce and skills needs.

Stage 3 comprised qualitative and quantitative field work, including stakeholder interviews, which served as a pilot for testing the desktop findings and refining the approach. The questions were refined based on the feedback and an online survey was then conducted to capture quantitative insights and ensure broader reach and inclusivity, allowing input from more participants. Lastly, stakeholder focus group discussions (FGDs) with representatives from all eight TETA subsectors were conducted to validate the final findings.

Stage 4 involved the interpretation and integration of findings from all previous stages. This triangulation process enabled TETA to draw meaningful insights, identify critical skills-related issues, and inform the Sector Skills Plan (SSP) chapters focused on skills supply and demand, strategic priorities, and sectoral partnerships.

Research studies commissioned and completed by TETA

This SSP also involved an analysis of the research studies commissioned by TETA. The studies are presented in the table below.

Table 1: TETA Commissioned and Completed Research Studies

Study Topic	Nature and design of the study (Quantitative /Qualitative)	Objectives of the study	Data Collection methods and tools	Sample Size and Scope	List of data sources and datasets	Time Frame	Chapters informed
4IR and Employment in the Transport Sector	Qualitative research project. Involved secondary research (desktop/literature review) and primary research via interviews. The primary research was inductive and non-statistical, analysing social phenomena through open-ended interviews.	Evaluate the impact of 4IR on employment in the Transport Sector. Objectives included: - Identify subsectors embracing technological transformation. - Determine occupations made obsolete. - Profile needs of affected employees. - Understand skills needed for future employability. - Determine required support for displaced workers. - Develop a skills strategy. - Recommend how TETA can help employers reskill/upskill and retain workers amid automation.	- Secondary data: Literature review. - Primary data: In-depth one-on-one interviews with stakeholders (open-ended, less structured). - Two interview schedules were developed (employers & employees). - Focus groups were planned but not conducted. - Questionnaires included a mix of open-ended, non-directive, and close-ended questions. Notes were taken during interviews.	33 key stakeholder interviews completed (employers and industry leaders). - Goal was 30–40 interviews. 13 participants provided input across multiple subsectors. - Respondents from each TETA chamber included. - Convenience sampling from TETA database. - Focus groups were planned but did not occur due to employer and union non-participation.	Primary: Interview data from 33 stakeholders. These informed a framework for strategy development. No quantitative datasets used. Secondary: Literature from World Economic Forum, academic papers (e.g., Ajayi, Ross & Maynard), and industry publications (e.g., Lumec).	October 2023 – December 2024	Chapter 2 and 5
Green Transport Readiness in the Transport Sector	The study combined qualitative and quantitative elements. It included a brief literature review, stakeholder interviews, a case study, and an online survey. This design allowed for in-depth perspectives and broader survey data.	- Explore the current nature of the Transport Sector and its GHG emissions. - Assess readiness of the Transport Sector/subsectors to embrace green transport. - Identify challenges to the green transition. - Identify green skills needed for the workforce. - Identify subsectors most affected. - Identify training/educational initiatives for green transport.	- Literature review on best practices and policy documents. - Structured open-ended stakeholder interviews (2 tools developed for interviews and survey). - Case study on one industry player. - Online survey emailed to stakeholders from the TETA database and shared via TETA's website.	32 stakeholder interviews conducted (from 40–50 planned). 39 managers, executives, Sector experts interviewed (some contributed to multiple subsectors). - Online survey had 70 responses out of 200 (35% response rate).	Primary: 32 stakeholder interviews, 70 online survey responses. Secondary: Policy and legislative documents, best practice materials, past research reports, annual reports, GreenCape studies. TETA stakeholder database used for survey contact info.	October 2023 – December 2024	Chapter 2 and 3

Study Topic	Nature and design of the study (Quantitative /Qualitative)	Objectives of the study	Data Collection methods and tools	Sample Size and Scope	List of data sources and datasets	Time Frame	Chapters informed
		- Examine implications of the transition. - Provide strategy recommendations.					
A Tracer Study on Beneficiaries of TETA Funded Leadership Development Programmes (2019–2022)	Mixed methods approach: Utilised both quantitative (survey) and qualitative (interviews) methods. Included secondary data (literature review). Quantitative analysis involved frequencies, percentages, and correlations; qualitative analysis included coding, themes, categories, and quotes from interviews and open-ended responses.	- Source data on employment activities of beneficiaries. - Assess impact of training on knowledge/skills and career development. - Identify gaps in the programmes. - Determine potential improvements. - Document success stories (partially covered). - Profile support required for beneficiaries. - Assess employer perceptions. - Understand impact on economic development, leadership skills, and job creation.	- Secondary data: Brief literature review. - Primary data: Online survey with beneficiaries; 10 key informant interviews with employers and training provider. - Tools: Interview guides (for GIBS and employers), beneficiary questionnaire (open-ended, close-ended, Likert items).	- Targeted 180 beneficiaries from the TETA database (2019–2022). 84 responses received (47% response rate). 10 in-depth interviews conducted. - Convenience sampling used for the survey.	Primary: Interviews (GIBS and employers), online survey responses. Secondary: Literature review of similar tracer studies and external publications. Dataset: Beneficiary database from TETA including contact details.	October 2023 – December 2024	Chapters 4&5
Enhancing Transport Qualification Development and Accreditation in South Africa	The research adopted a mixed-methods approach combining desktop research, focus groups, surveys, and interviews to capture both quantitative and qualitative insights	- Assess the current landscape of qualification development and accreditation in the Transport Sector. - Evaluate the effectiveness of existing processes. - Examine the regulatory framework for improvement opportunities. - Evaluate the efficacy of accreditation procedures. - Investigate challenges in QA, standardisation, and stakeholder engagement.	- Desktop research (policy documents and global best practices). - Interviews (training providers, accreditation bodies, employers, industry experts). - Surveys (structured questionnaires). - Focus groups (open-ended discussions). - Stakeholder consultations (surveys, interviews, focus groups).	- Total participants: 304 (target: 284). - Surveys: 260 (Training Providers: 227, SMEs: 21, Contracted Monitors: 12). - Interviews: 16 (met target). - Focus groups: 2 sessions, 28 attendees (target: 24)	Primary: 260 survey responses, 16 interviews, 28 focus group attendees. Secondary: Desktop review of policies (NDP, NSDP, NP-PSET, Skills Dev Act, Levies Act, NQF Act, QCTO policies), global case studies (Germany, Brazil, India, New Zealand, SANC), WSPs/ATRs and SSPs used for context.	September 2024 – March 2025	Chapter 3

Study Topic	Nature and design of the study (Quantitative /Qualitative)	Objectives of the study	Data Collection methods and tools	Sample Size and Scope	List of data sources and datasets	Time Frame	Chapters informed
		- Explore best practices nationally and internationally. - Provide actionable recommendations.					
Tracer Study of the Last Mile Delivery and Entrepreneurship Programme	Mixed-methods approach (qualitative & quantitative). Included triangulation of desktop research, interviews, and surveys. Results Chain and DAC criteria (Relevance, Effectiveness, Impact, Sustainability) guided evaluation.	- Assess Programme's contribution to youth career development and employment in the Transport Sector. - Specific aims: - Assess employment and entrepreneurial outcomes. - Measure relevance of training. - Identify gaps. - Document success stories. - Determine further support needed.	The data was collected from Desktop research (literature, reports), in-depth interviews (beneficiaries, TETA reps, service providers), and online surveys (beneficiaries, via email).	290 total participants: 265 surveys (beneficiaries) Mostly youth under 35, majority from Gauteng, EC, Mpumalanga, WC, and Limpopo. 20 interviews (beneficiaries) 3 interviews (service providers) 2 interviews (TETA reps)	Primary: Surveys and interviews with stakeholders. Secondary: Academic/grey literature, TETA and other SETA reports (CHIETA, MICT, etc.), IDC SEF study, StatsSA, salary sources (Talent, Indeed, Inquire Salary).	October 2024 – March 2025.	Chapters 5
Skills Development and Market Opportunities for Transport SMMEs: Volume 1	The research adopted a pragmatism approach, utilising a mixed methods design to gain comprehensive and diverse insights into the subject matter. Specifically, a concurrent mixed methods approach was employed, meaning that both quantitative and qualitative data were collected simultaneously. This design allowed for a rich integration of findings from both data types. The study followed a fully mixed concurrent dominant status design, in which the qualitative component (QUAL) was dominant, while the quantitative component	- Explore and analyse skills development opportunities available to SMMEs. - Explore and analyse market opportunities accessible to SMMEs for long-term sustainability. - Provide insights and recommendations to support, capacitate and accelerate SMME growth. Research Focus Areas: - Market trends analysis - Skills development opportunities - Skills development challenges	- Primary Data: Semi-structured interviews, Focus Group Discussions, Close and open-ended online survey responses, Written stakeholder submissions. - Secondary Data: Desktop review of literature - Tools: FGD Guide, submission templates	- TETA stakeholder population: 5099 - Sample drawn: 1750 - Responses: 587 (33.5% response rate) - Participants included SMMEs (85.5%), large companies, employer associations, training providers, SDFs, professional bodies, and TETA staff.	Primary: Interviews, FGDs, surveys, written submissions Secondary: Published & grey literature, Government/institutional record, Online databases, TETA publications (SSP, Strategic Plan, Annual Report) and Past TETA research reports.	September 2024 – May 2025	Chapters 2&4

Study Topic	Nature and design of the study (Quantitative /Qualitative)	Objectives of the study	Data Collection methods and tools	Sample Size and Scope	List of data sources and datasets	Time Frame	Chapters informed
	(QUAN) played a supportive role.	• Collaboration and partnerships • Intervention strategies • Recommendations for sustainability					
Skills Development and Market Opportunities for Transport SMMEs: Volume 2 (Focusing on SMMEs in the Taxi Subsector)	The research adopted a pragmatism approach, utilising a mixed methods design to gain comprehensive and diverse insights into the subject matter.	• Identify areas for growth and support for SMMEs in the Taxi subsector. • Stimulate new business opportunities and employment. Uplift the Transport Sector. • Influence TETA's revenue forecasts. • Contribute to national goals such as those in the NDP 2030.	• Based primarily on literature review. • Draws on published reports, TETA website content, the TETA Sector Skills Plan, and DoT Lekgotla reports.	• Focuses specifically and in-depth on the Taxi subsector. • Includes minibus taxis, metered taxis, e-hailing, scholar/learner transport, shuttle, and chauffeur services.	• Literature (journals, dissertations, reports), TETA website, TETA Sector Skills Plan and Department of Transport (DoT) Lekgotla reports.	September 2024 – May 2025	Chapters 2&4

1 Chapter One: Transport Sector Profile

1.1 Introduction

The National Skills Development Plan strives to ensure that South Africa has necessary, relevant, and high-quality skills to support economic growth, job creation, and social development (Department of Higher Education and Training, 2019). This first chapter of the SSP looks at the economic and labour market performance of South Africa's Transport Sector. The chapter details the scope of coverage of the Transport Sector and then moves on to examine the key role players in the Sector. The final section of the chapter examines the employer profile and labour market analysis of the Sector.

The chapter draws on desktop-based research, which included an analysis of databases such as levy files, Workplace Skills Plans (WSPs), Annual Training Reports (ATRs), as well as the Quarterly Labour Force Survey (QLFS) and Gross Domestic Product (GDP) data.

1.2 Scope of Coverage

The South African Transport Sector, a “network sector” key to the economy, ferries goods and people between locations through air, land, sea, and multimodal transport systems. The Sector is divided into eight subsectors, namely: Aerospace; Forwarding and Clearing; Freight Handling; Maritime; Rail; Road Freight; Road Passenger; and Taxi.

1.2.1 Standard Industrial Classification Codes

The table below provides a categorisation of the transport subsectors using Standard Industrial Classification (SIC) codes.

Table 2: Transport subsectors and SIC codes

Subsector	SIC Code	Description	Explanation
Aerospace	73000	Air Transport	Aerospace specialises in moving passengers and goods. The aerospace industry caters for both cargo and passenger transport, and includes military activities, scheduled flights, charter flights, the business operated aircraft and recreational flying.
	73001	Civil Aviation	
Forwarding and Clearing	71232	Freight Forwarding and Clearing	The forwarding and clearing industry is in charge of the operations and supply chains associated with all imports and exports of products entering or departing South Africa via all modes of transportation. Freight forwarding entails moving goods on behalf of importers and exporters, implementing supply chain management solutions to enable efficient imports and exports, transporting goods and providing warehousing solutions for items in transit. Freight clearing includes customs clearance for exports and imports, as well as support in implementing and adhering to import/export and related rules.
Freight Handling	71300	Transport via Pipelines	The freight handling industry plays a significant role in the supply chain management system, providing support services to other transport industries and subsectors. This industry handles and stores goods at ports (air and sea), distribution centres, industries, and depots.
	74110	Cargo Handling	
	74120	Storage and Warehousing	
Maritime	13100	Ocean and Coastal Fishing	Maritime transport involves the shipment of goods and people by a vessel on sea or other waterways. Maritime transport of goods includes the transport of containers, passengers and other vehicles, general cargo that is loose-packed (break-bulk), bulk goods in the form of single commodities such as minerals and grains, and the bulk transport of liquids such as oil. This includes both liner vessels operating on fixed routes and to fixed schedules, and charter vessels that are commissioned on demand. Passenger transport by sea involves transport by ocean liner, ferry and cruise ships; offering round-the-world cruises; repositioning cruises that offer cruises from one homeport to another destination; and area-based or destination cruises, where the ship undertakes cruises within the area of the homeport and returns to the homeport at the end of the cruise. The subsector also includes ocean fishing.
	72000	Water Transport	
	27111	Coastal Shipping	
	72112	Ocean Fishing	
	72200	Inland Water Transport	

Subsector	SIC Code	Description	Explanation
Rail	71112	Railway Commuter Services	The Rail transport industry can be described as the movement of freight and passengers by way of vehicles running on and guided by fixed rail tracks. Passenger Rail services fulfil two main functions, namely regional, long-distance transport linking cities and rural areas with one another; or daily movement of sub-urban commuters to and from work. Freight Rail services involve the movement of various types of goods and commodities using freight wagons specifically designed for various types of goods, including the transport of dry bulk, liquid bulk, break bulk (bags, cartons, crates, parcels, etc.), containers; and unitised goods (pallets, bulk bags, etc.). This includes commodities such as road vehicles, fuel, agricultural produce and fertilisers, minerals such as coal, chrome and manganese, and consolidated consignments. Furthermore, it deals with the maintenance, servicing, repair overhaul and testing of locomotives and rolling stock.
	49120	Freight Rail Transport	
Road Freight	71230	Freight Transport by Road	The Road Freight industry involves the movement of goods via roads. Freight is most moved between airports, rail yards, ports and distribution centres, and between pipeline depots and petrol stations (also known as the first mile) and between the distribution centres and retailers'/consumption zones (also referred to as the last mile). Road freight is important in linking the various modes of transport and is key in completing the freight logistics supply chain. Freight is generally transported using various vehicles, which can range from motorcycles with an engine capacity of 125 cubic centimetres or less (drivers licence code A1) to articulated vehicles with a gross combination mass greater than 18 000 kg (drivers licence code EC). These typically include dry bulk transport carriers; abnormal load transporters; hazardous chemical carriers; retail fleet (fast-moving consumer goods); courier companies; and waste material transportation.
	94004	Waste Management	
Road Passenger	71200	Other Land Transport	The Road Passenger industry refers to the widespread conveyance of passengers via bus. The following activities make up the Road Passenger sub-Sector: Long-distance bus services; Tour and charter bus services; Cross-border bus services; Intercity bus services; School/ learner bus services; Commercial contract bus services; Special hire or private hire bus services; Subsidised and unsubsidised bus services; Scheduled and unscheduled bus services.
	71211	Urban, Sub-Urban/Inter-Urban Bus/Coach	
	71212	School Buses	
Taxi	71221	Taxi	The Taxi industry is concerned with the transportation of passengers in vehicles other than buses for a fee. This industry is dominated by the minibus taxi industry, which is largely unregulated in terms of official economic procedures. The taxi business transports by the most passengers of all road and rail passenger services. In recent years, the taxi business has seen disruption by e-hailing services such as Uber and Bolt. The taxi industry includes minibus taxis, metered taxis, e-hail taxis, scholar transportation, shuttle services, chauffeur drivers, etc.

1.3 Key Role Players

There are various stakeholders in the Transport Sector. The different stakeholders contribute to the National Skills Development Plan (NSDP), specifically, outcome 4.2, which links education and workplace through their workplace programmes. The table below presents the six categories of stakeholders operating in the Transport Sector, their roles, and how they contribute to linking education and the workplace.

Table 3: Transport Sector key role players and contribution to education and workplace

Categories	Key Role Players	Roles	Linking Roles to NSDP Outcomes
Civil society	South African Women in Transport Network; Transport Student Logistic Association; Road Transport Student Movement; Commuter Associations; Learners; Transport Sector Representatives, Public Skills Development Forums, Road safety lobbyists advocates, etc.	Advocacy for gender transformation, advocacy for youth skills development and employment, representation of communities and cooperatives interests, training and development of small enterprises and cooperatives, beneficiaries of skills development initiatives, inputs on legislations and policy frameworks.	In most cases, these self-organised groups are implementers of skills programmes on the "ground". They are at the coal-face of the interventions. Furthermore, these groups provide easy access to marginalised groups such as women, youth, and people with disability. These role players address NSDP Outcome 1: Identify and increase production of occupations in high demand; and NSDP Principle 2: Contributing to the country's socio-economic development objectives; and Principle 3: Advancing an equitable and integrated system.

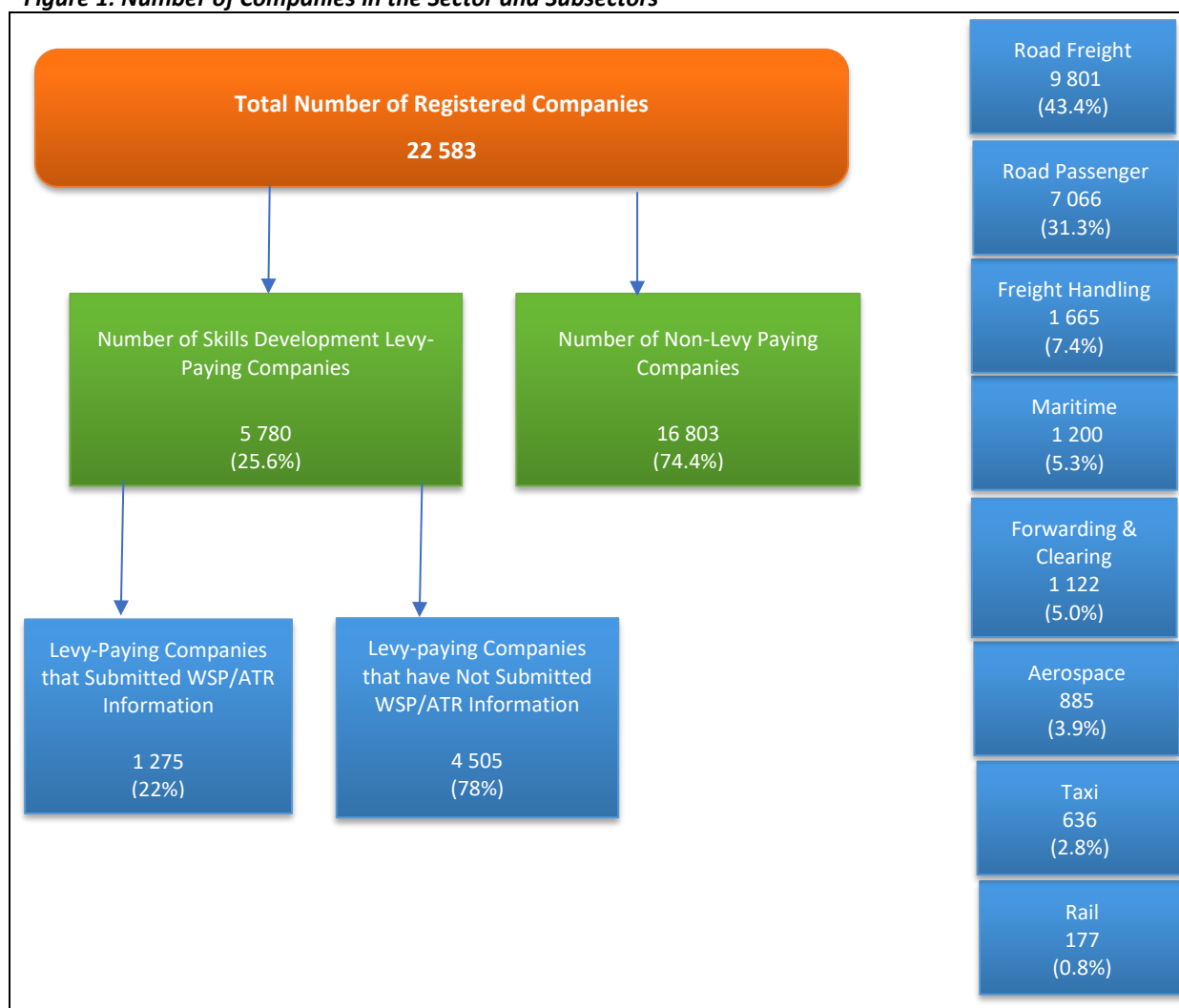
Categories	Key Role Players	Roles	Linking Roles to NSDP Outcomes
Employer Associations	South Africa Association of Freight Forwarders (SAAFF); South African Association of Ships' Operators and Agents (SAASOA); Transport and Logistics Employers Association (TLEA); Rail Road Association (RRA); Road Freight Association (RFA); South African National Taxi Council (SANTACO); National Taxi Alliance (NTA); Southern African Bus Operators Association (SABOA); South African Parcel Association (SAEPA); African Rail Industry Association (ARIA), etc.	Influencing skill development through submission of the workplace skills plan (WSP); Representation on committees of TETA; Representation and articulation of employers' interest in various policy platforms; Ensuring workforce training and skills development in specialised areas of need	These key role-players are the main drivers of the Sector. They lead technological advances; they contribute to training content and the development thereof. Of more importance, they are the creators of employment and employment opportunities. These role players address NSDP Outcome 2: Linking education and the workplace; Outcome 3: Improving the level of skills in the South African workforce; and Outcome 7: Encourage and support worker-initiated training.
Government	Department of Higher Education and Training (DHET); National Department of Transport (DoT) and its agencies; Provincial and Local Government Transport Departments; Transport Education Training Authority (TETA), National Skills Authority; Provincial Skills Development Forums (PSDFs), etc.	Represent interests of the state in national skills development; Policy making for education and training in the Transport Sector; Delivery of SETA's mandate to facilitate training and skills development in the Sector.	The government provide an enabling environment for the possibility of skills development and employment for the Sector. It provides a regulatory framework as well as holding other parties accountable to their social contract. In the unique case of South Africa, Government is a direct funder of skills development in the Sector. These role players address all NSDP Outcomes.
Organised labour movement	South African Federation of Dock Workers Union (SAFDU); National Certificated Fish and Allied Workers Union (NCAFWU); Professional Transport Workers Union (PTWU); Transport and Allied Workers Union (TAWUSA); United Transport Allied Trade Union (UTATU); South African Transport and Allied Workers Union (SATAWU); Democratised Transport Logistics and Allied Workers Union (DETAWU); United National Transport Union, etc.	Their main role is the articulation of organised labour's interest in various policy platforms; Contribution to education and training negotiations, public management of transport resources, and dispute resolution.	Act on behalf of the workforce and ensure there is a conducive environment in the workplace. Unions play a critical role in ensuring that skills innovations and changes happen, and they negotiate fair terms for existing and entrant employees in the Sector. These role players address NSDP Outcome 2: Linking education and the workplace; Outcome 3: Improving the level of skills in the South African workforce; Outcome 6: Skills development support for entrepreneurship and cooperative development; and Outcome 7: Encourage and support worker-initiated training.
Regulatory bodies	South African Marine Safety Authority (SAMSA); South African National Roads Agency Limited (SANRAL); South African International Maritime Institute (SAIMI); National Ports Authority (NPA); Cross Border Road Transport Agency (CBRTA); National Railway Safety Regulatory (NRSR); Quality Council for Trade and Occupations (QCTO); South African Qualification Authority (SAQA); Civil Aviation Authority (CAA), etc.	Ensures that workers competently discharge their jobs and protect workers right to practice; advocate for the introduction of skills training in hard-to-fill skills areas.	These bodies contribute to quality standards in the Transport Sector. They ensure high quality and safety in both training and practice in the Sector. Similarly, they grant permission to practice by setting and regulating quality and credibility standards. These role players address NSDP Outcome 1: Identify and increase production of occupations in high demand; and Outcome 4: Increase access to occupationally directed programmes.
Training providers	Universities; Universities of Technology; TVET colleges; Community colleges; Private training providers; other training providers, etc.	Represent interests of training provider in policy platforms; Contribute to education and training quality assurance, and curriculum development.	These institutions are there to supply skills to the Sector. They ensure that new entrants are ready for the workplace. In many cases, such institutions invest in continuous curriculum development to match Sector needs. These role players address all NSDP outcomes.

1.4 Employer Profile

According to the SARS levy file of March 2025, the transport sector comprises 22 583 registered companies. Of these, 5 780 companies pay the skills development levy, while 16 803 are non-levy paying employers. Notably, about 98% of these non-levy paying companies are SMMEs, which suggests they are exempted from paying the levy in terms of the Skills Development Levies Act, 1999 (Act No. 9 of 1999). By 30 April 2025, only 1 275 companies had submitted WSP/ATR information, representing just 22.0% of the levy-paying companies.

The largest number of companies are in the Road Freight subsector, which accounts for 43.4% (9 801) of the sector. This is followed by Road Passenger at 31.3% (7 066). Freight Handling is the third largest subsector, comprising 7.4% (1 665) of all companies. The smallest subsectors are Taxi (2.8% or 636) and Rail (0.8% or 177). The figure below illustrates the distribution of companies across the sector and its subsectors.

Figure 1: Number of Companies in the Sector and Subsectors

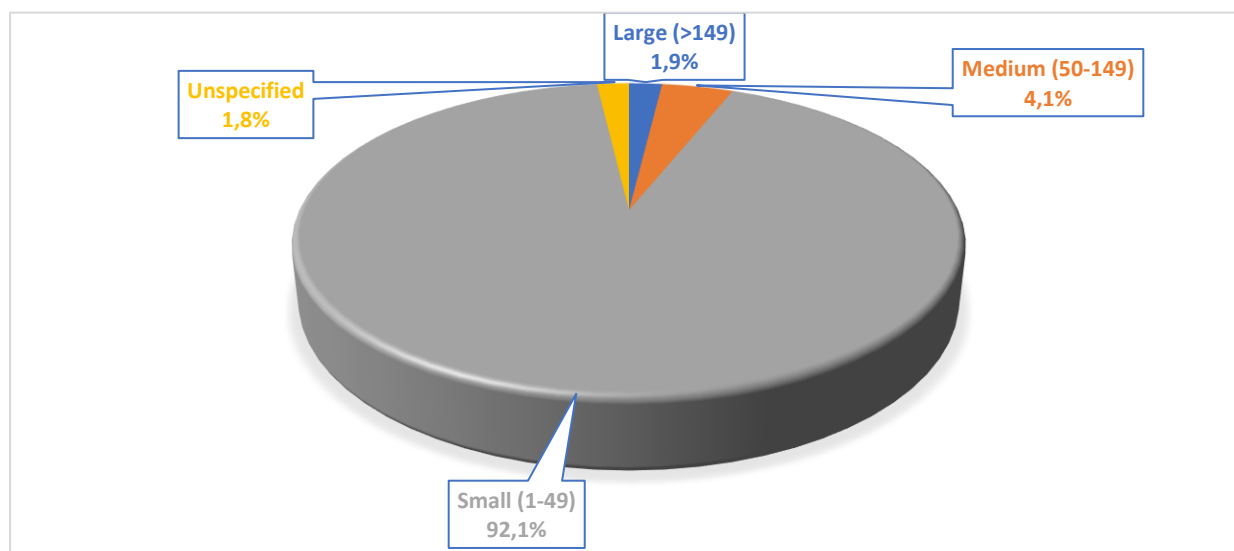


Source: SARS Levy File (DHET, 2025), WSP/ATR (2025)

1.4.1 Transport Sector Employer Sizes

Understanding the distribution of Transport Sector employers by company size is essential, as it influences the sector's capacity for skills development, employment creation, and the implementation of targeted support interventions.

The sector is overwhelmingly dominated by small enterprises: those with 1–49 employees make up 92.1% (20 801) of all employers. Medium-sized companies (50–149 employees) account for 4.1% (933), while large enterprises (>149 employees) comprise only 1.9% (432). For 1.8% of the registered companies, company size data is not specified in the SARS levy file. The chart below illustrates this distribution.

Figure 2: Transport Sector Companies by Size

Source: SARS Levy File (DHET, 2025)

In addition to the overall distribution of Transport Sector employers by company size, the table below shows the distribution of company sizes across the different transport subsectors. Overall, most subsectors are dominated by small enterprises (1–49 employees), particularly maritime (70.8%), taxi (66.7%), and forwarding & clearing (60.7%). Medium-sized firms are most prominent in the taxi (33.3%) and road freight subsectors (25.1%). Large companies play a leading role in rail (64.7%), followed by aerospace (27.8%) and road passenger transport (27.5%). These patterns show the dominance of large employers in rail and SMEs in subsectors like maritime, taxi, and road freight. This implies that TETA should offer formal programmes with large employers and tailored support for SMEs.

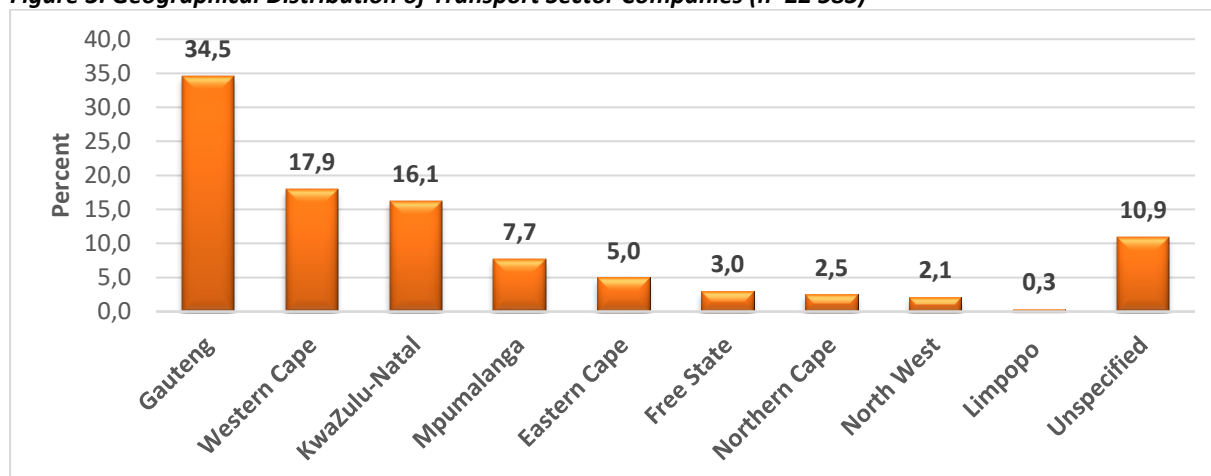
Table 4: Distribution of Transport Subsectors by Company Size

Subsector	Large (>149)	Medium (50-149)	Small (1-49)
Aerospace	27.8%	13.9%	58.2%
Forwarding and clearing	20.9%	18.4%	60.7%
Freight handling	23.2%	19.0%	57.7%
Maritime	8.5%	20.8%	70.8%
Rail	64.7%	14.7%	20.6%
Road freight	16.8%	25.1%	58.1%
Road passenger	27.5%	20.4%	52.1%
Taxi	0.0%	33.3%	66.7%

Source: WSP/ATR 2025 (TETA, 2025)

1.4.2 Employer Geographical Spread

The geographic distribution of Transport Sector employers, based on SARS levy file of March 2025, highlights a strong concentration in economically active provinces. Gauteng accounts for the largest share, with 34.5% of employers (7 795), followed by the Western Cape at 17.9% (4 051) and KwaZulu-Natal at 16.1% (3 644). Together, these three provinces represent more than 60% of all recorded employers in the Sector, underscoring their central role in South Africa's transport and logistics economy. Other provinces show varying levels of employer representation: Mpumalanga at 7.7% (1 733), Eastern Cape at 5.0% (1 123), Free State at 3.0% (675), Northern Cape at 2.5% (555), and North West at 2.1% (472). Limpopo shows the lowest representation with only 0.3% (77 employers), while 10.9% of the data (2 458 employers) did not specify a province.

Figure 3: Geographical Distribution of Transport Sector Companies (n=22 583)

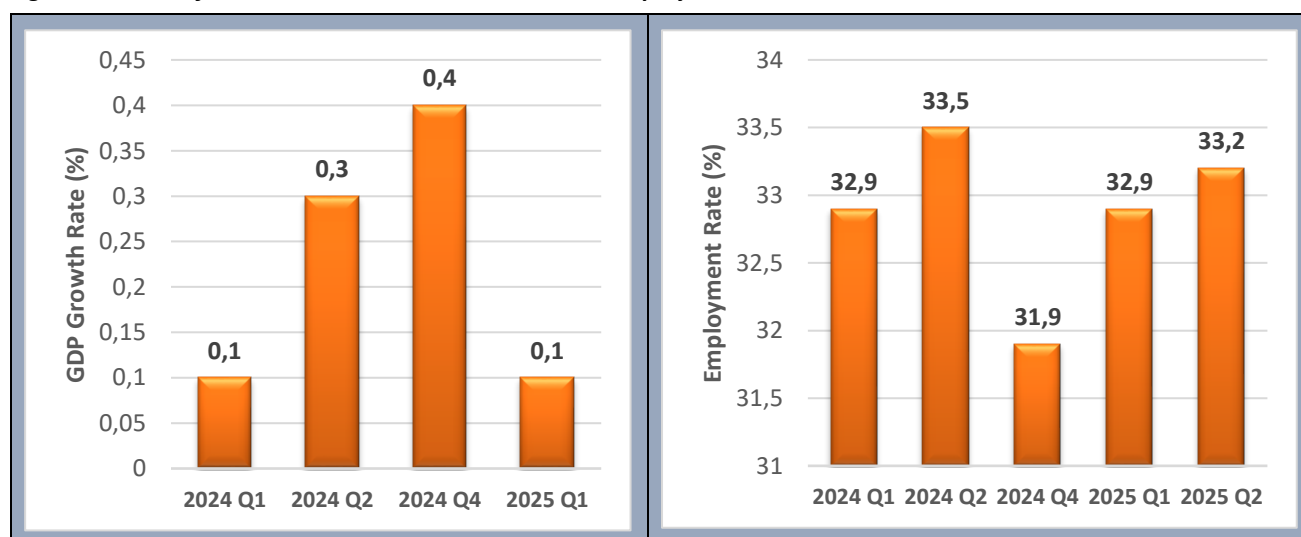
Source: SARS Levy File (DHET, 2025)

1.5 Labour Market Analysis

This subsection provides an analysis of the economic performance of the Transport Sector, including key economic indicators such as Gross Domestic Product (GDP) and the unemployment rate. This is followed by an analysis of the labour market trends in terms of number of employees and their demographic profile.

1.5.1 Economic Performance of the Sector

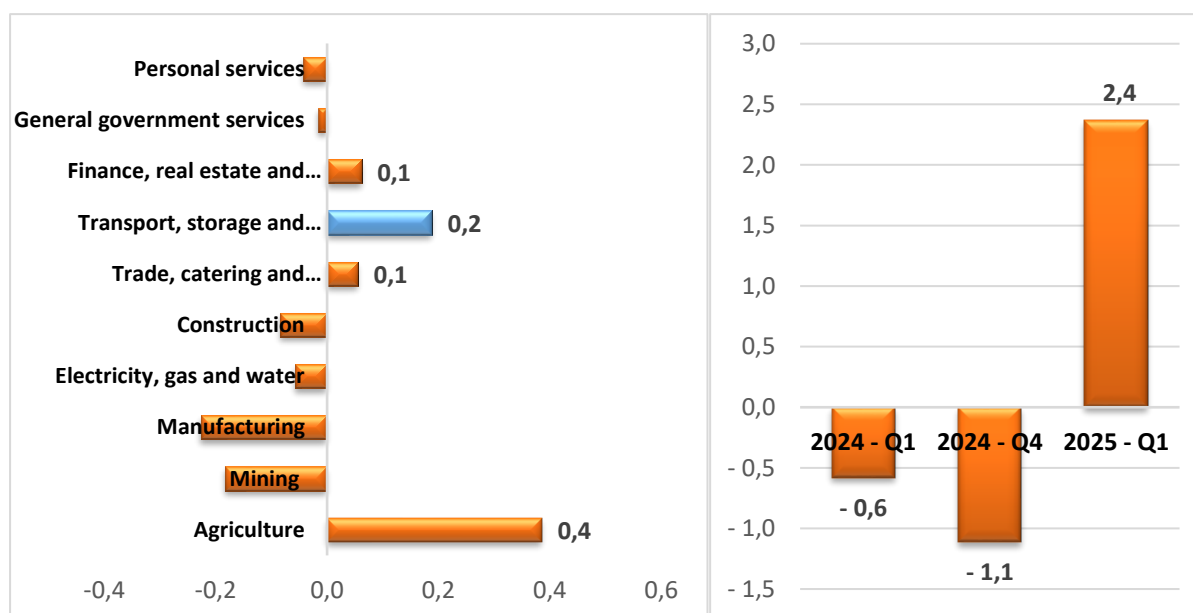
GDP growth and unemployment in 2024–2025 show a clear, though fragile, relationship. In early 2024, modest GDP growth of 0.1 – 0.3% coincided with rising unemployment, peaking at 33.5%, suggesting growth was insufficient to ease labour market pressures. By the fourth quarter of 2024, stronger growth of 0.4% lowered unemployment to 31.9%, demonstrating a positive impact of economic expansion. However, early 2025 saw GDP slow again, with unemployment climbing to 32.9% in Q1 and further rising to 33.2% in Q2, highlighting that gains in employment were short-lived and labour market conditions remain fragile.

Figure 4: South Africa's Economic Growth Rate and Unemployment Rate

Sources: Gross Domestic Product 2025: Quarter 1 (Statistics South Africa, 2025); Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

In quarter 1 of 2025, the Transport Sector was among the four economic sectors that contributed positively to the country's overall economic growth, adding 0.2 of a percentage point. In terms of the sector's growth rate, it recorded a decline of 0.6% in the first quarter of 2024, which worsened to a larger contraction of 1.1% in the fourth quarter of 2024. However, the first quarter of 2025 showed a notable recovery, with the sector achieving a growth rate of 2.4%. This shift highlights a challenging period of decline in 2024, followed by a promising turnaround in early 2025.

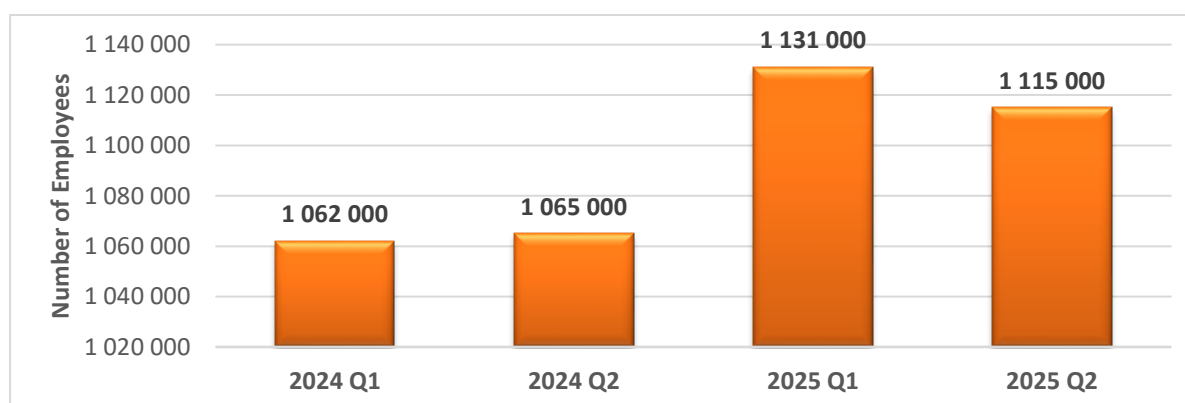
Figure 5: Contribution to growth in GDP (% points) and Sector growth rate (%)



Sources: Gross Domestic Product 2025: Quarter 1 (Statistics South Africa, 2025)

The number of people employed in the Transport Sector has shown steady growth from early 2024 to mid-2025. In the first quarter of 2024, employment stood at 1 062 000. By the second quarter of 2024, it had risen slightly to 1 065 000, marking a modest increase of 3 000 jobs. In the first quarter of 2025, employment surged to 1 131 000, reflecting a substantial quarterly gain of 66 000 jobs and an annual increase of 69 000 jobs compared to Q1 2024. By the second quarter of 2025, employment declined slightly to 1 115 000, a decrease of 16 000 from the previous quarter but still 50 000 higher than in Q2 2024. Overall, these figures point to a significant expansion in Transport Sector employment, particularly in early 2025, despite the minor adjustment in mid-2025.

Figure 6: Number of Employees in Transport Sector



Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

1.5.2 Employment by Subsectors

The table below provides a breakdown of employment across the eight subsectors of the Transport Sector based on the WSP/ATR-submitting companies.

Table 5: Employment Distribution by Transport subsector in 2025

Subsector	Number of Employees	% of Employees
Aerospace	19 935	6.3%
Forwarding and Clearing	22 006	7.0%
Freight Handling	25 006	7.9%
Maritime	11 195	3.5%
Rail	127 832	40.4%
Road Freight	83 611	26.5%
Road Passenger	25 850	8.2%
Taxi	631	0.2%
Total	316 066	100.0

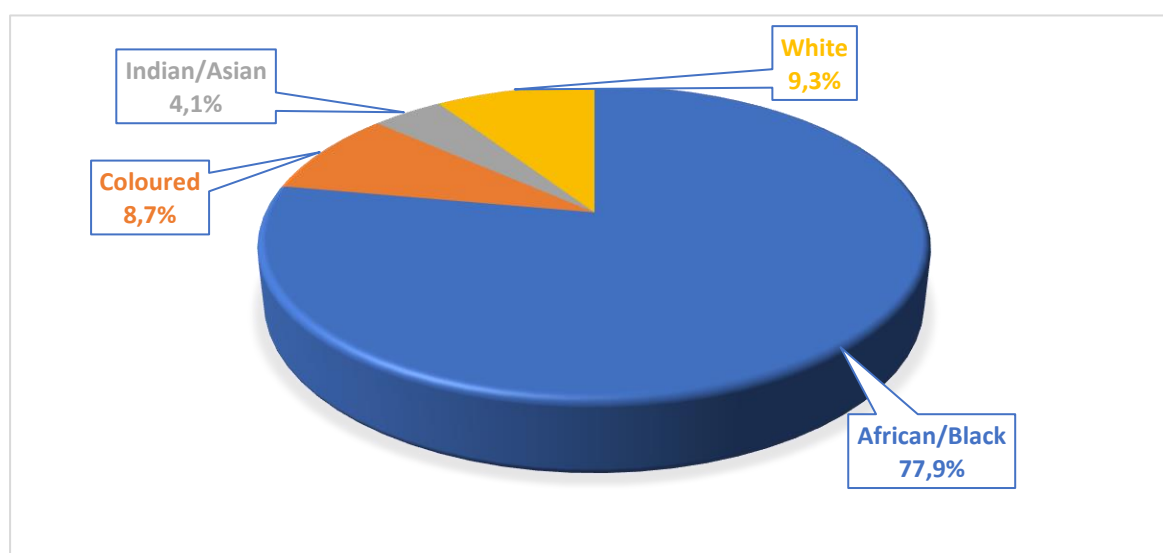
Source: WSP/ATR 2025 (TETA, 2025)

The Rail subsector employs the largest share of workers, accounting for 40.4% of the total workforce (127 832 employees). Road Freight follows with 26.5%, while road passenger contributes 8.2%. Other notable subsectors include freight handling (7.9%) and forwarding and clearing (7.0%). Aerospace and maritime each represent smaller shares at 6.3% and 3.5%, respectively. The taxi subsector is reported as employing the fewest workers among WSP/ATR-submitting companies, making up only 0.2% of total employment. However, this low figure does not reflect the full picture, as the taxi subsector employs significantly more people overall but is largely informal in nature and often operates outside formal reporting structures. Overall, the Transport Sector recorded 316 066 employees in 2025.

1.5.3 Employment by Race

The Transport Sector's workforce is predominantly African/Black, representing 77.9% of total employment. This significant representation is consistent with the demographic composition of the country, as Black Africans are the majority population. Coloured individuals comprise 8.7%, White workers account for 9.3%, and Indian/Asian employees total 4.1%.

Figure 7: Racial distribution of Employment in Transport Sector



Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

Examining the racial distribution of 316 066 employees across transport subsectors, the table below shows particularly high shares of African employees in road passenger (83.5%), rail (82.6%), taxi (77.0%) and road freight (75.8%). White employees are most represented in aerospace (21.6%) and forwarding & clearing (16.4%), while Indian/Asian employees generally make up smaller proportions across subsectors. The maritime (29.2%) and taxi (15.4%) subsectors have a notable Coloured representation. Overall, the figures reveal variation in racial composition across subsectors, with African employees forming most of the workforce.

Table 6: Racial Distribution of Employment in Transport Subsectors

Subsector	Number						Percentage					
	African	Coloured	Indian / Asian	White	Other	Total	African	Coloured	Indian / Asian	White	Other	Total
Aerospace	13 000	1 798	787	4 301	49	19 935	65.2	9.0	3.9	21.6	0.2	100.0
Forwarding & Clearing	13 351	2 549	2 456	3 599	51	22 006	60.7	11.6	11.2	16.4	0.2	100.0
Freight Handling	17 594	3 574	1 937	1 870	31	25 006	70.4	14.3	7.7	7.5	0.1	100.0
Maritime	5 638	3 265	938	1 244	110	11 195	50.4	29.2	8.4	11.1	1.0	100.0
Rail	105 588	11 567	3 443	7 230	4	127 832	82.6	9.0	2.7	5.7	0.0	100.0
Road Freight	63 396	8 062	3 444	8 519	190	83 611	75.8	9.6	4.1	10.2	0.2	100.0
Road Passenger	21 577	2 699	367	1 182	25	25 850	83.5	10.4	1.4	4.6	0.1	100.0
Taxi	486	97	7	41	0	631	77.0	15.4	1.1	6.5	0.0	100.0

Source: WSP/ATR 2025 (TETA, 2025)

1.5.4 Employment by Gender

Men continue to dominate employment in the Transport Sector. In Q2 2025, 932,000 men were employed compared to 183,000 women. While men's employment grew, women experienced declines. From Q1 to Q2 2025, women's employment fell by 40,000 jobs (-17.9%), while men's rose by 24,000 jobs (2.6%). Year-on-year, women's employment declined by 8,000 jobs (-4.2%), whereas men's increased by 58,000 jobs (6.6%). This indicates that women remain underrepresented and have not shared equally in recent employment gains. In contrast, men have seen steady growth both quarter-to-quarter and year-on-year. The table below demonstrates this trend.

Table 7: Employment by Gender

	Apr-Jun 2024	Jan-Mar 2025	Apr-Jun 2025	Quarter-to-Quarter Change	Year-on-year Change	Quarter-to-Quarter Change	Year-on-year change
	Thousand					Percentage	
Total	1 065	1 131	1 115	-16	50	-1.4	4.7
Women	191	223	183	-40	-8	-17.9	-4.2
Men	874	908	932	24	58	2.6	6.6

Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

Due to the persistently low employment rate of women in the Transport Sector, TETA commissioned a study to explore the systemic barriers hindering women's entry and advancement in leadership and technical roles within the industry. The study aims to recommend targeted skills development programmes that equip women with the technical and leadership competencies needed to succeed, ultimately promoting greater inclusion, retention, and gender equity across the Sector (TETA, 2024).

Table 8: Gender Distribution of Employment in Transport Subsectors

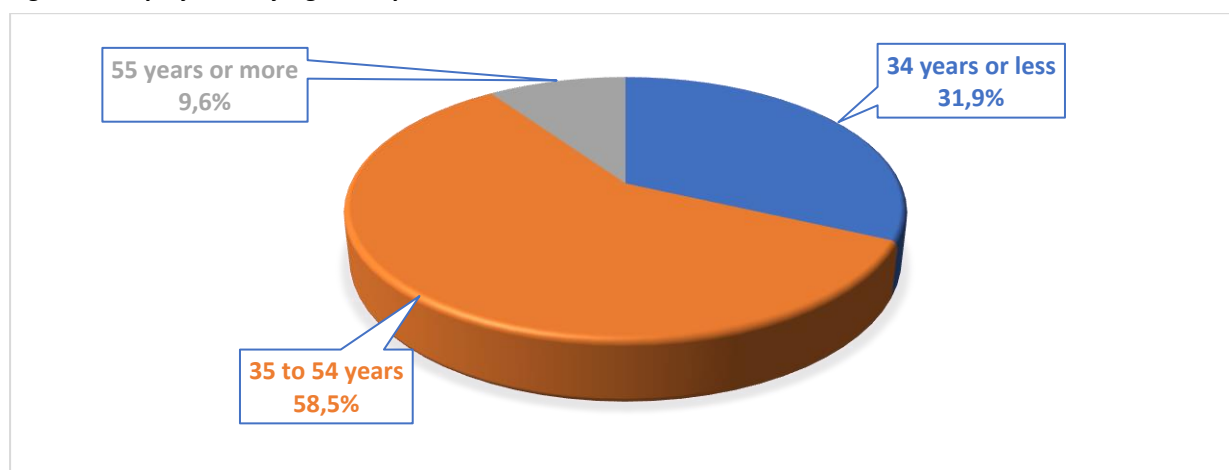
Subsector	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Aerospace	11 489	8 446	19 935	57.6	42.4	100.0
Forwarding and Clearing	14 125	7 881	22 006	64.2	35.8	100.0
Freight Handling	17 376	7 630	25 006	69.5	30.5	100.0
Maritime	7 800	3 395	11 195	69.7	30.3	100.0
Rail	83 840	43 992	127 832	65.6	34.4	100.0
Road Freight	68 568	15 043	83 611	82.0	18.0	100.0
Road Passenger	20 212	5 638	25 850	78.2	21.8	100.0
Taxi	487	144	631	77.2	22.8	100.0

Source: WSP/ATR 2025 (TETA, 2025)

The table above presents the gender distribution of 316 066 employees across transport subsectors according to the WSP/ATR submissions. The gender gap is most pronounced in road freight (82% male), road passenger (78.2% male), and the taxi subsector (77.2% male). More balanced distributions are seen in aerospace (57.6% male; 42.4% female) and, to a lesser extent, rail (65.6% male; 34.4% female). These figures highlight persistent gender imbalances, particularly in road-based subsectors.

1.5.5 Employment by Age

In the second quarter of 2025, the largest share of workers in the Transport Sector was within the 35 to 54 years age group, accounting for 58.5% of the workforce. In comparison, those aged 34 years or younger comprised 31.9% of the total workforce, reflecting a significant yet smaller level of participation by younger individuals early in their careers. Meanwhile, workers aged 55 years or older represented 9.6% of the workforce.

Figure 8: Employment by Age Group

Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

The Transport Sector workforce is largely concentrated in the 35–54 age group, with youth under 35 significantly underrepresented. Youth participation is strongest in aerospace (43.6%), reflecting progress toward transformation, while rail (20.3%) and taxi (21.4%) lag. Rail (72.2%) employees are most likely to be aged between 35 and 54 years. Other subsectors, including road passenger, road freight, taxi and maritime are also dominated by mid-aged employees. The taxi subsector faces an added challenge with a higher proportion of workers aged 55 and above. These trends highlight the urgent need for targeted initiatives to boost

youth participation, enhance succession planning, and cultivate a more balanced, future-ready workforce across all subsectors.

Table 9: Employment by Age Groups Across Transport Subsectors

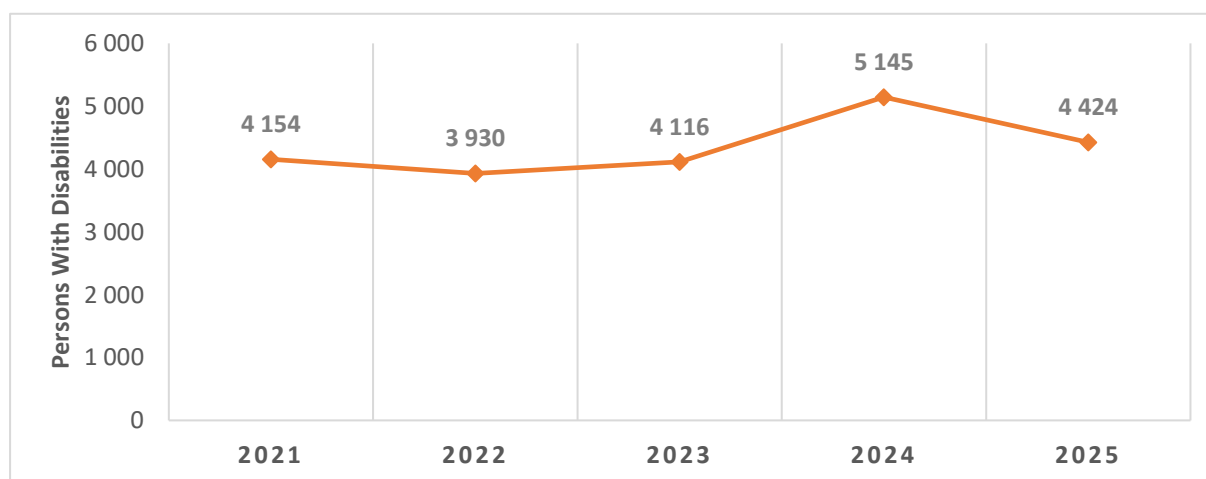
Subsector	Number				Percentage			
	34 years or less	35 to 54 years	55 years or more	Total	34 years or less	35 to 54 years	55 years or more	Total
Aerospace	8 701	9 794	1 440	19 935	43.6	49.1	7.2	100.0
Forwarding and Clearing	8 330	12 081	1 595	22 006	37.9	54.9	7.2	100.0
Freight Handling	9 342	14 200	1 464	25 006	37.4	56.8	5.9	100.0
Maritime	3 859	6 424	912	11 195	34.5	57.4	8.1	100.0
Rail	25 942	92 265	9 625	127 832	20.3	72.2	7.5	100.0
Road Freight	24 925	50 838	7 848	83 611	29.8	60.8	9.4	100.0
Road Passenger	6 233	15 966	3 651	25 850	24.1	61.8	14.1	100.0
Taxi	135	368	128	631	21.4	58.3	20.3	100.0

Source: WSP/ATR 2025 (TETA, 2025)

1.5.6 Employment of Persons with Disabilities

The April WSP/ATR (2025) reveals a decrease in the employment of people with disabilities within the Transport Sector, from 5 145 in 2024 to 4 424 in 2025. This represents a persistently low share of the total workforce, falling short of both the historic 2% target set by the Employment Equity Act and the newly increased 3% target mandated under the April 2025 regulations. These figures underscore the urgent need for more inclusive training and employment initiatives to close the gap.

Figure 9: Number of Persons with Disabilities Employed by Companies Submitting WSPs



Source: WSP/ATR 2025 (TETA, 2025)

Persons with disabilities remain significantly underrepresented across transport subsectors, with overall representation at only 1.4%. Rail and road freight employ the largest numbers of PWDs, yet their proportional representation within these subsectors remains very low, 1.8% and 1.4% respectively, because both have very large workforces. Other subsectors, including aerospace, maritime, road passenger, and taxi, show minimal inclusion, with taxi reporting no employees with disabilities. These patterns highlight the urgent need for targeted initiatives to improve accessibility, promote equitable employment, and build a more inclusive workforce across all transport subsectors.

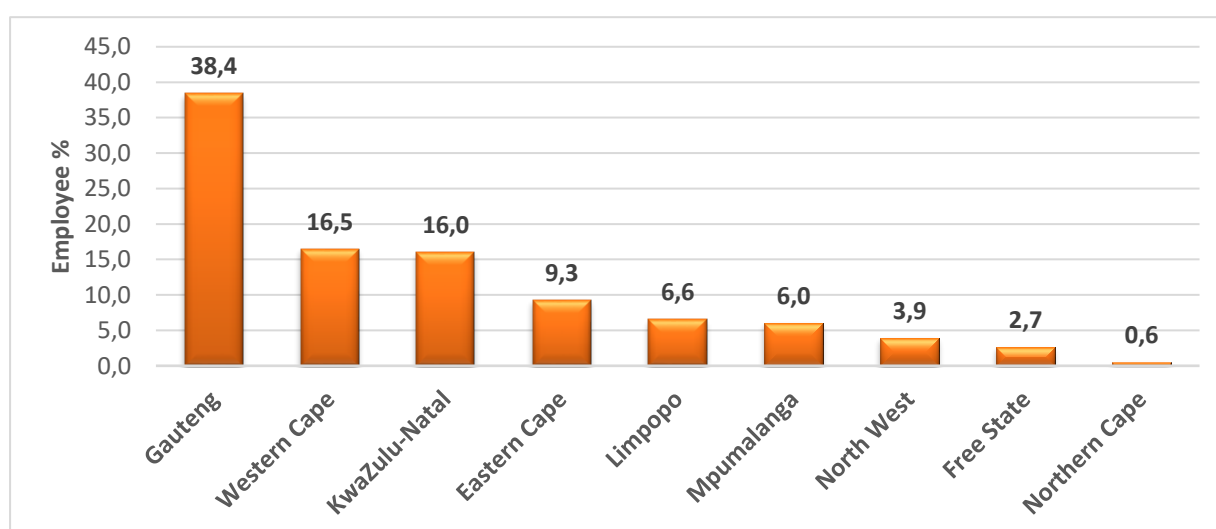
Table 10: Number of Persons with Disabilities Employed in Transport Subsectors

Subsector	Persons with Disabilities	Percent within Subsector
Aerospace	114	0.6
Forwarding and Clearing	273	1.2
Freight Handling	310	1.2
Maritime	85	0.8
Rail	2 351	1.8
Road Freight	1 201	1.4
Road Passenger	90	0.3
Taxi	0	0.0
Grand Total	4 424	1.4

Source: WSP/ATR 2025 (TETA, 2025)

1.5.7 Provincial Distribution of Employees

The figure below represents the provincial distribution of Transport Sector employees for the first quarter of 2025.

Figure 10: Transport Sector Employment by Province

Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

In the second quarter of 2025, the provincial distribution of South Africa's Transport Sector workforce exhibited notable variation. Gauteng employed the largest share, representing 38.4% of the total workforce, followed by the Western Cape with 16.5% and KwaZulu-Natal with 16.0%. The Eastern Cape accounted for 9.3%, while Limpopo and Mpumalanga contributed 6.6% and 6.0% respectively. North West represented 3.9%, the Free State 2.7%, and the Northern Cape had the smallest share at only 0.6% of the workforce. This uneven distribution highlights the need for targeted skills development and training initiatives in provinces with smaller workforce representation to ensure equitable access to employment opportunities and sector growth across the country.

Table 11: Provincial Distribution of Employment in Transport Subsectors (%)

Subsector	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	Total
Aerospace	1.3	1.3	74.7	6.3	1.3	7.6	0.0	0.0	7.6	100.0
Forwarding and Clearing	4.9	0.6	56.4	22.1	0.0	0.6	0.6	0.0	14.7	100.0
Freight Handling	6.3	2.1	28.2	35.2	1.4	0.0	2.1	0.7	23.9	100.0
Maritime	50.0	0.0	2.3	20.0	0.0	0.0	0.0	0.0	27.7	100.0
Rail	5.9	0.0	76.5	8.8	0.0	5.9	0.0	0.0	2.9	100.0
Road Freight	7.3	3.3	40.1	18.3	2.4	5.4	2.4	2.1	18.5	100.0
Road Passenger	6.3	0.7	33.1	10.6	9.9	7.0	4.9	2.1	25.4	100.0
Taxi	25.0	0.0	33.3	8.3	0.0	8.3	0.0	0.0	25.0	100.0

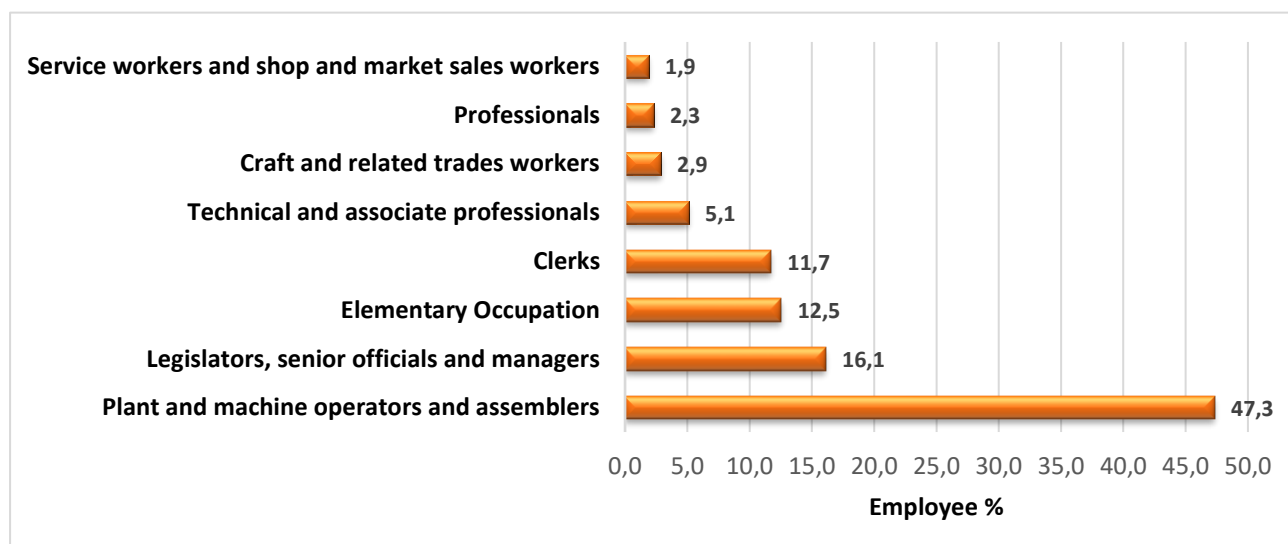
Source: WSP/ATR 2025 (TETA, 2025)

Based on WSP/ATR submissions from transport companies, employee distribution across subsectors is heavily concentrated in Gauteng, which dominates rail (76.5%), aerospace (74.7%), and forwarding and clearing (56.4%). KwaZulu-Natal plays a significant role in freight handling (35.2%) and forwarding and clearing (22.1%), while maritime employment is largely concentrated in the Eastern Cape (50%) and Western Cape (27.7%), reflecting major port locations. Road passenger and taxi sectors are more geographically dispersed. These patterns highlight that TETA's skills development initiatives should prioritise provinces and subsectors with the highest reported workforce concentration to maximise impact, while also ensuring inclusion and transformation.

1.5.8 Employment by Occupational Group

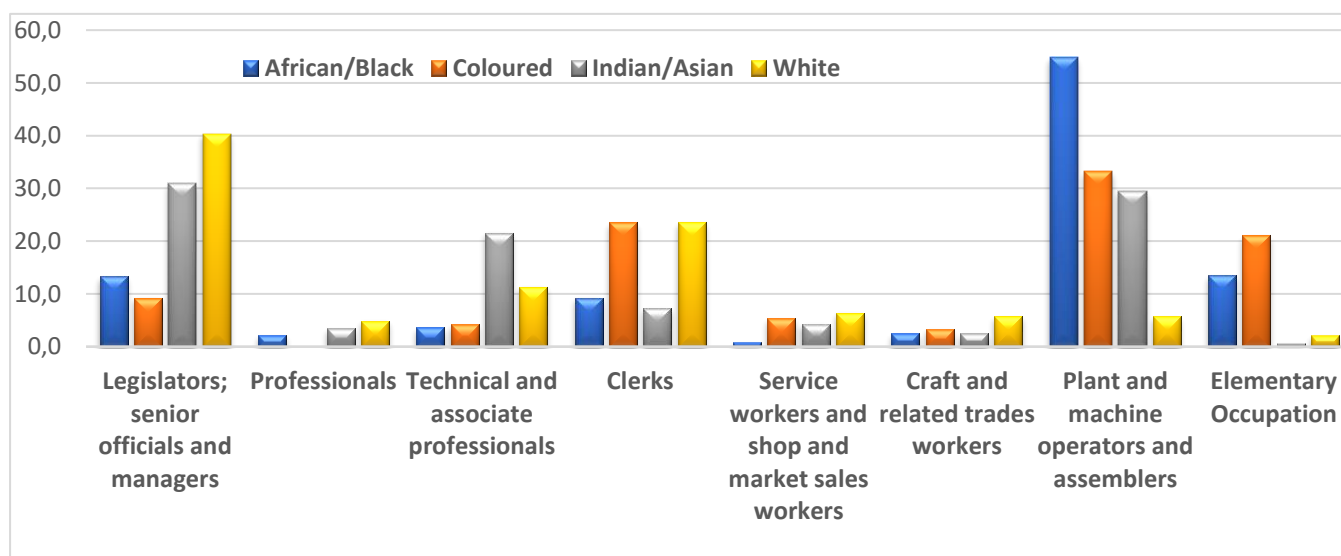
The figure below shows that there are four dominant occupational groups in the Transport Sector. The largest group is Plant and Machine Operators and Assemblers, making up 47.3% of the workforce. The second-largest group is Legislators, Senior Officials, and Managers at 16.1%, followed closely by Elementary Occupations at 12.5%. Clerks make up the fourth-largest group, accounting for 11.7% of the workforce.

Other occupational groups with smaller representation include Technical and Associate Professionals (5.1%), Craft and Related Trades Workers (2.9%), Professionals (2.3%), and Service Workers and Shop and Market Sales Workers (1.9%). The data suggests that the Transport Sector relies heavily on operational roles, with more technical and service-oriented positions making up a smaller portion of the workforce.

Figure 11: Employee Distribution by Major Occupational Group

Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

The occupational distribution by population group highlights clear patterns of stratification within the Transport Sector. African/Black employees dominate lower- and semi-skilled occupations, particularly as plant and machine operators/assemblers and in elementary roles, where their representation exceeds 50 percent. Coloured employees are strongly concentrated in clerical positions, while Indian/Asian and White employees are disproportionately represented in higher-skilled categories such as legislators, senior officials, managers, and technical and associate professional roles. Although African/Black workers form the majority of the overall workforce, their presence in managerial, professional, and technical occupations remains limited. These disparities point to ongoing challenges around skills development and upward mobility, underscoring the need for TETA's transformation mandate to focus on enabling African/Black and Coloured employees to access technical, professional, and leadership opportunities, while continuing to support upskilling and career progression for the majority workforce in operational roles. Figure 12 below illustrates these patterns of occupational distribution by population group.

Figure 12: Occupational distribution by Population group

Source: Quarterly Labour Force Survey 2025: Quarter 2 (Statistics South Africa, 2025)

1.6 Conclusion

This chapter has provided a comprehensive overview of South Africa's Transport Sector, highlighting its structure, key stakeholders, employer composition, and labour market dynamics. The sector's complexity is reflected in its diverse subsectors and geographic spread, concentrated in economically active provinces, with a strong presence of small and medium-sized enterprises. Despite economic challenges in 2024, the sector demonstrated resilience, recovering in early 2025 and contributing positively to employment growth.

The predominance of SMMEs points to both opportunities for inclusive growth and the challenges these smaller enterprises face, particularly in terms of skills development and capacity building. Workforce analysis reveals persistent inequalities, including the underrepresentation of women, youth, and persons with disabilities, and a concentration of historically disadvantaged groups in lower- and semi-skilled roles. Addressing these imbalances requires deliberate investment in targeted upskilling, advancement pathways, and leadership development opportunities, particularly for African/Black and Coloured employees. These patterns underscore the need for responsive interventions that promote equity, inclusion, and skills development across all subsectors.

Overall, the Transport Sector shows promise for growth and transformation, but achieving a more equitable and future-ready workforce will require concerted efforts to address structural imbalances and foster inclusion across all levels of employment.

2 Chapter Two: Key Skills Change Drivers

2.1 Introduction

According to the DHET Framework, change drivers are factors that influence shifts in demand and supply within the skills landscape. These drivers can be understood as external or internal forces prompting sectors to adapt their strategies, structures, or operations. They have a direct impact on workforce needs, training priorities, and the development of future-ready skills. This chapter focuses on identifying and analysing the key drivers of change within the Transport Sector that influence skills demand and supply, either positively or negatively.

The findings presented here are informed by a combination of desktop-based research and empirical fieldwork, including interviews, surveys, and focus group discussions with key stakeholders in the sector. Additionally, this chapter draws on several important research studies commissioned by the TETA namely: Fourth Industrial Revolution (4IR) and Employment in the Transport Sector, Green Transport Readiness in the Transport Sector, and Skills Development and Market Opportunities for Transport SMMEs. These sources provide a robust evidence base to understand the evolving factors shaping skills needs.

The key skills change drivers identified in this chapter include the Fourth Industrial Revolution (4IR), Environmental, Social, and Governance (ESG) considerations, Economic Disruptions, Transport Planning and Transport Economics, and Legislative & Regulatory Changes. Each of these factors significantly shapes how work is organised and performed across the sector, influencing the types of skills required and the pace at which change occurs. Understanding these drivers is critical to formulating effective skills development strategies that address both current challenges and emerging opportunities, thereby ensuring that the Transport Sector remains competitive, resilient, and inclusive.

2.2 Factors Affecting Skills Demand and Supply

This section discusses the important elements influencing the supply and demand for skills in South Africa's transport industry, assisting in aligning workforce development with developing trends.

Table 12: Change Drivers Affecting Skills Demand and Supply

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
Fourth Industrial Revolution (4IR)	Technological advancements are rapidly transforming the Transport Sector. Automation is increasingly replacing routine and manual tasks such as truck driving, dock work, and clerical jobs. Autonomous vehicles and machines reduce reliance on human operators in freight and passenger transport. The adoption of technologies like artificial intelligence (AI), big data, drones, robotics, and specialised software is creating new roles including data managers, drone operators, and automation engineers. This Fourth Industrial Revolution (4IR) shift is also characterised by smart city solutions, Internet of Things (IoT) platforms, and digital services like e-hailing apps (Uber, Bolt), reflecting deepening digitalisation in the sector (Aigbavboa, et al., 2023); (Department of Cooperative Governance, 2021); (Automotive Business Review, 2024). Specific impacts include: Warehousing: Robotics such as pick-and-place and conveyor-based sortation robots improve inventory management and order processing efficiency (Logistics Systems Engineering, 2024). Logistics: Automation of packaging, sorting, and goods tracking enhances safety and lowers operational costs. Autonomous Transportation: Driverless vehicles are being introduced to increase efficiency and reduce costs. Artificial intelligence (AI) and Predictive Analytics: These tools optimise warehouse operations by forecasting demand and managing equipment maintenance (Logistics Systems Engineering, 2024). Smart Mobility: AI boosts rail safety and enables innovations like self-driving trains (e.g., Gautrain). Cashless Payments: AI-powered tap-and-pay systems transform public transport ticketing in cities like Cape Town (SABC News, 2024). Internet of Things (IoT): Sensor technologies (e.g., RFID) enhance logistics tracking, while systems like SANRAL's Freeway Management System improve urban traffic flow (Engineering News, 2023).	The digital transformation of South Africa's Transport Sector is driving increased demand for specialised skills. New roles such as autonomous vehicle operators and technicians are emerging to manage and maintain self-driving systems (Automotive Business Review, 2024). There is growing demand for software development expertise to create and maintain digital solutions. However, many SMMEs, constrained by resources, often outsource software development or adopt off-the-shelf products. Employers also require employees proficient in digital tools, creating high demand for training in system navigation and digital literacy. Additionally, IT-skilled technicians and artisans capable of handling software updates and hardware repairs are essential to maintain seamless operation of transport technologies.	To meet the growing demand for specialised digital skills, TETA must support education and training frameworks that foster expertise in emerging fields such as artificial intelligence, machine learning, cybersecurity, and data analysis. Collaborative efforts between government, educational institutions, and industry stakeholders are essential to prepare the workforce for rapid technological change. Investments in reskilling and upskilling initiatives will enable workers to stay relevant amid the adoption of smart city solutions, Internet of Things (IoT) platforms, and digital transport services like Uber and Bolt. Proactive and coordinated action is critical to equipping the sector with the skills required for the Fourth Industrial Revolution.

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
Environmental, Social, and Governance Considerations	The South African government has prioritised investments in public transport networks to reduce reliance on private vehicles and mitigate environmental concerns. Initiatives like the Gautrain and Bus Rapid Transit (BRT) systems in major cities provide efficient, environmentally friendly alternatives to private cars (Emergent Africa, 2023). In response to climate change and carbon reduction commitments, the Transport Sector is transitioning towards greener technologies, including electric and hybrid vehicles, alternative fuels, and energy-efficient transport systems. Notably, South Africa has made significant progress in developing green hydrogen as an alternative fuel, which the government has integrated into its renewable energy policy (Department of Transport: South Africa, 2018).	The shift to greener transport alternatives is creating demand for workers skilled in EV maintenance, alternative fuel technologies (particularly hydrogen and biofuels), and energy-efficient transport systems. Green hydrogen as an emerging fuel source further increases demand for specialists in hydrogen vehicle technology, infrastructure, and maintenance. Government incentives and green regulations are generating new job opportunities for sustainability consultants and energy efficiency experts. The transition also requires workers trained in hydrogen production, fuel cell systems, renewable energy integration, and environmentally sustainable logistics. Collectively, these shifts reflect the sector's growing emphasis on sustainability and the need for new competencies to support a cleaner, more environmentally responsible transport system.	Meeting the demand for green transport specialists requires developing new curricula and training programs focused on EV maintenance, alternative fuel systems (including hydrogen and biofuels), and carbon footprint analysis. TETA will need to rapidly design and implement these programmes to equip new workers and support existing professionals transitioning from fossil fuel technologies. Collaboration between industry stakeholders, government, and renewable energy sectors will be essential to create effective green skills training initiatives. Partnerships with transport companies and energy providers will help ensure the workforce is prepared for emerging technologies like green hydrogen-powered vehicles.
	Tariff fees: South Africa's Transport Sector has been significantly affected by the imposition of a 30% tariff by the United States (U.S.) on South African imports, far exceeding the expected 8% (Botha, 2025). This higher tariff has placed the road freight subsector at risk, as U.S. buyers may reduce their imports of goods from South Africa. Industries that depend heavily on the U.S. market, such as fruit, wine, and metals, could cut production, leading to a drop in demand for warehouse storage and logistics services. This scenario could cause job losses or reduced working hours in the logistics and supply chain sector. The automotive sector, already subject to a 25% tariff on light trucks and a 2.5% tariff on cars under the African Growth and Opportunity Act, has been particularly concerned about the new 30% tariffs. In the Eastern Cape, South Africa's automotive hub, industry leaders have warned that the reduced car assembly volumes due to these tariffs could lower demand for goods movement and port	While skilled personnel in vehicle assembly, component manufacturing, logistics coordination, and customs processing remain in high demand, many businesses are grappling with tighter profit margins and budgetary constraints. As a result, companies may reduce output not because the need for labour has diminished, but because they lack the financial capacity to maintain current employment levels or offer competitive salaries. This situation creates what is known as a "latent demand," where the need for skilled workers persists, but firms cannot afford to employ them. Rising fuel and transportation costs are also driving businesses to prioritise efficiency. This shift has created an increased demand for skills in process	Smaller enterprises are likely to face challenges in retaining or attracting qualified staff, not because of a shortage of skilled workers, but because of budgetary pressures driven by rising operational costs. Consequently, these businesses may be forced to downsize or implement layoffs. This situation creates a disconnect, while skilled labour remains available in the market, companies' financial limitations hinder their ability to hire or retain this workforce, leading to suppressed employment levels rather than an actual shortage of talent.

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
	services. Adding to the uncertainty, there are questions about whether the 30% tariff will be layered on top of the existing 25%, further threatening the competitiveness of South African exports and jeopardising the long-term sustainability of the country's automotive transport value chain (Ellis, 2025). Currency depreciation and rising costs: Over the last two decades, the rand has depreciated by 63% against the U.S. dollar, with recent volatility fuelled by load-shedding, geopolitical developments, and global economic pressures. This depreciation has significantly impacted the road freight subsector, port efficiency, and intermodal logistics, exacerbating the long-standing structural inefficiencies in rail networks. These currency challenges have driven up costs across the supply chain, influencing everything from fuel prices to the procurement of equipment and materials (Kelly, 2024). Direct impact on fuel prices: Fuel costs, particularly diesel, have surged, accounting for up to 50% of daily operating expenses for road transport operators, according to the Road Freight Association (RFA). These cost increases are driven by a combination of global fuel price spikes, geopolitical tensions, and the rand's devaluation. Rising fuel prices have not only increased transportation costs but also led to higher prices for goods and services throughout the economy (Kelly, 2024). Direct impact on SMMEs: Small and medium-sized enterprises (SMMEs) in the Transport Sector are especially vulnerable. Many of these businesses are already struggling with profitability challenges and the added financial strain from rising operational costs (Nyathi, 2024). SMMEs often lack the financial buffers and access to capital that larger firms enjoy, making it difficult to remain competitive in this volatile environment. Political uncertainty: Political instability and uncertainty around fiscal policies in South Africa have further disrupted the Transport Sector. Disputes over tax policies and broader economic issues have compounded operational challenges, hampering supply chains, freight operations, and public transport networks. This instability has added strain to an already overburdened transport system (Botha, 2025). Past examples illustrate how political instability can impact the sector: In July 2021, the unrests led to a 72-hour blockade of the N3 highway, disrupting freight and trade (Hanley, 2021).	optimisation, supply chain management, and logistics coordination, areas critical to helping companies adapt to cost pressures. Additionally, as economic conditions become more complex and volatile, there is a heightened demand for professionals with expertise in regulatory compliance and risk management. These roles are vital for navigating evolving trade rules, tariff regimes, and other challenges that directly impact transport and logistics operations.	Political unrest can also impose financial strain on companies, particularly when it results in damage to infrastructure. Such disruptions can force businesses to retrench or downsize to recover costs, even though the supply of skilled professionals, such as supply and distribution managers, finance managers, and customs compliance specialists, remains unaffected. This mismatch between the availability of skilled labour and employers' financial capacity to engage them highlights the need for coordinated policy responses and support mechanisms to ensure that existing workforce capabilities are not lost due to temporary economic pressures.

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
	- The 11-day 2022 Transnet strike caused severe interruptions to rail and port operations, with an estimated R65.3 billion in lost commodity movements (Steyn, 2022). - In 2023, a taxi strike in Cape Town disrupted public transport services, causing road closures and violent incidents that further stressed the transport system (Ludidi, 2023). These interconnected economic and political challenges highlight the vulnerability of South Africa's Transport Sector and underscore the urgent need for comprehensive strategies to manage these disruptions.		
Transport Planning and Transport Economics	South Africa's transportation system relies heavily on transport planning and transport economics, which play a pivotal role in shaping infrastructure investments, mobility initiatives, and economic competitiveness. These disciplines address crucial challenges such as traffic congestion, inadequate connectivity, and the growing demand for environmentally friendly and inclusive transportation solutions. The National Transport Master Plan (NATMAP) provides a long-term strategic vision for South Africa's Transport Sector, outlining how transport infrastructure and services can support economic development, social inclusion, and environmental sustainability. It sets a framework for integrated planning across all transport modes, guiding investments and policy decisions. Projects like the N2 Wild Coast Toll Route (Futshane, 2024) illustrate the government's commitment to revitalising critical transport infrastructure, improving the flow of goods and passengers, and fostering regional connectivity. Effective transport planning requires a blend of urban design, rigorous economic research, and multidisciplinary collaboration among government, private sector stakeholders, and communities. Moreover, the shift towards electric and hybrid vehicles is introducing new challenges and opportunities. Transport planning must now incorporate the development of electric vehicle (EV) charging infrastructure, considering the availability of charging points along key routes and schedules for charging intervals. Integrating these elements into NATMAP's framework ensures that South Africa's transport system remains competitive, sustainable, and inclusive in the long run.	There is a growing demand for qualified specialists in transportation economics, urban planning, logistics optimisation, network and route planning, schedule development, and cost-benefit analysis. As infrastructure expands and existing roads and rail systems require ongoing maintenance, professionals experienced in sustainable transport technologies, rail systems, and road network management will be increasingly sought after. The evolving landscape of legislation, policies, and regulations will also drive demand for planners who possess expertise in regulatory compliance and can navigate complex frameworks effectively. Furthermore, major infrastructure projects such as the N2 Wild Coast Toll Route will generate job opportunities in nearby regions, especially in construction, heavy machinery operation, and project management roles.	South Africa's current transport planning workforce faces challenges due to reliance on outdated, car-centric models. There is a growing need for skills in integrated and multimodal transport planning, inclusive mobility solutions, management of electric and hybrid vehicle charging infrastructure, and cross-disciplinary collaboration. To address these gaps, TETA could expand funding for bursaries, learnerships, and apprenticeships, enabling more individuals to develop expertise in transport planning, transport economics, and related fields. Strengthening these educational pathways is crucial to preparing a workforce capable of supporting modern, sustainable transport systems.

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
Legislative & Regulatory Changes	South Africa's Transport Sector is undergoing considerable legislative and regulatory changes aimed at improving safety, environmental compliance, and operational standards. These developments are driven by new policies that address emerging technologies, sustainability imperatives, and the growing need for enhanced safety and data privacy across all modes of transportation. As part of these improvements, new regulations emphasise the integration of multiple transport systems, the promotion of non-motorised transit options, and the establishment of updated criteria governing how different transport systems should interact efficiently. For instance, the National Land Transport Amendment Act seeks to enhance public transportation accessibility, safety, and integration across the country. This evolving regulatory environment necessitates the adaptation of the transportation workforce to new legal frameworks, requiring significant re-skilling and upskilling to ensure compliance and maintain operational efficiency (Automotive Business Review, 2024). Moreover, compliance challenges persist among some employers, especially smaller enterprises, in meeting Employment Equity (EE) targets and the requirements set out in the Broad-Based Black Economic Empowerment (B-BBEE) Sector Codes, adding further complexity to workforce management.	There will be an increased demand for training programmes focused on evolving transportation legislation, safety standards, environmental compliance, and data privacy regulations. To ensure that employees remain current with these changes, continuous professional development (CPD) courses will need to be developed and widely implemented across the sector. As the Transport Sector becomes increasingly globalised, there is a growing need for experts well-versed in cross-border trade legislation, particularly in international operations involving road freight, maritime, and rail transport. These specialists will play a critical role in ensuring compliance and smooth logistics across borders. Furthermore, legislative mandates such as the Employment Equity (EE) Act and Broad-Based Black Economic Empowerment (B-BBEE) Codes increase demand for the inclusion and development of under-represented groups in the workforce. This includes young workers, black South Africans, women, and people with disabilities, particularly in areas where their representation remains low.	TETA will need to adapt and update their training programmes to align with the evolving legislative requirements in the Transport Sector. This involves developing specialised training modules that cover new transportation legislation, safety protocols, data privacy regulations, and environmental compliance standards. As transportation operations increasingly integrate advanced technologies and face heightened environmental concerns, workers must be equipped with both technical skills and a thorough understanding of relevant legal and regulatory frameworks. This calls for an interdisciplinary approach to training, blending technical expertise with regulatory knowledge to ensure workers can operate efficiently and within legal boundaries. Given the rapid pace of regulatory changes, TETA and similar bodies must offer ongoing Continuous Professional Development (CPD) programmes that are regularly revised to incorporate the latest legislative updates. Such programmes will be essential for helping workers stay compliant with new regulations and navigate complex regulatory environments effectively.

2.3 Measures to Support MTDP Priorities

TETA's strategy aligns closely with the Government of National Unity's Medium-Term Development Plan (MTDP) priorities: driving inclusive growth and job creation, reducing poverty and the high cost of living, and building a capable, ethical, and developmental state. By enhancing skills in the Transport Sector, TETA supports job creation, especially for marginalized group and promotes inclusive economic growth. Targeted skills development for small and medium enterprises (SMMEs) helps uplift businesses, reduce poverty, and strengthen local economies. Additionally, TETA focuses on expanding access for women, youth, rural communities, and people with disabilities, while addressing racial skills disparities. These commitments underpin the MTDP priorities, guiding the measures TETA implements to strengthen the workforce, stimulate growth, and foster inclusivity, as outlined below.

Table 13: TETA Strategic Outcomes, Indicators and Measures to Support MTDP Priorities

MTDP Priority	Strategic Outcomes	Outcome Indicators	TETA Measures
Drive Inclusive Growth and Job Creation	Increased production of occupations in high demand.	Implemented initiatives contributing to occupations in high demand.	TETA conducts continuous and comprehensive research to identify occupations in high demand within the Transport Sector. This research involves analysing labour market trends, employer needs, technological advancements, and economic developments to pinpoint critical skills gaps and emerging job opportunities. By understanding these dynamics, TETA can design and implement targeted skills development programmes that equip the current and future workforce with the competencies required for sustainable growth. This proactive approach ensures that training interventions are relevant and aligned with market demands, enhancing the employability of unemployed individuals. Ultimately, this measure supports inclusive growth by creating pathways to quality employment and addressing skills shortages that could hinder sector expansion and economic development.
	Increased access to Business Development Programmes.	Small and Micro Enterprises supported on business needs.	Supports SMMEs and cooperatives by providing targeted training programs that focus on building essential skills in areas such as business management, financial literacy, operational efficiency, and compliance with industry standards. These capacity-building initiatives equip SMMEs and cooperatives with the knowledge and tools needed to improve their productivity, competitiveness, and sustainability in the Transport Sector. By strengthening SMMEs and cooperatives, TETA helps to stimulate job creation, promote entrepreneurship, and drive inclusive economic growth, especially benefiting marginalized groups and local communities.
	Partnerships with PSET, Government, Agencies, and Industry enhanced to deliver TETA mandate.	Collaborative initiatives established.	Enhances and strengthens partnerships with a broad range of stakeholders. These collaborative efforts aim to ensure that training programmes are closely aligned with the evolving skills demands of the Transport Sector. By maintaining continuous engagement with industry players, TETA can identify emerging trends, technological advancements, and workforce gaps, enabling the development of relevant and up-to-date curricula. This alignment helps produce a workforce that is better prepared for current and future job opportunities, thereby supporting inclusive economic growth and increasing employment prospects, especially for youth, women, and other marginalized groups. Moreover, these partnerships foster shared ownership and collective action in addressing sector skills challenges, ultimately strengthening the capacity and sustainability of the transport industry.

MTDP Priority	Strategic Outcomes	Outcome Indicators	TETA Measures
Reduce Poverty and Tackle the High Cost of Living	Increased access to occupationally directed programmes	Increased access to intermediate and high-level skills	Provides bursaries to historically disadvantaged groups and supports learnerships, apprenticeships, and internships to develop practical skills. This helps youth, women, and people with disabilities gain work experience and improve their employability, creating job opportunities and contributing to poverty reduction and easing the high cost of living.
	Improved level of skills in the South African workforce	Enhanced level of skills in the Transport Sector workforce through the registration and development of qualifications, and accreditation of training providers to deliver occupational qualifications effectively.	Provides occupationally directed programmes and supply chain/logistics training to equip individuals with in-demand skills, improving their employability and ability to secure stable income. This reduces vulnerability to poverty and helps manage the high cost of living, especially for disadvantaged groups.
	Increased career awareness in transport	Increased number of career services provided	Conducts targeted career guidance campaigns aimed at disadvantaged and underserved communities to increase awareness of the diverse career opportunities within the Transport Sector. By providing information, mentorship, and access to resources, these campaigns help individuals make informed decisions about their education and career paths. This enhanced career awareness encourages more people to pursue relevant skills development programs, improving their chances of employment and income generation. Ultimately, these efforts support poverty reduction by empowering individuals with the knowledge and opportunities needed to secure sustainable livelihoods within the transport industry.
Build a Capable, Ethical and Developmental State	Development of future ready workforce	Number of the workforce equipped with skills in 4IR technologies and green practices	Offers continuous professional development and compliance training to keep workers updated on legislation, safety, ethics, technological skills, and green skills. It also runs executive and leadership development programmes to strengthen governance and management capabilities in the Transport Sector. These efforts build strong, ethical leadership, supporting a capable and developmental state.
	Increased capacitation of trade unions	Trade union supported	TETA strengthens ethical and developmental practices by supporting leadership and management development for trade unions in the Transport Sector. This builds capable union leaders who promote transparent governance, uphold labour rights, and contribute to sector transformation aligned with national development goals.

2.4 Policy Frameworks Affecting Skills Demand and Supply

The table below highlights the policy frameworks, their impact on skills demand and supply, and the TETA's corresponding response.

Table 14: Policy Frameworks & Skills Implications

Policy Framework	Description	Implications for skills Planning		TETA's Response to Skills Implications
		Demand-related implications	Supply-side related implications	
National Development Plan (NDP)	South Africa's long-term strategic framework aimed at eradicating poverty and reducing inequality by 2030, with a strong focus on skills development as a catalyst for sustainable growth.	Increasing demand for skilled professionals due to technological advances and infrastructure expansion in transport, including engineers, artisans, and data specialists.	Persistent shortages of skilled artisans and professionals, particularly in critical technical and engineering fields. Limited access to quality technical and vocational education, especially for historically disadvantaged groups.	TETA works closely with TVET colleges, universities, and other stakeholders to expand training opportunities. It also develops targeted programmes to improve skills in demand, ensuring alignment with NDP priorities and enhancing access for marginalised groups.
Government of National Unity (GNU) Priorities in the Medium-term Development Plan (MTDP)	The MTDP targets key challenges such as poverty, unemployment, inequality, and service delivery. Its priorities, promoting inclusive growth and job creation, reducing poverty and the high cost of living, and building a capable, ethical, and developmental state, significantly influence skills demand and supply in the Transport Sector.	There is rising demand for public sector professionals skilled in project management, service delivery enhancement, and policy implementation to support transport infrastructure and services.	Government institutions often lack the capacity to effectively execute large-scale development projects, resulting in skills gaps in public sector leadership and operational roles.	TETA collaborates with public sector stakeholders to deliver targeted training in project management and service delivery aligned with Transport Sector needs. It integrates skills planning with MTDP priorities by focusing on inclusive economic growth through expanded job opportunities for marginalized groups. TETA also supports SMMEs to stimulate job creation and local economic development, while promoting increased participation of women, youth, and disadvantaged rural communities.
National Skills Development Plan (NSDP) 2030	Aims to develop a skilled workforce by 2030 that supports South Africa's economic and social development goals.	Growing need for skilled professionals in priority sectors like transportation, logistics, and engineering.	Misalignment persists between educational curricula and industry skill requirements, leading to skill shortages.	Aligns its Sector Skills Plan with NSDP goals by prioritizing the development of critical and scarce skills specific to the Transport Sector and fostering partnerships to improve training relevance and quality.
National Plan on Post-School Education & Training (NP-PSET)	Aims to expand and improve access to higher education, technical and vocational training, and adult education, focusing on increasing participation in universities, TVET colleges, and skills development programs.	Rising demand for qualified professionals in the Transport Sector, including specialized roles such as aeronautical engineers, to support sector advancements.	Insufficient industry-specific programmes lead to a shortage of skilled personnel, particularly in specialized fields like aeronautical engineering.	Collaborates with universities, TVET colleges, and CETs to develop and deliver specialized training programs that address the Transport Sector's skill needs.

Policy Framework	Description	Implications for skills Planning		TETA's Response to Skills Implications
		Demand-related implications	Supply-side related implications	
Presidential Youth Employment Initiative (PYEI)	Focuses on boosting youth employment through apprenticeships, internships, and entrepreneurship support, emphasizing the development of digital skills.	Growing demand for digitally skilled and work-ready youth in the transportation industry.	Limited access for youth to transportation-specific training and digital skills development programmes	Partners with initiatives like EmpowaYouth Transformation Week to provide career guidance and digital skills training targeted at young people in the Transport Sector.
Broad-Based Black Economic Empowerment (B-BBEE)	Addresses historical economic inequalities by promoting black participation in ownership, management, and control of enterprises. Emphasizes human resource development, skills training, and preferential procurement from black-owned businesses.	Increased demand for HR professionals and trainers to implement and manage B-BBEE-compliant programmes, driving inclusion of previously disadvantaged groups.	Training providers are required to deliver programmes aligned with B-BBEE criteria and support transformation goals.	Facilitates targeted skills development programmes that help organisations improve their B-BBEE scores, focusing on Transport Sector-related competencies.
Economic Reconstruction and Recovery Plan (ERRP)	Aims to stimulate economic recovery through infrastructure development, including the expansion and upgrading of transport systems.	Increased demand for artisans, engineers, and technical professionals to support infrastructure projects.	Need to expand training programmes and create educational pathways to develop the required skilled workforce.	Develops targeted skills programmes for artisans, electrical engineers, and transport operations specialists aligned with ERRP objectives.
Administrative Adjudication of Road Traffic Offences Act (AARTO)	Enhances road safety by enforcing traffic laws through a points demerit system, which can lead to license suspension.	Increased need for trained traffic law enforcement officers, legal advisors for case management, and data analysts to manage and interpret traffic violation data.	Limited training resources for traffic enforcement personnel; need for expanded programmes to support AARTO rollout beyond initial provinces.	Provides targeted training in traffic management, legal adjudication, and public administration to ensure effective AARTO implementation and compliance.
National Digital and Future Skills Strategy (2021–2025)	Aims to develop a digitally proficient workforce equipped for the growing digital economy.	High demand for digital skills across industries, including transportation, especially in IoT systems, big data analytics, and smart transport technologies.	Existing workforce lacks advanced digital competencies required for evolving transport technologies.	Develops and integrates advanced digital skills training within transport-related programmes, focusing on IoT applications, data analytics, and smart transport solutions.
National Infrastructure Plan (NIP) 2050	A long-term vision for integrated infrastructure development across sectors such as energy, transportation, and water.	High demand for building engineers, rail specialists, urban planners, and project managers to support infrastructure projects.	Shortage of technical skills required for large-scale, complex infrastructure developments.	Aligns Sector Skills Plan with NIP 2050 objectives, emphasizing the development of technical skills in energy-efficient and sustainable transport infrastructure.
Green Transport Strategy (2018–2050)	Promotes sustainable transport systems to reduce greenhouse gas emissions and transition to low-carbon mobility.	Growing demand for skills in green technologies, electric vehicle (EV) maintenance, renewable energy integration, and sustainable urban planning.	Limited experience and expertise in green transport technologies and related infrastructure development.	Supports training programmes focused on green technology, EV maintenance, and renewable energy integration within the Transport Sector.

Policy Framework	Description	Implications for skills Planning		TETA's Response to Skills Implications
		Demand-related implications	Supply-side related implications	
National Transport Master Plan (NATMAP) 2050	Provides a long-term vision for integrated transport systems to promote economic growth and social inclusion.	Increased demand for expertise in transport planning, infrastructure development, and multimodal logistics.	Shortage of technical skills in integrated transport systems and long-term strategic planning.	Develops training programmes aligned with NATMAP objectives, focusing on transport planning, logistics, and infrastructure management.
National Road Safety Strategy (2016–2030)	Aims to reduce road fatalities through enhanced enforcement, education, and safer infrastructure.	High demand for traffic enforcement officers, road safety auditors, and public awareness trainers.	Limited capacity for road safety training and development of enforcement personnel.	Implements road safety awareness initiatives, including partnerships with taxi associations and targeted campaigns such as the “Motorbike Road Safety Campaign” in Gauteng to enhance public safety and enforcement skills.
Human Resource Development Strategy for SA (HRD-SA)	Focuses on improving education, skills development, and workforce readiness across all economic sectors.	Increased need for skilled workers to address unemployment and support economic growth.	Gaps exist in education-to-employment pathways and misalignment between training programs and industry needs.	Collaborates with stakeholders to align skills development initiatives with HRD-SA goals, ensuring a prepared and capable Transport Sector workforce.

2.5 Conclusion

The Fourth Industrial Revolution, environmental, social, and governance factors, economic disruptions, and evolving transport planning and regulatory frameworks are driving shifts in skills demand and supply within the Transport Sector. This requires a workforce skilled not only in traditional transport roles but also in emerging digital, regulatory, and green transport competencies.

Policy frameworks like the National Skills Development Plan (NSDP) are crucial in shaping the sector's skills landscape by promoting inclusive growth, workforce readiness, and responsive training. By aligning its strategies with these frameworks, TETA is well-positioned to address skills gaps and support the sector's transition to a sustainable and technology-driven future.

3 Chapter Three: Sectoral Skills Demand and Supply Analysis

3.1 Introduction

This chapter presents an analysis of Hard-To-Fill Vacancies (HTFVs) across the eight sub-sectors of the Transport Sector, offering insights into challenges in meeting occupational demand. As defined in the DHET SSP Framework (2025), HTFVs are vacancies (occupations) that an employer was unable to fill within 12 months, or it took longer than 12 months to find a suitably qualified and experienced candidate, due to various labour market constraints. Identification of HTFVs draws on a combination of targeted stakeholder interviews, surveys administered to key role-players within the Transport Sector, and analysis of Workplace Skills Plan (WSP) and Annual Training Report (ATR) data submitted by employers.

These engagements and data sources provided detailed, real-time insights into the occupations most impacted by scarcity and skill mismatch. Furthermore, the chapter describes the creation of the Sectoral Priority Occupations and Interventions (SPOI) list, which was also informed by stakeholder feedback. The findings presented here are further supported by commissioned studies on Green Transport Readiness in the Transport Sector and Enhancing Transport Qualification Development and Accreditation in South Africa, which confirm the key challenges and priorities outlined in this chapter.

Together, these findings provide a grounded view on existing and emerging skills demands in the Transport Sector, laying the groundwork for responsive planning and skill development strategies. Overall, the chapter draws on stakeholder insights gathered through interviews and surveys, analysis of WSP/ATR data, and commissioned studies to comprehensively understand Hard-To-Fill Vacancies and emerging occupations within the Transport Sector.

3.2 Occupational Shortages and Skills Gaps

3.2.1 Hard-to-Fill Vacancies

Addressing Hard-to-Fill Vacancies (HTFVs) is crucial for ensuring the long-term viability and competitiveness of the Transport Sector. HTFVs highlight persistent challenges in securing the right skills to meet industry demands, often pointing to deeper structural issues such as misaligned training, limited career pathways, or regional imbalances in workforce supply. By identifying and understanding these gaps, stakeholders can develop more targeted and informed interventions. Notably, some of the occupations identified as HTFVs are new and do not yet have OFO codes, reflecting emerging needs within the sector.

Table 15: Hard-To-Fill-Vacancies in Aerospace Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-653201	Aircraft Maintenance Mechanic/ Engineer (Engines)	55	Lack of required qualifications High salary expectations Lack of specialist skills
2021-214403	Aeronautical Engineer	46	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years) High salary expectations
2021-315303 ¹	Aeroplane Pilot (Light Aircraft)	43	Lack of specialist skills

¹ A key distinction must be made between aeroplane pilots depending on the size of the aeroplane they fly (light, medium/ regional, or heavy narrow-body or wide-body aircraft) as they have different entry requirements and require different skill sets and experience. In the OFO codes, there is no such distinction as all aeroplane pilots are classified under "Aeroplane Pilot". In this case, the OFO titles do not adequately reflect the functions in the Sector.

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
			Lack of experience (2-5 years) Lack of experience (more than 5 years)
2021-121206	Safety, Health, Environmental and Quality (SHEQ) Manager	43	Lack of experience (more than 5 years) Lack of specialist skills Lack of required qualifications Employment Equity considerations
2021-315303	Aeroplane Pilot (Heavy Narrow-Body or Wide-body Aircraft)	43	Lack of specialist skills Lack of experience (2-5 years) Lack of experience (more than 5 years)
2021-315303	Aeroplane Pilot (Medium or Regional Aircraft)	41	Lack of specialist skills Lack of experience (2-5 years) Lack of experience (more than 5 years)
2021-121909	Sustainability Manager (Environmental, social, and governance (ESG))	38	Lack of specialist skills Lack of experience (more than 5 years) High salary expectations
2021-315304	Flight Instructor	38	Lack of specialist skills Lack of experience (more than 5 years) Lack of required qualifications
2021-672101	Avionics Mechanician/ Aircraft Avionician	38	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years) High salary expectations
2021-121202	Learning and Development Manager (Training Manager)	35	Lack of required qualifications Lack of specialist skills Lack of experience (2-5 years)
2021-432301 ²	Dispatcher/ Operations Coordinator	35	Lack of required qualifications Lack of specialist skills High salary expectations
2021-315401	Air Traffic Controller	35	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years) High salary expectations
None	PANS-OPS (Procedures for Air Navigation Services – Aircraft Operations) Specialist	38	Lack of experience (more than 5 years) Lack of specialist skills Lack of required qualifications Employment equity considerations
None	Data Analyst	38	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years) High salary expectations
None	Network/ Route Planner	35	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years) Employment Equity considerations
None	Artificial Intelligence (AI) Specialist	35	Lack of specialist skills High salary expectations Lack of experience (2-5 years)
None	Schedule Planner	35	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years) Employment Equity considerations

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

² In the OFO codes, Dispatchers are given as an alternative title or specialisation of the occupation “Transport Clerk”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

Table 16: Hard-To-Fill-Vacancies in Forwarding and Clearing Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-132401 ³	Freight Forwarding Customs Clearing Manager	136	Lack of specialist skills
2021-333101	Customs Clearing Agent	131	Lack of specialist skills
2021-332201	Sales Representative	102	High salary expectations Lack of specialist skills
2021-142101	Import Manager	102	Lack of relevant training programmes (full, part, and short programmes). Very small pool of qualified candidates. Lack of formal recognition or qualifications. Candidates cannot provide verified evidence of skills.
2021-432201 ⁴	Logistics Coordinator	97	Lack of specialist skills
2021-432301	Transport Clerk	50	Lack of specialist skills Lack of required qualifications
2021-241107	Financial Accountant	92	High salary expectations
2021-142101	Export Manager	92	Lack of relevant training programmes (full, part, and short programmes). Very small pool of potential candidates. Lack of formal recognition or qualifications. Candidates cannot provide verified evidence of skills.
2021-121101	Finance Manager	92	High salary expectations Lack of specialist skills Employment equity considerations
2021-122102	Sales Manager	88	High salary expectations Lack of specialist skills
2021-121206	Safety, Health, Environmental and Quality (SHEQ) Manager	78	Lack of specialist skills
2021-251201	Software Developer	78	Lack of specialist skills High salary expectations
2021-132404	Warehouse/ Distribution Centre Manager	73	Lack of specialist skills High salary expectations Employment Equity Considerations
2021-333101	Clearing and Forwarding Agent Specialisation: Forwarding Agent Clearing Agent Shipping Agent	10	Lack of specialist skills Lack of required qualifications High salary expectations
None	Customs Clearing Manager	50	Lack of OFO recognition for express logistics roles. Lack of training programmes for customs clearing managers. Lack of formally qualified learners. Lack of skill verification through formal qualifications. Role requires specialised customs clearing skills only.
None	Artificial Intelligence (AI) Specialist	102	Lack of specialist skills Lack of experience (more than 5 years) Lack of required qualifications
None	Clearing and Forwarding Agent (end to end)	102	Lack of specialist skills High salary expectations
None	Data Analyst	83	High salary expectations Lack of specialist skills

³ In the OFO codes, Freight Forwarding Customs Clearing Managers are given as an alternative title or specialisation of the occupation “Supply and Distribution Manager”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

⁴ In the OFO codes, Logistic Coordinators are given as an alternative title or specialisation of the occupation “Production Coordinator”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

None	Compliance Officer in Transport Environment (Collective Agreements, B-BBEE and EE)	200	Environment is regularly changing- Lack of knowledge to these compliance legislations
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Sources: WSP/ATR (2025) TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

Table 17: Hard-To-Fill-Vacancies in Freight Handling Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-132401	Supply and Distribution Manager	87	Employment equity considerations Lack of experience (2-5 years) Lack of specialist skills
2021-432201 ⁵	Logistics Coordinator	87	Lack of experience (more than 5 years)
2021-241107	Financial Accountant	82	Lack of specialist skills
2021-132404	Warehouse/ Distribution Centre Manager	82	Lack of experience (more than 5 years)
2021-121101	Finance Manager	77	High salary expectations Lack of experience (2-5 years)
2021-432301 ⁶	Dispatcher/ Operations Coordinator	77	Lack of specialist skills
2021-121206	Safety, Health, Environmental and Quality (SHEQ) Manager	77	Lack of specialist skills Lack of required qualifications High salary expectations Lack of experience (more than 5 years)
2021-251101	ICT Systems Analyst	71	High salary expectations
2021-251102	Data Scientist	71	High salary expectations
2021-242207	Regulatory Compliance Officer	71	Lack of experience (2-5 years)
2021-332201	Sales Representative	66	Lack of specialist skills
2021-122102	Sales Manager	66	Lack of specialist skills High salary expectations Lack of experience (2-5 years)
2021-251201	Software Developer	66	Lack of experience (more than 5 years) Lack of experience (2-5 years)
2021-252901	ICT Security Specialist (Cybersecurity Specialist)	66	High salary expectations
None	Data Analyst	87	Lack of specialist skills Lack of experience (more than 5 years)
None	Artificial Intelligence (AI) Specialist	82	Lack of experience (2-5 years)
None	Cloud Architect	66	Lack of specialist skills

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

Table 18: Hard-To-Fill-Vacancies in Maritime Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-315101	Marine Engineer	62	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years)
2021-315101 ⁷	Electrotechnical Officer (ETO)	62	Lack of specialist skills Lack of required qualifications Lack of experience (more than 5 years)

⁵ In the OFO codes, Logistic Coordinators are given as an alternative title or specialisation of the occupation “Production Coordinator”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

⁶ In the OFO codes, Dispatchers are given as an alternative title or specialisation of the occupation “Transport Clerk”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

⁷ In the OFO codes, Electrotechnical Officers (ETOs) are given as an alternative title or specialisation of the occupation “Marine Engineer”. Whilst related, ETOs are distinct from marine engineers. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

2021-315201	Ship's Master/ Ship's Pilot	39	Lack of specialist skills High salary expectations
2021-315205	Boat Driver / Coxswain	39	Lack of required qualifications
2021-315202	Ship's Officer/ Deck Officer	39	Lack of specialist skills Lack of required qualifications
2021-735101	Deck Hand	39	Lack of specialist skills
2021-622201	Skipper (Fishing Boat)	39	Lack of specialist skills
2021-651501	Rigger	39	Employment equity considerations Lack of specialist skills
2021-684101	Diver	31	Lack of experience (2-5 years)
2021-132401	Supply and Distribution Manager	31	Lack of required qualification
2021-311801	Marine Draughtsperson	31	Lack of required qualifications High salary expectations Employment equity considerations
2021-432201 ⁸	Logistics Coordinator	31	Lack of specialist skills
2021-315203	Marine Surveyor	31	Employment equity considerations High salary expectations Lack of experience (more than 5 years) Lack of experience (2-5 years)
None	Autonomous Vessel Driver/ Operator	31	Lack of specialist skills

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

Table 19: Hard-To-Fill-Vacancies in Rail Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-132104	Engineering Maintenance Manager	20	Lack of experience (more than 5 years) Lack of specialist skills Lack of required qualifications High salary expectations
2021-215101	Railway Signal Engineer	18	Lack of specialist skills Lack of experience (more than 5 years) High salary expectations
2021-215101 ⁹	Electromechanical Engineer	15	High salary expectations Lack of experience (more than 5 years)
2021-311301	Electrical Engineering Technician	15	High salary expectations Lack of required qualifications Lack of specialist skills Lack of experience (more than 5 years)
2021-241107	Financial Accountant	15	Lack of experience (more than 5 years) Lack of specialist skills Lack of required qualifications High salary expectations
2021-121201	Employee Relations Manager	12	Lack of specialist skills Lack of required qualifications
2021-121202	Learning and Development Manager (Training Manager)	12	Lack of specialist skills Lack of required qualifications
2021-731201	Railway Signal Operator	12	Lack of specialist skills
2021-325705 ¹⁰	Rail Safety Inspector	12	Lack of specialist skills Lack of required qualifications

⁸ In the OFO codes, Logistic Coordinators are given as an alternative title or specialisation of the occupation "Production Coordinator", along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

⁹ In the OFO codes, both Railway Signal Engineers and Electromechanical Engineers are given as alternative titles or specialisations of the occupation "Electrical Engineer", along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

¹⁰ In the OFO codes, based on the function, Rail Safety Inspectors are given as an alternative title or specialisation of the occupation "Safety Inspector", along with other unrelated or loosely related occupations. In this case, the OFO titles do not adequately reflect the titles in the Sector.

			Lack of experience (more than 5 years)
2021-242207	Compliance Officer	10	Lack of specialist skills
2021-311501	Mechanical Engineering Technician	10	Lack of required qualifications
2021-252901	ICT Security Specialist (Cybersecurity Specialist)	8	Lack of experience (more than 5 years) Lack of required qualifications High salary expectations
2021-651202	Welding Inspectors	5	Lack of required qualifications
None	Schedule Planner	15	Lack of experience (2-5 years) Lack of specialist skills High salary expectations
None	Artificial Intelligence (AI) Specialist	12	Lack of specialist skills
None	Cloud Architect	15	Lack of experience (2-5 years) Lack of required qualifications Lack of specialist skills

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

Table 20: Hard-To-Fill-Vacancies in Road Freight Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-653306	Diesel Mechanic (medium/ large combustion vehicles)	406	Lack of specialist skills Lack of experience (more than 5 years) High salary expectations
2021-432201 ¹¹	Logistics Coordinator	329	Lack of specialist skills Lack of experience (more than 5 years)
2021-733201 ¹²	Truck Driver (heavy/ large/ articulated trucks)	318	Lack of specialist skills Lack of experience (more than 5 years)
2021-132405	Fleet Manager	300	Lack of specialist skills High salary expectations
2021-132403	Road Transport Manager	288	Lack of specialist skills High salary expectations
2021-132401	Supply and Distribution Manager	282	Lack of EE candidates. Mismatched skills. Higher salaries than our salary budgets.
2021-432301 ¹³	Dispatcher/ Operations Coordinator	276	Lack of experience (2-5 years)
2021-671208	Auto/ Vehicle Electrician	259	Lack of specialist skills Lack of required qualifications
2021-121206	Safety, Health, Environmental and Quality (SHEQ) Manager	253	High salary expectations Lack of specialist skills
2021-241107	Financial Accountant	229	Lack of experience (more than 5 years) High salary expectations
2021-121101	Finance Manager	229	Lack of EE candidates. Mismatched skills. Higher salaries than our salary budgets.
2021-132404	Warehouse/ Distribution Centre Manager	229	Lack of specialist skills Employment equity considerations
2021-733201	Truck Driver (light/ small/ medium trucks)	224	Lack of specialist skills
2021-332201	Sales Representative	218	Lack of specialist skills High salary expectations Lack of experience (more than 5 years)

¹¹ In the OFO codes, Logistic Coordinators are given as an alternative title or specialisation of the occupation “Production Coordinator”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

¹² A key distinction must be made between truck drivers depending on the size of the vehicle they drive (light, medium, or heavy vehicles) as they have different entry requirements and require different skill sets and experience. In the OFO codes, there is no such distinction as all lorry or freight drivers are classified under “Truck Driver (General)”. In this case, the OFO titles do not adequately reflect the functions in the Sector.

¹³ In the OFO codes, Dispatchers are given as an alternative title or specialisation of the occupation “Transport Clerk”, along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

2021-732102	Motorcycle Delivery Driver ¹⁴	141	Lack of specialist skills Position filled by foreign drivers SA drivers lack interest
2021-432301	Transport Clerk	75	Lack of specialist skills Lack of required qualifications
None	Network/ Route Planner	241	Lack of specialist skills
None	Schedule Planner	224	Lack of specialist skills
None	Electric/ Hybrid Vehicle Mechanic (medium/ large electric or hybrid vehicles)	218	Lack of specialist skills Lack of required qualifications High salary expectations
None	Data Analyst	200	Lack of specialist skills Lack of required qualifications
None	Compliance Officer in Transport Environment (Collective Agreements, B-BBEE and EE)	800	Environment is regularly changing – Lack of knowledge to compliance legislators

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

Table 21: Hard-To-Fill-Vacancies in Road Passenger Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-733101 ¹⁵	Bus Driver (heavy/ large or articulated buses)	103	Lack of experience (2-5 years)
2021-653306	Diesel Mechanic (medium/ large combustion vehicles)	94	High salary expectations Lack of required qualifications Employment equity considerations
2021-671208	Auto/ Vehicle Electrician	90	High salary expectations Lack of required qualifications
2021-684905	Vehicle/ Bus Body Builder	90	Lack of experience (2-5 years) Employment equity considerations Lack of required qualifications
2021-643202	Spray painter	90	Lack of experience (2-5 years) Lack of required qualifications
2021-132403	Road Transport Manager	85	High salary expectations Lack of required qualifications
2021-132405	Fleet Manager	81	Lack of required qualifications Lack of specialist skills
2021-121202	Learning and Development Manager (Training Manager)	76	Lack of specialist skills Lack of required qualifications Employment equity considerations
2021-432301 ¹⁶	Dispatcher/ Operations Coordinator	76	Lack of specialist skills
2021-733101	Bus Driver (small/ medium buses)	72	Lack of experience (2-5 years)
2021-252901	ICT Security Specialist (Cybersecurity Specialist)	67	Employment equity considerations High salary expectations Lack of required qualifications Lack of experience (2-5 years)
2021-121206	Safety, Health, Environmental and Quality (SHEQ) Manager	67	Employment equity considerations
None	Network/ Route Planner	67	Lack of experience (2-5 years) Lack of specialist skills

¹⁴ The need for motorcycle delivery drivers is particularly for South African drivers as there are not many South Africans with motorcycle licences and the skills and experience in riding a motorcycle.

¹⁵ A key distinction must be made between bus drivers depending on the size of the vehicle they drive (light/small, medium, or heavy vehicles) as they have different entry requirements and require different skill sets and experience. In the OFO codes, there is no such distinction as all bus drivers are classified under variations of "Bus Driver" or "Coach Driver". In this case, the OFO titles do not adequately reflect the functions in the Sector.

¹⁶ In the OFO codes, Dispatchers are given as an alternative title or specialisation of the occupation "Transport Clerk", along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

None	Schedule Planner	81	Lack of specialist skills Lack of experience (2-5 years) Lack of required qualifications High salary expectations
None	Light Electric/ Hybrid Vehicle Mechanic (small/ medium electric or hybrid vehicles)	67	Lack of experience (2-5 years) Lack of required qualifications
None	Heavy Electric/ Hybrid Vehicle Mechanic (medium/ large electric or hybrid vehicles)	67	Lack of experience (2-5 years) Lack of required qualifications Employment equity considerations

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

Table 22 Hard-To-Fill-Vacancies in Taxi Subsector

OFO Code	Occupation	Quantity Needed	Reasons for HTFV
2021-732202	Taxi Driver Specialisation: Cab Driver Taxi Operator	35	Employment Equity Considerations High salary expectations
2021-132401	Supply and Distribution Manager	17	Lack of Specialist Skills Lack of required qualifications
2021-432201 ¹⁷	Logistics Coordinator	16	Lack of Experience (2-5 years)
2021-432301 ¹⁸	Dispatcher/ Operations Coordinator	16	Lack of required qualifications
2021-653306	Diesel Mechanic (medium/ large combustion vehicles)	15	Lack of required qualifications
2021-132405	Fleet Manager	15	Lack of required qualifications
2021-132403	Road Transport Manager	15	Lack of required qualifications
2021-671208	Auto/ Vehicle Electrician	15	Lack of Specialist Skills
2021-111402	Trade Union Representative		Limited candidate pool Demanding workload Lack of training and support Hostile or intimidating environments
2021-242210	Business Administrator	10	Lack of suitably qualified candidates Skills mismatch Emerging demand in sector
None	Taxi fleet operations manager	20	Lack of qualifications/training Skills not available in labour market
None	Taxi driver (Defensive and passenger safety specialist)	20	Shortage of drivers with defensive driving certification and passenger safety training. High demand due to safety concerns in the taxi industry.
None	Minibus/Taxi EV-hybrid mechanic	20	Lack of technical qualifications Skills not available locally Emerging occupation
None	Digital mobility platform operator	20	Emerging occupation Skills mismatch Lack of suitably trained candidates
None	Network/ Route Planner	16	Lack of Specialist Skills
None	Schedule Planner	16	Lack of Specialist Skills

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

¹⁷ In the OFO codes, Logistic Coordinators are given as an alternative title or specialisation of the occupation "Production Coordinator", along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

¹⁸ In the OFO codes, Dispatchers are given as an alternative title or specialisation of the occupation "Transport Clerk", along with other unrelated or loosely related occupations. In this case, the OFO titles do not correctly reflect the titles and functions in the Sector.

3.2.2 Skills Gaps at Major and Occupational levels

Skills gaps refer to “skills deficiencies in employees or lack of specific competencies by employees to undertake job tasks successfully to required industry standards” (DHET SSP Framework, 2025). The skills gaps identified in this section emanate from desktop and field research. These skills gaps went through a rigorous process of consultation and validation in ensuring that they are reflective of the top-up skills required within the Sector. The table below presents the major skills gaps by occupational grouping, with examples of occupations where the skills are lacking.

Table 23: Skills Gaps by Occupational Group

Skills Gap	Managers and Professionals	Technicians & Associate Professionals and Clerical Support Workers (Junior Professionals & Clerical/ Admin workers)	Skilled Trades Workers (Experienced Artisans & Technicians)	Plant and Machine Operators and Assemblers (Vehicle Operators/ Drivers)	Elementary Occupations (Cleaners, Messengers, Grounds Maintenance)
Leadership	• Supply and Distribution Manager • Sustainability Manager (Environmental, social, and governance (ESG)) • Sales Manager • Operations Manager • Depot Manager • Fleet Manager • Finance and Admin Manager • Logistics Developer				
Conflict resolution	• Supply and Distribution Manager • Sales Manager • Employee Relations Manager • HR Manager • Labour Relations Officer • Imports Co-ordinators • Exports Co-ordinators				
Change management	• Supply and Distribution Manager • Import Manager • Operations Manager • Project Manager				
Financial management	• Finance Manager • Financial Accountant • Costing Officer				
Emotional intelligence	• Sales Representative • Warehouse/ Distribution Centre Manager	• Diesel Mechanic • Aircraft Maintenance Mechanic • Vehicle Inspector			
Data analysis and management	• Data Analyst • Data Scientist • Transport Planner	• Logistics Coordinator • Schedule Planner • Route Planner • Fleet Analyst • Export Co-ordinator			

Skills Gap	Managers and Professionals	Technicians & Associate Professionals and Clerical Support Workers (Junior Professionals & Clerical/ Admin workers)	Skilled Trades Workers (Experienced Artisans & Technicians)	Plant and Machine Operators and Assemblers (Vehicle Operators/ Drivers)	Elementary Occupations (Cleaners, Messengers, Grounds Maintenance)
		• Import Co-ordinator			
Communication	• Sales Representative • Warehouse/ Distribution Centre Manager • Operations Manager	• Dispatcher/ Operations Coordinator • Digital Marketing Specialist • Customer Service Officer	• Rigger • Vehicle Mechanic • Maintenance Supervisor		
Cost Estimating	• Sales Representative • Sales Manager • Procurement Manager	• Costing Estimator • Quantity Surveyor			
E-commerce Management	• Sales Representative • Sales Manager • Supply and Distribution Manager	• Logistics Coordinator • Digital Platform Operator			
Supervisory/ Management skills	• Supply and Distribution Manager • Learning and Development Manager (Training Manager) • Sales Manager • Logistics Developer	• Logistics Coordinator • Dispatcher/ Operations Coordinator •			
Report writing	• Sustainability Manager (Environmental, social, and governance (ESG)) • Customs Clearing Agent • Regulatory Compliance Officer	• Logistics Coordinator • Schedule Planner • Route Planner	• Diesel Mechanic • Aircraft Maintenance Mechanic • Electrical Engineering Technician		
Digital communication and marketing		• Digital Marketing Specialist			
Etiquette	• Sales Representative	• General Clerk		• Bus driver • Taxi driver • Truck driver	
Technical, job specific skills	• Finance and Admin Manager		• Diesel Mechanic • Aircraft Maintenance Mechanic	• Bus driver (heavy/ articulated) • Truck driver (heavy/ articulated)	• Cleaner • Messenger • Handyperson

Skills Gap	Managers and Professionals	Technicians & Associate Professionals and Clerical Support Workers (Junior Professionals & Clerical/ Admin workers)	Skilled Trades Workers (Experienced Artisans & Technicians)	Plant and Machine Operators and Assemblers (Vehicle Operators/ Drivers)	Elementary Occupations (Cleaners, Messengers, Grounds Maintenance)
			Electrical Engineering Technician		
Basic literacy and numeracy			- Diesel Mechanic - Vehicle Mechanic	- Bus driver - Taxi driver - Truck driver	- Cleaner - Messenger - Handyperson
Digital and Financial Literacy					Queue Marshal
Health and Safety awareness				Taxi driver	Queue Marshal
Safety, accessibility, and customer service				Taxi driver	
Digital operations and customer service management		- Office clerk - Transport Clerk			
Integrated Transport Technical Skills	- Fleet managers - Vehicle Maintenance Technicians - Compliance officer - Digital Operations Coordinators				
Artificial Intelligence	- Supply and Distribution Manager - Importer or Exporter - Warehouse Manager - Industrial Engineer - Logistics Manager	- Clearing and Forwarding Agent - Import-export Administrator - Purchasing Officer - Statistical Clerk - Supply Chain Practitioner	- Diesel Mechanic - Motorcycle Mechanic	- Delivery Driver - Delivery Driver (Motorcycle) - Truck Driver (General) - Forklift Driver	- Freight Handler (Rail or Road) - Store Person

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

3.2.3 Emerging Occupations in Sector

To identify emerging occupations, desk-based research and consultations with the sector were conducted using a multilayered process involving interviews, surveys, and focus groups and analysis of WSP/ATR data. The emerging occupations identified align with the change drivers discussed in Chapter 2, particularly those related to the Fourth Industrial Revolution (4IR) and technological innovations.

The quantities required and the interventions to address the emerging occupations were informed by stakeholder inputs gathered through the SSP survey, interviews, and focus group discussions. Furthermore, the quantities to be supported by TETA are guided by the budget allocated to interventions aimed at equipping the workforce with digital skills.

Table 24: Emerging Occupations

SETA NAME	Period	OFO Code	Occupation	Intervention(s) Planned	NQF Level	NQF Aligned (Y/N)	Quantity Needed	Quantity to be Supported	Rationale (Digital Technology, Green Economy or National strategy)
TETA	2026/27	2021-252901	ICT Security Specialist (Cybersecurity Specialist)	Bursaries toward diplomas and bachelor's degrees	6, 7 & 8	Y	505	50	As the Transport Sector digitises, the risk of cyberattacks increases. ICT Security Specialists ensure that sensitive data is protected against breaches, ransomware, and cyber threats.
				Learnerships	4 & 5	Y			
				Internship	7 & 8	Y			
				Professional qualifications/certifications: short programmes towards professional designation	6 & 7	N			
TETA	2026/27	2021-311905	Robotics and Automation Technician	Bursaries toward diplomas and bachelor's degrees	6, 7 & 8	Y	492	50	Robots and automated systems are rapidly being employed in warehouses, cargo handling, and public transportation hubs to improve efficiency and cut costs.
				Learnership	4, 5	Y			
TETA	2026/27	None	Artificial Intelligence (AI) Specialist	Bursaries toward diplomas and bachelor's degrees Professional qualifications/certifications: short programmes towards professional designation	6, 7 & 8	Y	567	50	AI plays a vital role in route optimisation, predictive maintenance, traffic management, and customer service chatbots.
	2026/27	2021-121909	Sustainability Manager (Environmental, social, and governance (ESG))	Bursaries toward diplomas and bachelor's degrees Internship	6, 7 & 8 6, 7 & 8	Y Y	488	50	ESG mandates and regulations, guided by environmental and social risks, drive the need for professionals to implement sustainability frameworks and manage ESG reporting and compliance.

SETA NAME	Period	OFO Code	Occupation	Intervention(s) Planned	NQF Level	NQF Aligned (Y/N)	Quantity Needed	Quantity to be Supported	Rationale (Digital Technology, Green Economy or National strategy)
TETA	2026/27	None	Data Analyst	Bursaries toward diplomas and bachelor's degrees Professional qualifications/certifications: short programmes towards professional designation	6, 7 & 8	Y	563	50	With the increased availability of transportation-related data from GPS, ticketing systems, marketing, and traffic sensors, data analysts may extract useful insights to improve operations, customer satisfaction, and strategic planning.
TETA	2026/27	None	Cloud Architect	Bursaries toward diplomas and bachelor's degrees	6, 7 & 8	Y	467	50	Transport businesses are moving their operations to the "cloud" for scalability and real-time data access. Cloud architects create secure, scalable infrastructures for mobile apps, fleet management platforms, and digital services.
				Professional qualifications/certifications: short programmes towards professional designation	7 & 8	N			
TETA	2026/27	None	Digital Marketing Specialist	Short programme	3 & 4	N	472	50	This role is driven by consumer preferences, social media and the digital transformation of transport services, including e-hailing, online bookings, and logistics platforms.
TETA	2026/27	None	Drone Pilot/ Operator	Skills Programme	4	Y	443	50	This role is driven by the growing demand for drone services in mapping, inspection and surveillance. Technological advancements and 4IR adoption have expanded drone capabilities.
TETA	2026/27	None	Drone Technician	Skills Programme	4	Y	439	50	As drone use grows, so does the demand for trained technicians to maintain, repair, and calibrate hardware and software.
TETA	2026/27	None	Heavy Electric/ Hybrid Vehicle Mechanic (medium/ heavy/ large electric or hybrid vehicles)	Apprenticeship	4, 5	Y	371	50	Driven by the shift to green transport under South Africa's Just Energy Transition and Green Transport Strategy, requiring mechanics skilled in electric drivetrains and battery systems. Regulatory changes such as the Climate Change Bill are pushing for fleet decarbonisation, while 4IR and digitisation are introducing advanced diagnostics and onboard tech.
				Learnership	4, 5	Y			
TETA	2026/27	None	Light Electric/ Hybrid Vehicle Mechanic (light/ small/ medium electric or hybrid vehicles)	Apprenticeship	4, 5	Y	273	50	
				Learnership	4, 5	Y			

SETA NAME	Period	OFO Code	Occupation	Intervention(s) Planned	NQF Level	NQF Aligned (Y/N)	Quantity Needed	Quantity to be Supported	Rationale (Digital Technology, Green Economy or National strategy)
TETA	2026/27	None	Schedule Planner	Learnership	4, 5	Y	487	50	More awareness about transport planning and economics as a profession, as well as economic disruptions, leads companies to find more innovative and strategic ways of planning routes and schedules in order to minimise time, secure more customers, reduce risks, and save costs. Furthermore, the move to green transport means expertise are required in route and scheduling planning to account for range and charging requirements.
				Internship	6, 7 & 8	Y			
TETA	2026/27	None	Network/ Route Planner	Learnership	4, 5	Y	479	50	
				Internship	6, 7 & 8	Y			

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

3.3 Supply-Side Analysis

3.3.1 Extent of Occupational Supply

A wide range of educational programs, from NQF Level 1 to Level 10, help to improve skills in the Sector. These include entry-level certificates like the NQF Level 1 Transport and Logistics qualification, practical qualifications like the QCTO Truck Driver Certificate (NQF 3), and advanced academic programs like the MCom/MPhil and PhD in Transport Economics (NQF 9-10). Universities, TVET institutes, and accredited private training providers offer programmes that prepare students for careers in logistics, transport operations, planning, and regulatory compliance.

The table below shows some of the educational programmes that supply skills in the Transport Sector.

Table 25: Overview of Some Educational and Training Programmes in Transport Sector

Programme title	Description	NQF level
Diploma in transportation Management	This programme equips students with applied competencies in transportation operational and tactical functions, providing sufficient theoretical foundation with practical applications (Educations.com, 2025).	6
Advanced diploma in transportation management	This qualification targets current or aspiring middle managers, covering transport policy, legislation, planning, management, logistics processes, and transport operations (Educations.com, 2025).	7
MCom/MPhil in Transport Economics	Develops specialized competencies in transport economics, management, and regulatory principles	9
PhD in Transport Economics	Focuses on advanced intellectual and specialized competencies in transport economics, management, and regulatory principles	10
Diploma in Road Transport Management	Focuses on advanced intellectual and specialized competencies in transport economics, management, and regulatory principles	6
Transport Economics	Equips students with theoretical knowledge, skills and competencies to understand the road transport industry and the main management issues of a road transport enterprise so that they will be able to manage an enterprise of this kind (UNISA, 2025).	5-7
Diploma in Logistics	Focuses on developing intellectual competencies and practical skills related to logistics principles in the supply chain environment (Educations.com, 2025).	6
MEng in Transportation Engineering	Provides a comprehensive overview of transportation systems, focusing on planning, design, and management. It equips students with the necessary skills to tackle transportation challenges and emphasizes sustainable practices (Educations.com, 2025).	9
QCTO Truck Driver Certificate	Equips students for a successful start in the transport industry. Instructors provide both the hands-on training and knowledge needed to properly and safely operate a truck. With the aim of providing post-learning support (Commercial Transport Academy, 2023) .	3
Entry-Level Transport & Logistics (NQF 1)	This entry-level certificate equips learners with foundational knowledge, skills, and attitudes for the transport and logistics Sector.	1

3.3.1.1 Higher Education and Training Institutions

The table below depicts South Africa's Post-School Education and Training (PSET) system, which includes 372 institutions and a total enrolment of 2 123 124 pupils.

Table 26: PSET Institutions and Students' Enrolment in 2023

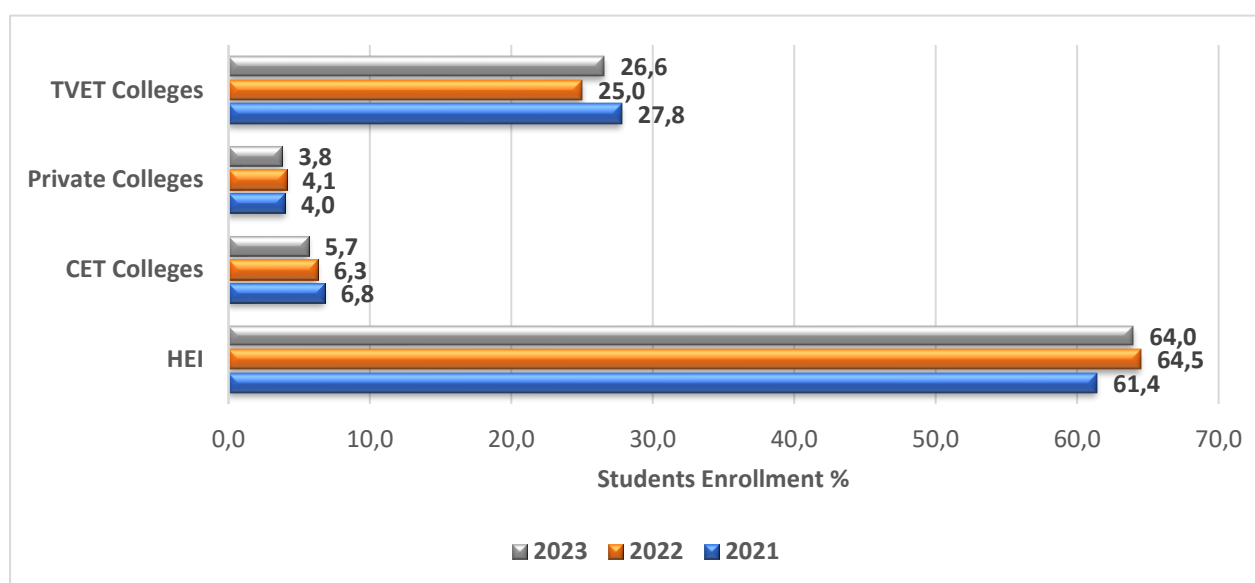
	HEIs			Colleges				Total PSET
	Public	Private	Total HEIs	TVET	CET	Private	Total Colleges	
Number of institutions	26	138	164	50	9	149	208	372
Number of students enrolled	1 071 715	286 454	1 358 169	564 089	120 081	80 785	764 955	2 123 124

Source: Statistics on Post-School Education and Training in South Africa, 2023 (DHET, 2025)

Higher Education Institutions (HEIs) contain 26 public and 138 private institutions. There were 1 358 169 students enrolled in these institutions in 2023. Colleges include 50 Technical and Vocational Education and Training Colleges (TVET), 9 Community Education and Training Colleges (CET), and 149 private institutions, with a total enrolment of 764 955 students. This data shows the country's wide range and diversity of post-school education and training possibilities in 2023, reflecting a system designed to offer multiple pathways for skills development and lifelong learning.

The figure below shows the percentage distribution of student enrolments across different sectors of South Africa's Post-School Education and Training (PSET) system from 2021 to 2023.

Figure 13: Students Enrolment in PSET Institutions in 2021 – 2023



Source: Statistics on Post-School Education and Training in South Africa: 2023 (DHET, 2025)

Higher Education Institutions (HEIs) consistently had the highest share, increasing from 61.4% in 2021 to 64.5% in 2022, and slightly declining to 64.0% in 2023. TVET Colleges followed, with their share decreasing from 27.8% in 2021 to 25% in 2022, before rising again to 26.6% in 2023. Private Colleges maintained a relatively stable share, around 4%, while CET Colleges saw a gradual decline from 6.8% in 2021 to 5.7% in 2023. This trend highlights the dominant role of HEIs in student enrolment, while also pointing to the need to strengthen TVET and CET pathways for a more balanced system.

The table below presents annual graduation figures across different types of institutions within South Africa's Post-School Education and Training (PSET) system from 2020 to 2023.

Table 27: Annual Graduations by Institution Type

Completions/Graduations	2020	2021	2022	2023
Public Higher Education Institutions (HEIs)	237 882	233 257	225 702	220 758
Private Higher Education Institutions (HEIs)	47 085	54 551	57 302	60 927
TVET colleges	104 310	47 750	45 209	50 572
Community Education and Training (CET) colleges	22 764	25 780	10 383	10 535
Private colleges	41 446	9 848	10 900	11 915
Annual PSET Graduation Totals	453 487	371 186	349 496	354 707

Source: Statistics on Post-School Education and Training in South Africa, 2023 (DHET, 2025)

HEIs consistently produced the highest number of graduates, although this number declined from 237 882 in 2020 to 220 758 in 2023. In contrast, Private HEIs showed steady growth, with completions rising from 47 085 in 2020 to 60 927 in 2023. TVET colleges experienced a significant drop in graduations in 2021 (47 750) compared to 2020 (104 310), followed by a modest recovery to 50 572 in 2023. CET colleges also saw a sharp decline from 22 764 graduates in 2020 to just 10 535 in 2023. Similarly, private colleges decreased substantially in 2021 before gradually increasing to 11,915 in 2023. Overall, total annual PSET graduations dropped from 453 487 in 2020 to 354 707 in 2023, indicating a downward trend in completions over the four-year period. This signals the need to prioritise strategies that improve throughput and completion rates across the PSET system, while building on the steady gains of private HEIs.

The table below shows HEI student enrolments and completions by field of study, focusing on Science, Engineering and Technology and Business Management, which supply skills relevant to the Transport Sector.

Table 28: Public HEI Students' Enrolments and Completions (2023)

Field of Study	Number of Learners Enrolled	Number of Graduates
Science, Engineering and Technology (SET)	319 300	65 680
Business Management (B&M)	270 946	57 745
Education	185 345	40 562
Humanities and Social Sciences	296 124	56 711

Source: Statistics on Post-School Education and Training in South Africa, 2023 (DHET, 2025)

In 2023, HEI student enrolments and completions were highest in Science, Engineering and Technology (SET) and Business Management (B&M). SET enrolled 319 300 students and produced 65 680 graduates, while B&M had 270 946 enrolments and 57 745 graduates. Humanities and Social Sciences followed with 296 124 students and 56,711 graduates, and Education enrolled 185 345 students, producing 40 562 graduates. While enrolments are substantial across all fields, SET leads in both student numbers and graduate output, reflecting a strong focus on skills aligned with technological and economic priorities. These graduates, particularly from SET and B&M, bring critical expertise in transport engineering, logistics, and data analysis, directly supporting efficiency and innovation in the Transport Sector.

In addition to HEIs, the Transport Sector relies on a combination of technical, operational, and administrative skills, which are reflected across several qualifications in both the NC(V) Level 4 and Report 191 N6 programmes.

Table 29: Number of TVET students who Registered for NC(V) Level 4 examinations and Completed (2023)

NC(V) Level 4 Programme	Number Registered	Number Wrote	Number Completed	Completion Rate (%)
Civil Engineering and Building Construction	747	670	289	43.1%
Electrical Infrastructure and Construction	1 182	1 071	253	23.6%
Engineering and Related Design	1 333	1 140	501	43.9%
Finance, Economics and Accounting	812	703	328	46.7%
Information Technology and Computer Science	468	402	176	43.8%
Management	619	565	414	73.3%
Mechatronics	62	47	19	40.4%
Office Administration	4 097	3 640	2 634	72.4%
Transport and Logistics	553	492	337	68.5%

Source: Statistics on Post-School Education and Training in South Africa, 2023 (DHET, 2025)

The table presents NC(V) Level 4 programmes relevant to the Transport Sector, showing the number of students who registered for examinations in 2023. Not all registered students wrote the examinations. The highest registrations were in Office Administration (4 097) and Engineering and Related Design (1 333). Completion rates varied, with Management (73.3%), Office Administration (72.4%), and Transport and Logistics (68.5%) performing best, while technical fields such as Electrical Infrastructure and Construction (23.6%) and Civil Engineering and Building Construction (43.1%) lagged. Mechatronics, though a small programme (62 registered), is strategically important due to its relevance to automation, robotics, and advanced manufacturing, but its low completion rate (40.4%) highlights a critical skills gap requiring targeted support.

The Transport and Logistics programme equips learners with skills in freight handling, route planning, supply chain management, and operational coordination. Complementary programmes in Civil Engineering and Building Construction and Electrical Infrastructure and Construction develop the technical expertise needed to build and maintain transport infrastructure. Meanwhile, Information Technology and Computer Science and Mechatronics support the sector's increasing reliance on automated systems, vehicle technologies, and transport management software. Office Administration ensures efficient management of daily operations and coordination, even in entities such as taxi chambers. Collectively, these NC(V) Level 4 qualifications prepare a workforce capable of managing, maintaining, and innovating across all aspects of the transport value chain.

Table 30: Number of TVET students who Registered for Report 190/1 N6 examinations and Completed (2023)

Report 190/1 N6 Programme	Number Registered	Number Wrote	Number Completed	Completion Rate (%)
Business Management	6 967	6 263	3 937	62.9%
Engineering Studies	8 415	6 621	2 910	44.0%
Financial Management	5 698	5 193	3 843	74.0%
Human Resource Management	6 158	5 610	3 971	70.8%
Management Assistant	10 114	8 819	4 932	55.9%
Marketing Management	3 072	2 593	1 313	50.6%
Public Management	8 938	8 161	5 630	69.0%

Source: Statistics on Post-School Education and Training in South Africa, 2023 (DHET, 2025)

In 2023, students registered for Report 190/1 N6 examinations in programmes relevant to the Transport Sector, including Business Management, Engineering Studies, Financial Management, Human Resource Management, Management Assistant, Marketing Management, and Public Management. Management Assistant had the highest registrations (10 114), followed by Public Management (8 938) and Engineering Studies (8 415). Completion rates varied, with Financial Management achieving the highest at 74%, and Engineering Studies the lowest at 44%. Other programmes recorded moderate completion outcomes. These results underline the importance of supporting students, particularly in technical fields, to strengthen skills development within the Transport Sector.

Table 31: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content (2023)

Learning Area	Number Wrote	Number Completed	Completion Rate (%)
Economics and Management Sciences	3 985	1 803	45.2%
Human and Social Sciences	4 287	2 506	58.5%
Information and Communication Technology	1 355	1 083	79.9%
Mathematical Literacy	26 122	13 619	52.1%
Mathematics and Mathematical Sciences	3 385	2 173	64.2%
Technology	482	251	52.1%
Small Medium and Micro Enterprises	7 128	5 312	74.5%
Travel and Tourism	11 565	8 707	75.3%

Source: Statistics on Post-School Education and Training in South Africa, 2023 (DHET, 2025)

ABET Level 4 learning outcomes in CET colleges highlight key skills for the Transport Sector. Mathematical Literacy, with 26 122 candidates and a 52.1% completion rate, provides essential numeracy skills for logistics and operations. Travel and Tourism, directly linked to passenger transport, had 11 565 candidates with a 75.3% completion rate, while Small, Medium, and Micro Enterprises, supporting entrepreneurial capacity in freight and logistics, achieved 74.5% completion among 7 128 students. Information and Communication Technology, critical for digitalised transport systems, recorded the highest completion rate at 79.9%. Other areas, including Mathematics and Mathematical Sciences, Human and Social Sciences, Technology, and Economics and Management Sciences, showed moderate completion rates of 45.2% to 64.2%, indicating opportunities for targeted skills development. These outcomes underscore the need for focused training initiatives that strengthen numeracy, digital, and sector-specific skills to meet the evolving demands of South Africa's transport workforce.

3.3.1.2 TETA-Supported Learning Programmes

TETA's training interventions for employed learners largely surpassed expectations. Bursaries achieved their entry target of 70 and exceeded the completion target, with 47 completions. Skills programmes and learnerships both outperformed in terms of entries and completions. Apprenticeships met their entry target of 20 and achieved 30 completions, well above the target of 10. However, AET programmes fell short, with no entries and only 4 completions out of the target of 25.

Table 32: Number of Employed Learners Entered and Completed TETA-Supported Learning Programmes, 2024/2025

TETA	Bursaries		Skills Programmes		Learnerships		Apprenticeships		AET	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Entered	70	70	430	549	700	922	20	20	50	0
Completed	25	47	215	580	350	801	10	30	25	4

Source: TETA Annual Report 2024/25 (TETA, 2025)

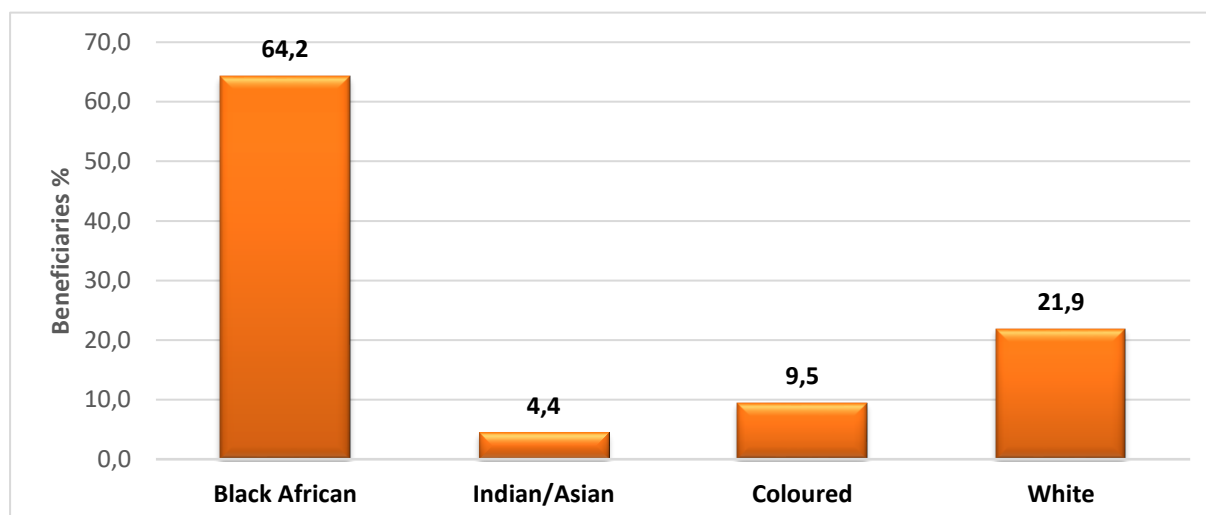
The table below reflects the number of unemployed learners who entered and completed TETA-supported Learning Programmes.

Table 33: Number of Unemployed Learners Entered and Completed TETA-Supported Learning Programmes, 2024/25

TETA	Bursaries		Skills Programmes		Learnerships		AET		Apprenticeships	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Entered	200	263	800	1 667	850	1 203	200	200	250	349
Completed	80	88	400	852	425	773	100	150	100	160

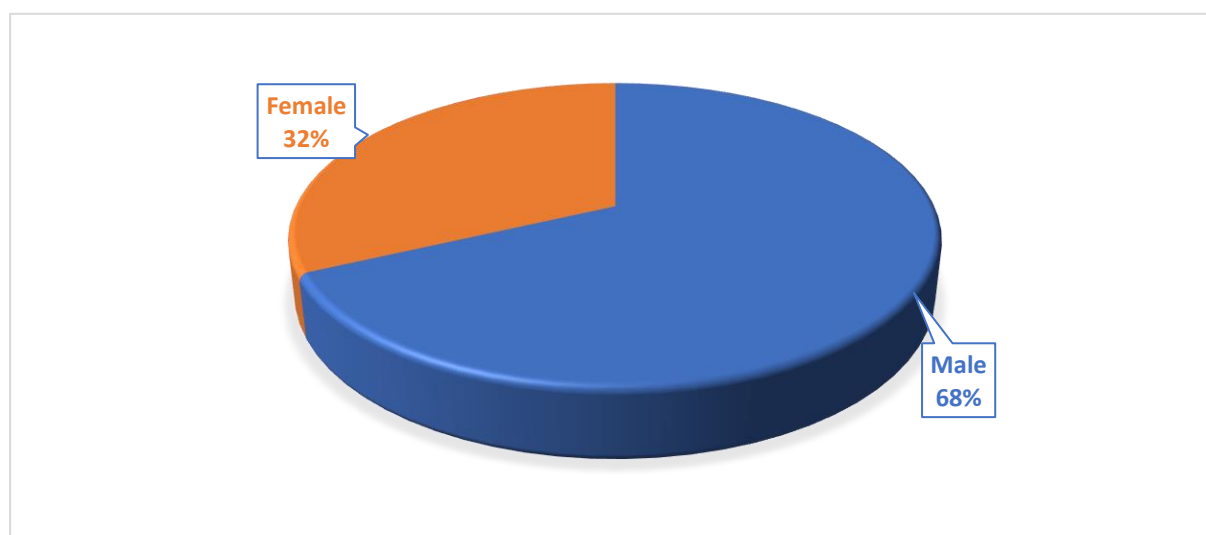
Source: TETA Annual Report 2024/25 (TETA, 2025)

For unemployed learners, TETA's interventions showed impressive performance. Bursaries, skills programmes, learnerships, and apprenticeships all exceeded both entry and completion targets. Notably, 1 667 learners entered skills programmes, doubling the target of 800. Learnerships also surpassed expectations, with 1 203 entries and 773 completions. Adult Education and Training (AET) met its entry target of 200 and achieved 150 completions, exceeding the target of 100. These strong outcomes demonstrate TETA's ongoing efforts to create pathways to employment and improve workforce readiness.

Figure 14: Beneficiaries who Completed Training by Population Group, WSP/ATR 2025


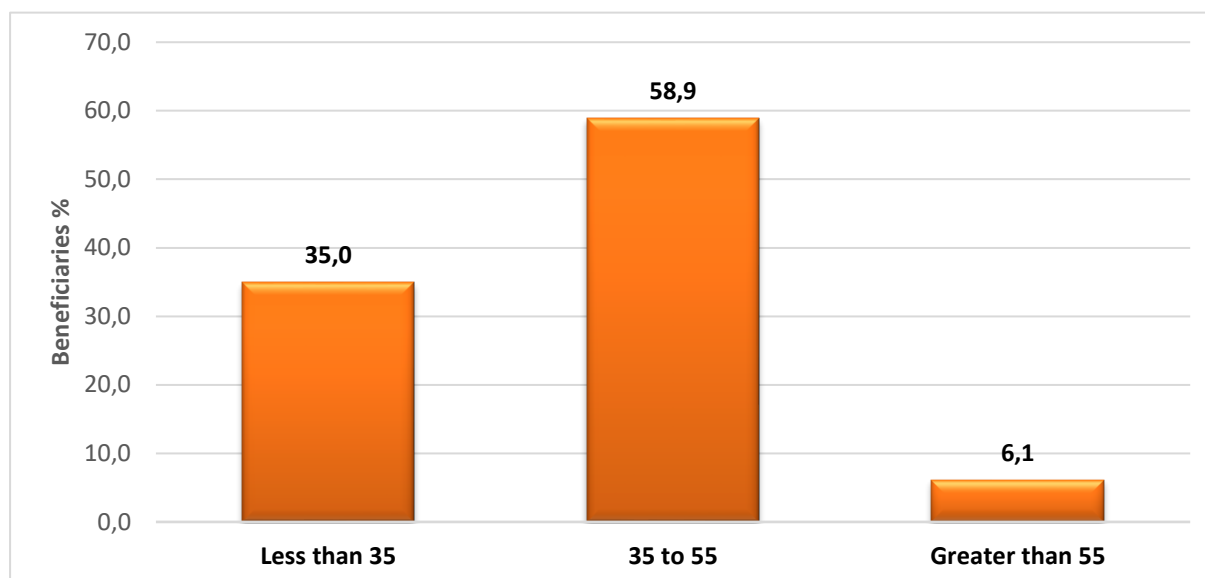
Source: Annual Training Reports (TETA, 2025)

According to the TETA WSP/ATR (2025), Black African beneficiaries make up the majority of those who completed training (64.2%), followed by White (21.9%), Coloured (9.5%), and Indian/Asian (4.4%), reflecting ongoing efforts to address historical imbalances, but also highlighting the need to expand participation among Coloured and Indian/Asian groups.

Figure 15: Beneficiaries who Completed Training by Gender, WSP/ATR 2025


Source: Annual Training Reports (TETA, 2025)

The data reveals that of those who completed training, 68% were male and 32% were female. This significant gender disparity suggests that while progress has been made in including women in skills development programmes through mandatory grants, there remains a need to promote greater gender equity and access for women in training interventions.

Figure 16: Beneficiaries who Completed Training by Age Group, WSP/ATR 2025

Source: Annual Training Reports (TETA, 2025)

The figure above mirrors the current employment demographics within transport companies, consistent with Chapter One's findings that the majority of the Sector's workforce falls within the 35 to 55 age bracket. Similarly, the data shows that 58.9% of training beneficiaries were aged 35 to 55, confirming this trend. Additionally, 35.0% of beneficiaries were under the age of 35, while 6.1% were over 55.

The table below shows the top ten occupations trained by transport companies using mandatory grants for 2024/25, as per WSP/ATR April 2025 data.

Table 34: Top 10 Occupations Trained by Transport Companies, WSP/ATR 2025

Occupation	Total Male	Total Female	Total Beneficiaries
2021-733201 - Truck Driver (General)	41 165	751	41 916
2021-511101 - Flight Attendant	5 790	16 490	22 280
2021-833304 - Airline Ground Crew	12 709	576	13 285
2021-732101 - Delivery Driver	11 465	796	12 261
2021-422501 - Enquiry Clerk	3 926	7 355	11 281
2021-411101 - General Clerk	3 862	6 675	10 537
2021-315303 - Aeroplane Pilot	8 265	1 303	9 568
2021-312201 - Production / Operations Supervisor	6 312	2 023	8 335
2021-833402 - Store Person	5 431	2 257	7 688
2021-733101 - Bus Driver	5 381	6 18	5 999

Source: Annual Training Reports (TETA, 2025)

Truck drivers and flight attendants were the most trained occupations, with 41,916 and 22,280 beneficiaries respectively. While most occupations saw more males trained, flight attendants and enquiry clerks were notable exceptions, with significantly more females completing training, 16,490 and 7,355 respectively.

3.3.2 Skills Supply Challenges in Sector

The table below highlights the skills supply challenges in the Transport Sector as reported by stakeholders during the TETA Focus Groups, SSP survey, and recent research studies.

Table 35: Skills supply challenges in the Transport Sector

Challenge	Explanation
Digital Skills Gaps and Shortages	Rapid technological changes, including automation, digitalisation, e-hailing, cashless payments, and fleet management platforms, are transforming the sector and increasing demand for specialised skills. Existing training programmes lag behind these changes, particularly for operators and SMMEs, contributing to widening skills gaps.
Training Provision and Quality	A shortage of accredited Skills Development Providers (SDPs), caused by backlogs and the lengthy, complex QCTO accreditation process, limits the supply of high-quality training programmes. There is also a lack of industry-relevant programmes that meet evolving sector needs. The phasing out of legacy qualifications and some skills programmes has led to the loss of accreditation for useful unit standards supportive of micro-credentials.
Lack of Alignment Between Training and National Initiatives	Ensuring that curriculum creation and review align with national initiatives (e.g., Just Energy Transition, Economic Reconstruction and Recovery Plan) remains a challenge. Skills interventions need to be future-focused and informed by regular industry surveys to remain relevant and effective.
Demographic and Gender Disparities	The sector workforce is predominantly African/Black and male, with women, youth, and people with disabilities underrepresented. Targeted interventions, such as leadership development academies for women and youth-focused entrepreneurship programmes, are needed to improve access to higher-skilled and management roles and foster inclusive growth.
Green Economy Transition and Training Gaps	The transition to low-carbon transport requires skills in EV maintenance, battery technology, charging infrastructure, green IT, pollution control, and biofuel heavy vehicle repairs. Training programmes tailored to these needs are limited, especially in rural areas. TVET colleges face gaps in hydrogen fuel cell modules, renewable energy topics, and lack practical infrastructure, while lecturers require upskilling.
Inadequate Funding & Resources	Financial constraints faced by training institutions limit programme expansion and the development of up-to-date, industry-relevant training materials. Employers also face challenges covering administration fees for TETA-funded projects, and financial restrictions prevent students from obtaining required qualifications, leading to shortages in specialist skills.
Delays in TETA Decision-Making	Delays between applications and confirmations of DG and MG extend project approval timelines and slow the implementation of training projects.
Poor Foundational Education	The quality of education at the GET level is insufficient, limiting learners' ability to access further development opportunities, including occupational qualifications. Literacy and numeracy levels are particularly low, creating a barrier to skills acquisition and career progression.
Lack of Formalisation and Structured Skills Development	Many operators remain informal, limiting access to structured skills development, recognition of prior learning, and formal business compliance training. Incentives to formalise, including access to finance and contracts, are insufficient, constraining the sector's ability to upskill its workforce.
Insufficient Technical and Safety Skills	The sector faces a shortage of specialist technical skills for emerging technologies (e.g., EV/hybrid maintenance) and operational safety skills, including defensive driving and passenger care. This limits workforce readiness, compliance with regulations, and safe service delivery.

Source: 2025 Online survey, 2025 Stakeholder Focus Groups, 2025 stakeholder interviews, Desktop research, TETA commissioned research

3.3.3 Planned Interventions to Address Supply-Side Challenges

Planned interventions to address skills supply challenges focus on strengthening workforce capacity, technical capability, and inclusivity. Initiatives include formalisation-linked training, technical and safety upskilling, digital skills development, and programmes to promote inclusion of women and youth. TETA supports these efforts through targeted financial assistance for training, collaborating with educational institutions, employers, SETAs, and professional bodies to customise programmes, conduct research on sectoral skill needs, and promote career opportunities. These measures aim to ensure a skilled, adaptable, and inclusive workforce capable of meeting emerging industry demands. Specifically:



Skills Planning and Research

TETA conducts research and skills planning to pinpoint present and future skills in the transport sector. This informs the creation of training programs aligned with industry needs, ensuring trainees gain essential competencies for workplace success.



Quality Assurance

TETA ensures transport sector training providers adhere to rigorous quality standards, delivering up-to-date, relevant programs recognized by industry stakeholders. Through robust quality assurance, TETA guarantees high-quality education, setting trainees up for career success. TETA will collaborate with QCTO to expedite the approval and accreditation of new occupational qualifications; regularly consult with stakeholders to ensure that new qualifications meet industry needs.



Funding and Grants

TETA provides funding and grants for skills development initiatives and training programs in the transport sector, including support for learnerships, skills development projects, and workplace training. This assistance helps individuals and organizations access vital resources for capacity building. Additionally, TETA will support the development of new curricula and educational material to ensure seamless transitions from legacy qualifications.



Career Guidance

TETA provides extensive career guidance tailored to individuals pursuing opportunities in the transport sector. These services help individuals identify suitable training programs and employment prospects aligned with their skills and career goals, enabling seamless transitions into rewarding careers within the transport industry.



Partnerships and Collaborations

TETA cultivates partnerships and collaborations across industries, training providers, educational institutions, and government agencies. By pooling resources, expertise, and networks, these stakeholders address skills shortages and training needs effectively, maximizing the impact of skills development initiatives and fostering sustainable growth in the transport sector. TETA will expand partnerships with industry to increase opportunities for internships, apprenticeships and work-based training to ensure graduates gain experience.

Table 36: Planned Interventions to Address Supply-Side Challenges

Intervention	Explanation	Outcome Indicator	Five-year target
Recognising and developing skills for emerging occupations	Identifying and preparing the workforce for new jobs driven by digital transformation, including mechatronics engineers, drone operators, big data, and cybersecurity specialists.	Implemented initiatives contributing to the list of occupations in high demand	4
Continuously assessing skills gaps	Regular assessments to ensure training initiatives respond to evolving market needs, supporting increased production of occupations in high demand.		
Developing short learning programmes in digital skills	Short programmes targeting digital skills such as data analytics, IoT-enabled fleet management, AI applications, and cybersecurity. Focused on SMMEs, employed, and unemployed learners to address immediate digital skills gaps.	Number of the workforce equipped with skills in 4IR technologies and green practices	500
Supporting the transition to a green economy	Targeted skill development in EV maintenance, battery technology, green IT, sustainable transport planning, hydrogen fuel systems, renewable energy integration, and eco-driving practices. Supports development of a future-ready workforce with green skills.		
Developing training programmes responding to market demands	Full qualification programmes aligned with labour market needs, covering areas like transport logistics, mechatronics, EV and hybrid vehicle maintenance, aviation and maritime operations, and digital systems. Strengthens access to occupationally directed programmes and work-ready graduates.	Improved level of skills in the Transport Sector workforce	8,000
		Increase access to intermediate and high-level skills	23,260
Strengthening strategic partnerships	Deepening collaboration with industry, educational institutions, and government through joint curriculum design, work-integrated learning, and sector skills forums. Supports enhanced partnerships to deliver TETA's mandate.	Collaborative initiatives established	110
		Stakeholder Engagement	200
Developing and reviewing occupational qualifications	Realigning pre-2009 qualifications and integrating national priorities like the Just Energy Transition. Covers transport logistics, mechatronics, EV maintenance, digital mobility systems, and sustainable supply chains to improve relevance of training.	Improved level of skills in the Transport Sector workforce	8,000
Supporting SMME development	Tailored skills programmes for SMMEs, including coaching, mentoring, and training, to stimulate job creation and innovation, developing a skilled workforce in Small and Micro Enterprises, Cooperatives, NPOs, and NPCs.	Small and Micro Enterprises supported on business needs	250
		Small and Micro Enterprises, Cooperatives, NPOs and NPC supported in skills development	1,345

Source: Strategic Plan 2025-2030 (TETA, 2025)

3.4 Sectoral Priority Occupations and Interventions (SPOI)

3.4.1 Methods and Processes Informing SPOI List

This section details the development of the Sectoral Priority Occupations and Interventions (SPOI) list, which identifies Hard to Fill Vacancies (HTFVs) that pose significant challenges for employers. A comprehensive research approach combining both qualitative and quantitative data guided this work, integrating stakeholder engagement with desktop-based research. Literature including international trends and best practices was analysed, and WSP/ATR submissions were reviewed to assess HTFVs across subsectors. The initial list underwent multiple rounds of review and refinement, starting with surveys, then interviews, and ultimately validation through focus groups. Notably, the TETA Accounting Authority has formally approved the final SPOI list.

3.4.2 Interventions and Quantities Indicated on the SPOI list

The quantity of needed occupations was determined by extrapolating input from a sample of surveyed employers to the full population of employers. The SPOI methodology accounted for the entire sector, not just survey respondents, ensuring that it reflects a comprehensive view of occupational needs, including those who did not directly respond. Relying solely on survey or WSP/ATR responses would underestimate overall sector demand.

To avoid skewing results toward larger subsectors, occupations were ranked based on the proportion of need within each subsector, rather than by raw quantity of responses. This approach ensured that high-demand occupations like Customs Clearing Manager in smaller subsectors were appropriately represented.

Interventions linked to the SPOI list were informed by expert guidance and the National Career Advice Portal, which aligns occupations with qualifications. The quantities TETA will support were finalised through internal consultations, guided by targets in the TETA APP and informed by past interventions.

3.4.3 SPOI List

The table below lists the priority occupations or top HTFVs in the SPOI list, detailing the training interventions best suited for these roles. It should be noted that whilst Artificial Intelligence (AI) Specialist and Data Analyst appear higher in the HTFV list and signify the growing importance of technology and the Fourth Industrial Revolution (4IR), these do not have OFO codes and thus cannot be listed on the SPOI list. It should also be noted that Freight Forwarding Customs Clearing Manager (OFO code 2021-132401), Customs Clearing Agent (OFO code 2021-333101), Bus Driver (heavy/ large or articulated buses) (OFO code 2021-733101) and Logistics Coordinator (OFO code 2021-432201) – all of which appear in the SPOI list – are listed under different main titles in the OFO that do not fully reflect the titles and functions used by the Sector, hence the more appropriate Sector titles are used in the SPOI list and the rest of the SSP. Notwithstanding these issues, the SETA will explore interventions for these and engage DHET to update the OFO codes list.

Table 37: Sectoral Priority Occupations and Interventions (SPOI) List

SETA Name	Period	OFO Code	Occupation	Specialisation/ Alternative Title	Intervention Planned by SETA	NQF Level	NQF Aligned (Y/N)	Quantity Needed	Quantity to be Supported by SETA
TETA	2026/27	2021-432201	Logistics Coordinator	- Logistics Assistant - Logistics Controller - Logistics Officer	Learnership	4, 5	Y	693	400
					Internship	6, 7 & 8	Y		
TETA	2026/27	2021-121206	Safety, Health, Environmental and Quality (SHEQ) Manager	- Health and Safety Manager - Safety, Health and Environmental (SHE) Manager	Bursaries: Bachelor of Science (BSc) in Environmental Health or Environmental Management	6, 7 & 8	Y	645	300
					Internship	6, 7 & 8	Y		
					Learnership	5	Y		
					Skills Programme	5-8	Y		
TETA	2026/27	2021-132401	Supply and Distribution Manager	- Supply Chain Manager	Bursaries: National Diploma or Bachelor's Degree in Logistics Management, Supply Chain Management or Transport Management	6, 7 & 8	Y	583	300
					Internship	6, 7 & 8	Y		
					Professional qualifications/certifications: short programmes towards professional designation	6, 7 & 8	N		
					Learnership	5	Y		
TETA	2026/27	2021-653306	Diesel Mechanic (medium/ large combustion vehicles)	- Truck Mechanic - Bus Mechanic	Apprenticeship	4, 5	Y	536	400
					Learnership	4, 5	Y		
					Recognition of Prior Learning	4, 5	Y		
TETA	2026/27	2021-132401	Freight Forwarding Customs Clearing Manager	- Goods Clearance Manager - Customs Clearing Manager	Bursaries: Diploma in Freight Forwarding and Customs Compliance	6, 7 & 8	Y	136	136
					Internship	6, 7 & 8	Y		
					Learnership	5	Y		
TETA	2026/27	2021-333101	Customs Clearing Agent	- Forwarding Agent - Cargo Agent	Learnership	4, 5	Y	131	131
					Internship	6, 7 & 8	Y		
TETA	2026/27	2021-733101	Bus Driver (heavy/ large or articulated buses)	- n/a	Learnership	3	Y	103	103
					Skills Programme	3	Y		
TETA	2026/27	2021-315101	Marine Engineer	- n/a	Bursaries: Bachelor of Engineering in Mechanical Engineering or Marine Engineering	7 & 8	Y	62	62
					Internship	7 & 8	Y		
					Professional qualifications/certifications: short programmes towards professional designation	7 & 8	N		
					Learnership	5	Y		
TETA	2026/27	2021-653201	Aircraft Maintenance Mechanic/ Engineer	- Aircraft Mechanic - Aircraft Service Technician	Apprenticeship	4, 5	Y	55	55
					Learnership	4, 5	Y		

SETA Name	Period	OFO Code	Occupation	Specialisation/ Alternative Title	Intervention Planned by SETA	NQF Level	NQF Aligned (Y/N)	Quantity Needed	Quantity to be Supported by SETA
TETA	2026/27	2021-132104	Engineering Maintenance Manager	- Engineering Manager	Bursaries: National Diploma in Engineering Management, Maintenance, Mechanical, Electrical or Industrial Engineering	7 & 8	Y	20	20
					Internship	7 & 8	Y		
					Professional qualifications/certifications: short programmes towards professional designation	7 & 8	N		
					Learnership	5	Y		

Sources: WSP/ATR (2025); TETA SSP Stakeholder Interviews (2025); TETA SSP Survey (2025); TETA Stakeholder Focus Groups (2025)

3.5 Conclusion

This section provides an overview of the education and training programmes that equip learners with critical skills for the Transport Sector. It examined enrolment trends across higher education and training institutions, as well as participation in TETA-supported programmes by both employed and unemployed learners. Finally, it identified key supply-side challenges in the Sector and outlined current and planned interventions aimed at strengthening the capacity, quality, and relevance of skills provision in response to industry needs.

4 Chapter Four: TETA Partnerships

4.1 Introduction

This chapter explores TETA's approach to partnerships, which are formally documented and signed collaborative agreements between two or more parties. The chapter details the partnership model and the existing and planned partnerships under this. In addition, success and challenges with partnerships are reflected on. TETA's successful partnership model, and notable ongoing partnerships.

The findings presented in this chapter are based on documents such as Memoranda of Understanding (MoUs) and the TETA Strategic Plan and Annual Performance Plan (APP). In addition, stakeholders provided input into partnerships through interviews, surveys and focus groups.

4.2 Existing Partnerships

4.2.1 Approach to Partnerships

TETA establishes collaborations using organised methods targeted at optimising skill development in the Transport Sector. These collaborations are launched through discretionary grant (DG) submissions or flagship special project advertising that match with TETA's Annual Performance Plan (APP) goals. Stakeholders who want to collaborate enter into an MoU with TETA. Alternatively, partnerships might form from stakeholder engagements in which proposals are offered for review.

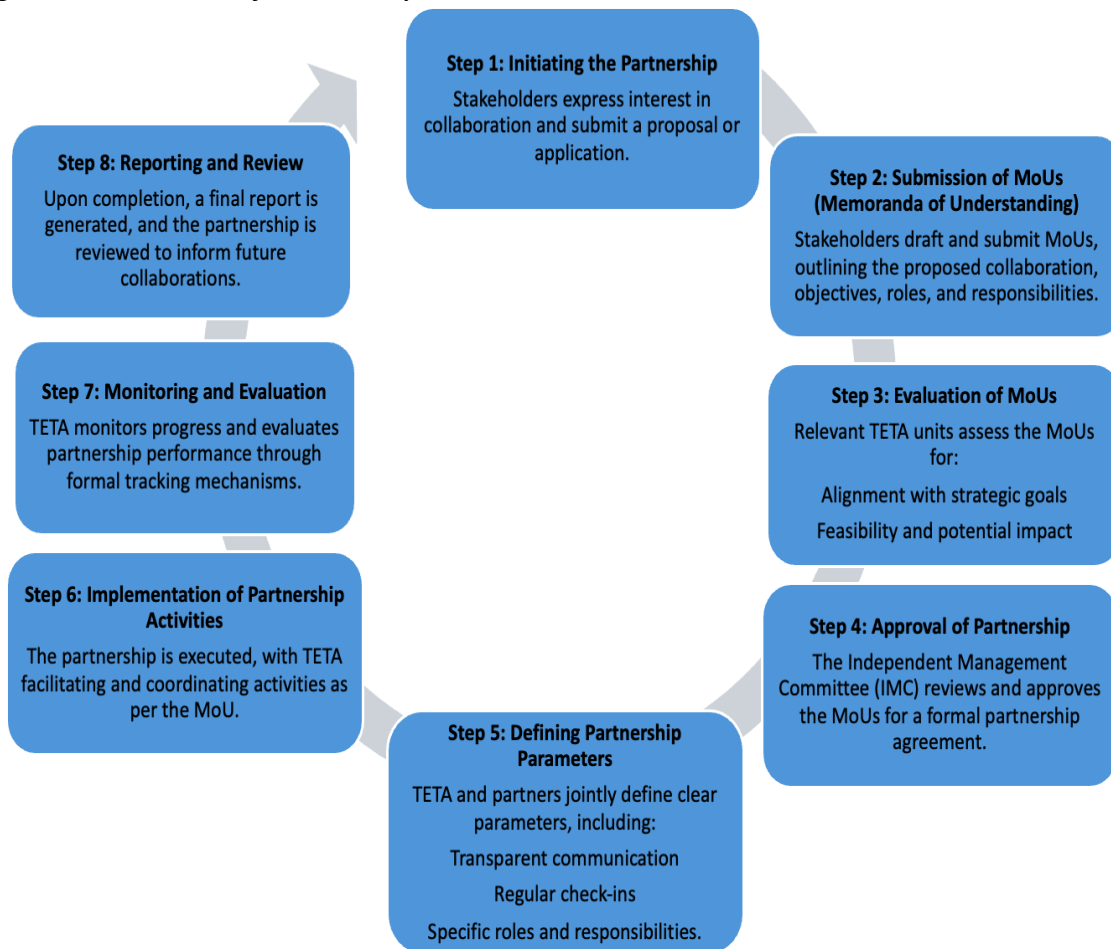
The process of building partnerships involves several essential steps, beginning with the submission of MoUs, in which parties create and propose specific proposals describing the scope of collaboration. These MoUs are then examined by TETA to verify strategic alignment and viability. Following a successful assessment, the Independent Management Committee (IMC) analyses and approves the collaboration agreements. To ensure the success of these collaborations, TETA emphasises defining partnership parameters, ensuring openness, keeping regular communication, and assigning clear duties to all parties involved.

TETA serves a variety of responsibilities in these relationships. It acts as a facilitator and co-ordinator, identifying suitable partners, evaluating ideas, and ensuring that they are in line with Sector needs. As a capacity builder, it offers resources, training, and oversight to ensure successful implementation. TETA also serves as a monitor and evaluator, analysing partnership performance using formal processes to quantify progress and resolve difficulties proactively. Finally, as a strategic planner, TETA works with partners to achieve greater Sector goals. In addition, TETA is also responsible to ensure that MoUs are implemented and operationalised through Service Level Agreements.

Partners also play important roles in these engagements. Contributors provide experience, resources, or services that enhance TETA's objectives. As partners, they work closely with TETA to carry out agreed-upon actions and achieve stated goals. As accountable entities, they are responsible for carrying out their roles as defined in MoUs, including meeting deadlines and providing expected results. Finally, as communicators, partners are expected to connect with TETA frequently to ensure transparency and address any issues that develop throughout implementation. Partners and stakeholders are also responsible to respond to TETA Special Projects Adverts by submitting proposals to implement the MoUs.

TETA's successful partnership model is demonstrated below:

Figure 17: TETA's Successful Partnership Model



4.2.2 Strategic and Special Project Partnerships

Table 38: TETA Strategic and Special Project Partnerships

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
University of KwaZulu Natal	March 2023	March 2028	- To collaborate on transport-related research development and publishing - To design and implement transport-related education or short learning courses and training to assist skill development - To provide bursaries for learners - To promote and support small businesses.	Enhances research capacity, curriculum relevance, and inclusive access to education.
University of Venda	March 2023	March 2026	To collaborate in actions and/or interventions that help the Transport Sector and national imperatives	Strengthens alignment with national development goals (e.g., NDP, NSDP).
NORTHLINK and AGINSTITUTE	November 2024	March 2030	To collaborate in areas where the mandates of the parties are developmental and have shared or common objectives that can result in activities and / or interventions that benefit employment or employability opportunities for South Africans abroad	Creates work opportunities for South African artisans with German companies, supports language training and logistics, and fosters industry collaboration. It also establishes a skills centre for training, research, and knowledge exchange in the Transport Sector.
Matuluza and Coastal KZN TVET	March 2025	March 2027	To collaborate in activities and/or interventions supporting 4IR Skills in the Transport Sector.	Expanding the pool of skilled young graduates with industry experience, fostering skills development, and creating employment opportunities for South Africans through portable skills acquisition.
Kavod Trading & Projects and Gert Sibande TVET College	February 2025	August 2027	To collaborate in activities and/or interventions supporting KAVOD HOLDINGS AND PROJECTS in the Transport Sector.	Aims to equip individuals with essential skills through the proposed program, ensuring financial support, structured implementation and training. Upon completion of the program individuals will be issued with (SOR), enhancing their employability and career prospects.
SEM Star and Northern Cape Rural TVET College	February 2025	August 2027	To collaborate in activities and/or interventions supporting SEM STAR TRADING in the Transport sector.	The partnership aims to equip individuals with essential skills through the proposed program, ensuring financial support, structured implementation, and training. Upon completion, participants will receive an (SOR), enhancing their employability and career prospects.
Enterprise Capital and Ikhala TVET	October 2024	March 2026	To collaborate on activities and interventions related to training, administration, and development within the Transport Sector.	Aims to enhance Theoretical and Practical Skills Training, New Venture Creation, and Enterprise/SMME Development Support.
Hadar and FM TVET	February 2025	March 2027	To collaborate in activities and/or interventions supporting Hadar project in the Transport Sector.	TETA provides the funding, FMTVET offers support in recruitment and implementation, and HADAR acts as the lead employer providing training and related benefits to the participants
Phumelela Incubation Centres and Capricorn TVET College	January 2025	March 2026	To collaborate in activities and/or interventions supporting 4IR Skills in the Transport Sector.	To support TETA's training and development mandate, address critical skills challenges in the economy, and increase the number of competent young graduates with relevant industry experience

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Mothipa Business Solutions (MB2 Solutions), and Letaba TVET College	October 2024	March 2026	To collaborate in activities and/or interventions promoting digital skills development, sustainable transportation solutions, and the regeneration of energy training programs associated with the Transport Sector.	To enhance skills, promote sustainable solutions, and contribute to employment opportunities within the Transport Sector
Siza Skills Development and Ethekwini TVET	December 2024	July 2029	To enhance education and development in the Transport Sector, with a particular emphasis on making STREAM subjects more accessible and appealing to a larger audience.	To collaborate on Transport Sector projects and significantly boost STREAM education through shared resources, expanded learning opportunities, and community engagement, with the ultimate goal of resolving Sector challenges and developing future talent.
Starlite Trading and Nkangala TVET College	February 2025	March 2027	To collaborate in activities and/or interventions supporting Starlite Trading within the Transport Sector.	TETA's financial support and strategic direction allow NTC to provide focused training programs that directly benefit STARLITE TRADING, resulting in a beneficial alliance.
ESAYIDI TVET COLLEGE & SKHALAMAZOO	August 2024	March 2026	To collaborate in activities and/or interventions supporting 4IR Skills in the Transport Sector	Strives to address difficulties and improve relationships through collaboration. The agreement may also include training for entrepreneurs in solar geyser installation.
Nkangala TVET College and Mothipa Business Solutions	October 2024	March 2026	To work together on initiatives supporting digital skills development, sustainable transportation solutions, and specifically renewable energy training programmes within the Transport Sector.	To encourage the development of digital skills, environmentally friendly transportation options, and—most importantly—renewable energy training initiatives that are in line with the transportation industry
University of Pretoria	March 2024	March 2029	To assist research, training, and skill development in the transportation Sector.	Leverages university expertise to address critical skills gaps.
Onelogix (Pty) LTD and uMgungundlovu TVET College	October 2023	March 2026	To work alongside developing drivers, assistant drivers, mechanical fitters, machine operators, crane operators, lifting equipment operators, entrepreneurs, plumbers, bricklayers, and WIL for college students and lecturers.	Combines industry expertise with TVET training for employability.
NorthLink TVET College and Sea Harvest	March 2022	March 2027	To collaborate with apprenticeships, training, and employment; WIL placements; SAMSA engineering workshops; and the sharing of skill development opportunities.	Enhances practical training and industry readiness.
EVE- Empowered Foundation (PTY) LTD and Umfolozi TVET College	October 2023	March 2026	To participate in events and/or actions to promote Driver's License Support in the transportation industry.	Addresses systemic barriers to employment in transport.
Matuluzza Projects (PTY) LTD and Vhembe TVET College	October 2023	March 2026	To participate in activities and/or interventions to generate opportunities that would empower graduates with either workplace readiness skills or SMME skills to enable them to enter and contribute meaningfully to South Africa's mainstream economy in the transport industry.	Bridges the gap between education and economic inclusion.
Enterprise Capital and Buffalo City TVET College	November 2023	March 2026	To participate in activities and/or interventions that promote training, administration, and growth in the transportation industry.	Enhances TVET infrastructure and programme delivery.

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Mothipa Business Solutions MB2 Solutions and Ehlanzeni TVET College	October 2023	March 2026	To participate in events and/or initiatives that promote 4IR skills in the transportation Sector.	Prepares learners for future-ready roles in transport.
Vision Africa Training Institute (PTY) LTD and uMgungundlovu TVET College	October 2023	March 2026	To participate in activities and/or initiatives that promote training, placement, and administration.	Streamlines training-to-employment pathways.
Motseng Investment Holdings and Mopani TVET College	November 2023	March 2026	To participate in events and/or initiatives that promote 4IR skills in the transportation Sector.	Aligns training with technological advancements in transport.
Netgrow Training Solutions and King Sebata Dalidyabo TVET College	November 2023	March 2026	To promote Drivers, Assistant Drivers, Medical Fitters (Apprenticeship), Machine Operators, Crane Operators, Lifting Equipment Operators, Entrepreneurship, Plumbing, Brick Layers, and Work Integrated Learning (WIL) for College Students and College Lecturers.	Combines practical skills with business acumen for economic empowerment.

4.2.3 Education and Training Delivery Partnerships

Table 39: TETA Education and Training Delivery Partnerships

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Free State CET College	November 2022	March 2026	To co-operate with management and/or lecturer development; WIL placement programmes; infrastructure support; capacity building and accreditation; career guidance programmes; awareness programmes; and driver training programmes.	Enhances lecturer skills, infrastructure, and career guidance for learners, improving employability.
Wits Business School	November 2024	November 2027	To collaborate in activities and/or interventions supporting Transport Sector and national imperatives.	Drives sustainability, economic growth, and innovation through green initiatives, revenue diversification, and digital transformation. It enhances road safety, SMME development, and urban mobility while leveraging the Africa Continental Free Trade Agreement for trade expansion. Additionally, it fosters leadership through international executive development.
Gordon Institute of Business Science (GIBS)	October 2024	March 2027	To collaborate in activities and/or interventions supporting Transport Sector and national imperatives.	Intends to promote strategic cooperation within the SADC region in important sectors like innovation, economic growth, and skill development. Its main objectives are to help small enterprises (SMMEs), increase road safety, and expand TETA's capabilities.

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Ikhala TVET College	February 2025	March 2027	To participate in activities and/or interventions that help the transport industry and national imperatives	Focuses on entrepreneurship training, transport safety programs, infrastructure support, pilot programs and bursaries, TVET college capacity building, graduate internships and possible TVET facility availability for TETA.
University of the Witwatersrand (WITS)	January 2025	March 2029	To work together on projects and/or initiatives that promote training, research, academics, and skill development in the transportation industry.	To support academic, research, training, and skills development within the Transport Sector
MOTHEO TVET COLLEGE	March 2025	March 2029	To participate in activities and/or interventions that help the transport industry and national imperatives	The potential for comprehensive improvement in the TVET Sector, including infrastructure, educator capacity, program quality through accreditation, and improved pathways for students to enter the workforce through learnerships, apprenticeships, and focused career counselling, is the partnership's value addition.
Tshwane University of Technology (TUT).	November 2024	March 2027	To participate in activities and/or interventions that help the transport industry and national imperatives	To improve the Transport Sector and contribute to national objectives through collaborative efforts. This includes boosting skills development through research-informed programs and targeted training, supporting business growth and inclusivity, strengthening individuals and institutions' capabilities through industry exposure and mentorship development, and bridging the gap between education and industry by managing work-integrated learning opportunities.
Western Cape CET College	February 2023	March 2027	To provide CET College infrastructure support; PIVOTAL programmes; career guidance; capacity building and accreditation; AET programmes; CET Manager development programmes; and CET lecturer exposure and development.	Strengthens educational infrastructure and supports lecturer development for enhanced learning outcomes.
Eastern Cape CET College	March 2023	March 2026	To co-operate with lecturer development; WIL placement programmes; capacity building and accreditation; support for driver's license training; AET programmes and TVET graduate placement programmes.	Improves lecturer skills, facilitates driver training, and enhances graduate employability.
Umfolozi TVET College	December 2023	March 2028	To collaborate in activities and/or interventions supporting skills development in the Transport Sector.	Supports skills alignment with Transport Sector needs, enhancing workforce readiness.
Letaba TVET College	November 2023	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Aligns training programmes with national priorities to address Transport Sector challenges.
Nkangala TVET College	November 2023	December 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives in supporting TVET Colleges.	Enhances capacity of TVET colleges to deliver relevant training aligned with industry needs.

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Vhembe TVET College	November 2023	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives in supporting TVET Colleges.	Strengthens institutional capacity to deliver quality education for the Transport Sector workforce.
Limpopo CET College	November 2023	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Promotes skills development aligned with regional Transport Sector demands.
Gauteng CET College	December 2023	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Improves access to skills training for learners, addressing critical gaps in the Transport Sector.
CHIETA and MQA	September 2024	March 2030	To establish the Hydrogen Economy Centre of Specialisation.	The partnership will leverage collective expertise and resources to drive research and development, innovation, and technology transfer within the hydrogen economy. This will support skills development for emerging occupations, foster economic growth, and promote sustainable energy transitions in South Africa.

4.2.4 Industry and Professional Bodies Partnerships

Table 40: TETA Industry and Professional Bodies Partnerships

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Action Development Agency	January 2021	March 2026	To support TVET College and Community Colleges in building capacity for lecturers and council members.	Enhances lecturer and council member skills, improving governance and training quality.
RTIA	February 2025	March 2026	To collaborate in activities and/or interventions pertaining to the implementation of the AARTO Act through the various Issuing Authorities and supporting Transport Sector and national imperatives	RTIA Equipping stakeholders in the Transport Sector with AARTO knowledge, ensuring proper procurement and training on handheld devices for issuing AARTO notices. Additionally, it enhances job opportunities for unemployed graduates through internships and learnership programs in the transport and traffic Sector, fostering skills development and compliance.
CareerBox	February 2025	March 2026	To collaborate in activities and/or interventions supporting Transport Sector and national imperatives.	Aims to manage clients in the Transport Sector.
Ekurhuleni Youth Club	January 2025	March 2027	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives	Provides awareness on motorcycle road safety and trains and upskills a selection of Motorcyclists to become Road Safety Ambassadors in local Communities.

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
Cape BPO	October 2024	March 2027	To collaborate on skills development projects within the transport and Global Business Services sectors, aiming to create 5000 youth employment opportunities over five years.	To collaboratively develop skills programmes and solutions that will benefit job creation for unemployed youth through Learnerships, Internships, Bridging programmes and skills programmes, and New Venture Creation programmes.
SAPOT	February 2025	March 2027	Aims to enhance youth employability and foster entrepreneurship in the Eastern Cape by providing relevant skills training, work experience opportunities, and financial support, with SAPOT providing local expertise and TETA contributing funding.	Provides a mutually agreed foundation and structure for SAPOT and TETA to identify, develop, and implement specific collaborative projects in the future
National Society of Black Engineers (NSBE)	September 2024	March 2026	To pool resources, share information, and implement focused programs aimed at strengthening engineering ability in the transportation Sector, thereby contributing to national imperatives.	To pool resources, share information, and implement focused programs aimed at strengthening engineering ability in the transportation Sector, thereby contributing to national imperatives.
Institute of People Management (IPM).	November 2024	March 2026	To work together on initiatives and/or activities that assist national priorities and the Transport Sector.	To promote national objectives and improve training, skills, and change in the Transport Sector
Moses Kotane Research Institute (MKRI)	November 2024	March 2027	To collaborate in activities and/or interventions supporting the Transport and the Maritime Sector, including national related imperatives	Intends to bring together TETA, which is responsible for facilitating training and skill development in the Transport Sector, and MKRI, a research centre focused on developmental imperatives. The partnership is aimed to help both parties discover solutions to their issues and balance their relationship through cooperation.
South African Black Bulk Transporters Association	August 2021	March 2026	To co-operate on professional tanker driving training, SMME support, and the development of women in the Petroleum Liquid Fuels Sector.	Promotes skills development for professional drivers and supports women empowerment in the Sector.
Fisheries Economic Development Research Advisory and Training Institute (FEDRATI)	September 2022	March 2027	To co-operate on research, PIVOTAL programmes, coaching and mentoring, capacity building, accreditation, fisher community support, and maritime awareness development.	Strengthens maritime skills, supports fisher communities, and promotes industry awareness.
Mepha Trading	October 2023	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Aligns with national priorities to address key Transport Sector challenges.
South Africa Motorbike Transport Association	October 2023	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Enhances skills development for motorbike transport operators to meet industry needs.
eThekweni Maritime Cluster	December 2023	March 2028	To collaborate in activities and/or interventions supporting skills development in the Transport Sector.	Builds capacity for maritime-related skills to address workforce gaps in the Transport Sector.

Institution/ partner/ organisation	Start date	End date	Objectives of Partnership	Value-add of Partnership
SEESA	December 2023	March 2028	To collaborate in activities that increase mandatory grant participation in the Transport Sector and improve skills development project implementation with employers.	Encourages employer participation in skills programmes, enhancing training outcomes across the Sector.
Garden Route District Municipality	October 2023	March 2026	To partner together to implement and increase skills development opportunities within the Garden Route Municipality.	Expands access to training opportunities within local municipalities to address regional needs.
Southern African Institute of Government Auditors	January 2024	March 2026	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Improves governance practices within the Transport Sector through targeted interventions.
Shrine Management (PTY) LTD	February 2024	March 2027	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Supports workforce readiness by addressing critical skills gaps in the transport industry.
SANTACO Services NPC	March 2024	March 2027	To collaborate in activities and/or interventions supporting the Transport Sector and national imperatives.	Enhances skills development within the taxi industry to improve service delivery standards.

4.2.5 Successful Existing Partnerships

This subsection investigates TETA's partnerships that have been particularly successful, as well as the elements that have contributed to their success.

Academic and TVET College Collaborations:

TETA has strengthened its collaboration with Technical and Vocational Education and Training (TVET) colleges by signing Memoranda of Understanding (MoUs) aimed at improving infrastructure and developing industry-aligned programmes. One of the most significant outcomes of these agreements has been an investment of R13.6 million in TVET college infrastructure enhancements, which has greatly improved the learning environment.

TETA has also developed specialised short learning programmes in partnership with the University of KwaZulu-Natal (UKZN) and the University of Johannesburg (UJ) to address the sector's digital and green skills needs. In response to emerging industry demands, TETA collaborated with UJ to develop a Green Transport Short Learning Programme and a Drone Technology Programme. In partnership with UKZN, TETA developed a Short Learning Programme in Smart Shipping, training 100 learners in the sector (TETA, 2025).

Empowawomen Leadership Summit (August 2024):

TETA presented the Empowawomen Leadership Summit in 2024, an important event that aimed to empower women via mentorship and networking. The conference brought together 1,000 women from various sectors, allowing them to engage with industry experts, share their experiences, and learn about leadership development. The event was critical in fostering gender parity, allowing women to develop the skills and networks required for advancement in their careers, particularly in sectors where they have historically been under-represented (AUTOFORUM, 2024).

Women in Transport Summit (October 2024):

The Women in Transport Summit took place in Nelspruit in October 2024, marking TETA's next significant initiative to encourage women's growth in the Transport Sector. The conference included workshops and discussions focused on empowering women throughout the transport value chain, from logistics to infrastructure development. This forum gave insights into addressing the unique hurdles that women confront in the transportation industry, as well as chances for professional advancement and collaboration among women executives (South African Business Integrator, 2024).

Empowayouth Free-State Summit (September 2024):

TETA collaborated on the Empowayouth Free-State Summit in September 2024, which aimed to engage 1,500 young people in skill development across a variety of industries, including transport, energy, and agriculture. The summit aimed to provide young people with the knowledge and resources they need to pursue jobs in these critical areas. The summit, which included seminars, talks, and hands-on activities, provided the next generation with practical skills and the confidence to follow their career aspirations, thereby addressing youth development and tackling skills shortages in vital industries (South African Business Integrator, 2024).

4.2.6 Challenges With Existing Partnerships

There are a few challenges that need to be addressed with regard to partnerships. The challenges are as follows:

- **Limited Work-Based Learning:** The emphasis is on education and training rather than practical workplace learning.
- **Short-Term Partnerships:** Some collaborations have short durations, limiting long-term influence.
- **Bureaucratic Delays:** Long approval processes slow down flagship initiatives.
- **Dormant Partnerships:** Some signed agreements contain no active projects.
- **Financially Driven Partners:** Some partners prioritise money over addressing industry needs.
- **Ad Hoc Collaborations:** Partnerships are frequently temporary rather than permanent.
- **Lack of Visibility:** TETA's collaborations are not well known in the larger transportation industry.
- **Project Delays and Capacity Constraints:** Impact on skill-building programmes (TETA, 2025).
- **Budget Constraints:** Persist due to inadequate levy income and administrative funding, limiting TETA's ability to fully support partnerships (e.g., infrastructure development for TVET colleges)

4.2.7 Addressing Partnership Challenges

To effectively solve partnership difficulties, TETA reinforces the successful partnership model described in Section 4.2.1. Additional strategies to strengthen collaborations and solve current obstacles include:

- **Promoting Workplace Learning:** TETA works with businesses to develop a culture of continuous learning, providing the transport industry with new skills to manage the changing work environment in a knowledge-based economy.
- **Ensuring Long-Term collaborations:** To develop deeper collaboration and maximise mutual advantages, TETA seeks collaborations that last at least two years. Long-term measures, such as small and medium-sized enterprise development programmes in the transportation industry, help to ensure sustainability.
- **Streamlining Approval Processes:** To speed up project approvals, TETA is fine-tuning its rules and strategies to match partnerships with annual goals and projects and incorporate them into a larger planning framework.
- **Improving Partnership Visibility:** TETA is committed to improving communication and information sharing about its partnerships so that industry stakeholders are fully aware and may benefit from these collaborations.
- **Improving Project Management:** Use agile frameworks to reduce delays and align with industry requirements.
- **Promoting Equitable Access:** Expand mobile training units and support TVET colleges in underserved areas.

4.3 Partnerships to Address SETA Integrated High Impact Programmes

Table 41: Existing Partnerships to address SETA Integrated High Impact Programmes

SETA Integrated High Impact Programme	Partnership	Description
Public Sector Institutional Delivery Capacitation	CET and TVET colleges partnerships	Building institutional capacity (lecturer development, infrastructure upgrades, accreditation, work-integrated learning).
Reducing Youth Unemployment including Graduates	EmpowaYouth programmes and Employer partnerships	Workplace-based learning opportunities for TVET learners and higher education graduates. Programmes on new venture creation and last-mile delivery; supporting entrepreneurship.
Digitisation & Technological Advancement	University partnerships. TETA, MQA and CHIETA tripartite partnership	Developing SLPs on digital and green skills for unemployed individuals. Establishing a Hydrogen Economy Centre of Specialisation.
SMME, Cooperative & Entrepreneurial Development	Partnerships with Private training providers and other stakeholders on Mentoring and Coaching initiatives	Programmes on new venture creation and last-mile delivery; supporting entrepreneurship. Supporting SMMEs and cooperatives through coaching and targeted training.
	Research partnerships	Identifying SMME needs and recommending appropriate training interventions.
Rural Development for Community Impact	NGO partnerships	Leveraging local knowledge and community trust to tailor training programmes for rural and vulnerable communities.
Shared ICT Services (LMS) Across SETAs	None	Exploring shared digital platforms and ensuring alignment with national development goals.

4.4 Partnerships to Address Priorities of Government of National Unity

TETA collaborates with several key partners to address the priorities of the Government of National Unity, focusing on inclusive growth, job creation, poverty reduction, and building a capable and developmental state within the Transport Sector.

TETA works with the University of Johannesburg, University of Stellenbosch, and the University of KwaZulu-Natal to develop post-graduate students and create specialized short courses that address the challenges and opportunities of the Fourth Industrial Revolution (4IR) and Green Economy in the Transport Sector. These universities contribute to enhancing the workforce with advanced skills in emerging technologies.

In partnership with the South African Black Bulk Transporters Association, TETA supports professional tanker driving training, SMME development, and the training and empowerment of women in the Petroleum Liquid Fuels sector. These efforts contribute to job creation and inclusive economic growth.

TETA also collaborates with the CHIETA and MQA on hydrogen economy skills development. This partnership focuses on digital training programs, the implementation of Smart Skills Centres, and SMME development, positioning the Transport Sector to support the transition to a green economy.

Matuluza Projects (PTY) LTD, Vhembe TVET College, and TETA form a tripartite partnership aimed at equipping graduates with workplace readiness and SMME skills. This collaboration ensures that these individuals can enter the mainstream economy and contribute effectively to South Africa's Transport Sector.

Through these strategic partnerships, TETA addresses key national priorities such as inclusive economic growth, job creation, SMME development, and the promotion of 4IR skills, ensuring that the Transport Sector plays a vital role in achieving the country's sustainable development goals.

4.5 Proposed Partnerships

4.5.1 Need for New Partnerships

New partnerships are necessary for TETA to address emerging skills gaps in the Transport Sector, particularly in areas such as digitalisation, automation, logistics, and sector-specific entrepreneurship. While existing collaborations with CET colleges, universities, industry associations, and government institutions provide a strong foundation, expanding partnerships will ensure programmes remain relevant, responsive, and aligned with sector transformation and national development priorities.

TETA plays a critical role in developing a skilled, adaptable, and future-ready transport workforce. The proposed partnerships aim to strengthen skills development, promote employability, and support the Integrated High Impact Programmes.

Table 42: Proposed Partnerships

SETA Integrated High Impact Programme	Proposed Partnerships	Rationale of the Partnership
Public Sector Institutional Delivery Capacitation	Local Municipalities	To collaboratively develop local skills pipelines aligned with municipal spatial and transport development priorities, ensuring workforce readiness for local transport initiatives.
Reducing Youth Unemployment including Graduates	Community organizations and youth development NGOs	To support marginalized youth through career counselling, life skills training, and job readiness programmes, improving employability within the Transport Sector.
Digitisation & Technological Advancement	Universities, TVET colleges, and employers	To establish digital hubs providing youth and SMMEs with access to digital skills training, innovation platforms, and work-integrated learning opportunities. This ensures workers gain practical, up-to-date skills in fleet management, digital logistics, and automation technologies.
SMME, Cooperative & Entrepreneurial Development	SEDA (Small Enterprise Development Agency)	To support TETA in developing transport-sector SMMEs and cooperatives through business development services, training, mentorship, and incubation, enhancing the sustainability and competitiveness of emerging enterprises.
Rural Development for Community Impact	AgriSETA	To jointly develop and implement skills training programmes, including agro-logistics management, which involves planning, coordinating, and transporting agricultural products, thereby enhancing youth employability and supporting rural economic development.
Shared ICT Services (LMS) Across SETAs	MICT SETA	To adopt and integrate their Learner Information Management System (LIMS), improving learner tracking, reporting, and access to training across the sector.

These partnerships will strengthen the link between education and workplace needs while expanding access to digital and entrepreneurial skills, ensuring a competent and future-ready transport workforce. They also directly advance the Integrated High Impact Programmes by tackling youth unemployment, supporting SMMEs, promoting rural development, and driving digital transformation in the sector.

4.6 Conclusion

This chapter provided an overview of TETA's current partnerships, including successful cooperation, issues faced, and potential ways to address them. It provided a deeper understanding of TETA's collaborative ecosystem by highlighting both successes and challenges within existing relationships. By examining both past successes and ongoing partnerships, the discussion highlighted the impact of these collaborations on skills development and industry growth. This exploration provides readers with unique insights into TETA's partnership strategies, their evolution throughout time, and the SETA's proactive approach to establishing beneficial relationships.

5 Chapter Five: TETA Monitoring and Evaluation

5.1 Introduction

The methods, procedures, and strategies used by TETA for planning and reflection are the core of this chapter. The chapter also discusses how TETA uses data from Monitoring & Evaluation to guide research and planning, and how successfully TETA met the strategic priorities from the previous fiscal year (2024–2025). The key strategies TETA employed to summarize its monitoring and assessment processes are briefly reviewed, as is the implementation of the Economic Reconstruction Recovery Plan (ERRP), and other relevant national strategies. The last part of the chapter is a review of SETA's performance and action plan.

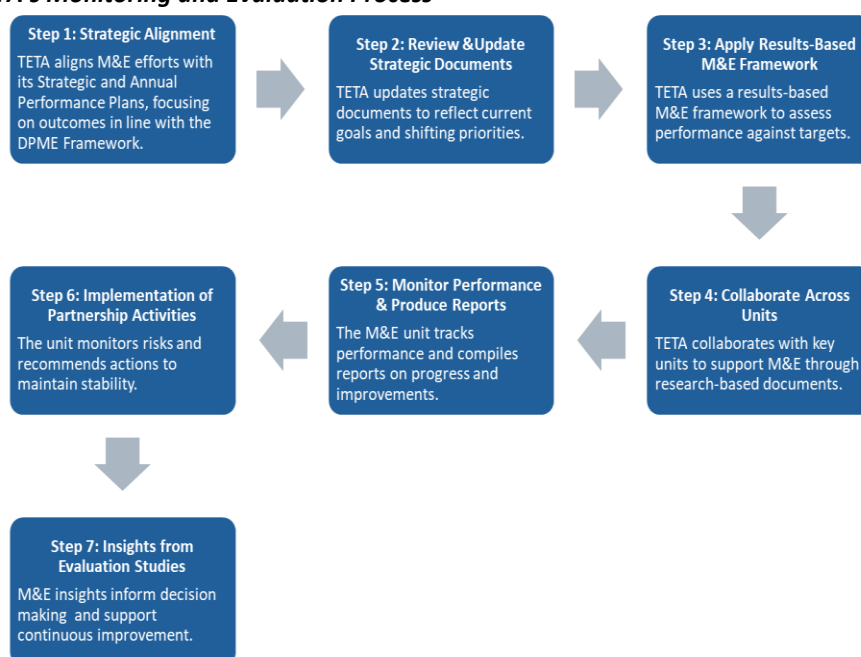
5.2 Sector Skills Planning Reflections

5.2.1 TETA's Approach to Monitoring and Evaluation

TETA uses a results-based monitoring and evaluation methodology to evaluate its performance. This approach is consistent with TETA's Strategic Plan and Annual Performance Plan, which emphasise outcomes and predetermined objectives. TETA ensures that its strategic planning documents conforms with the Department of Planning, Monitoring, and Evaluation (DPME) framework by reviewing and revising these plans to reflect current goals and objectives. The organisation has developed and implemented an M&E framework to guide its monitoring and evaluation efforts. This framework is essential for evaluating performance against established targets and objectives. The Performance Monitoring and Evaluation Unit collaborates with other business units, including the Research and Knowledge unit, to ensure that M&E and research initiatives are upheld. The Unit monitors organisational performance and produces reports that are critical for assessing progress toward strategic objectives and finding opportunities for improvement. The unit also monitors performance risks and provides recommendations to mitigate these risks. This proactive approach helps maintain operational integrity and ensures that challenges are addressed promptly.

The diagram below demonstrates TETA's approach to monitoring and evaluation.

Figure 18: TETA's Monitoring and Evaluation Process

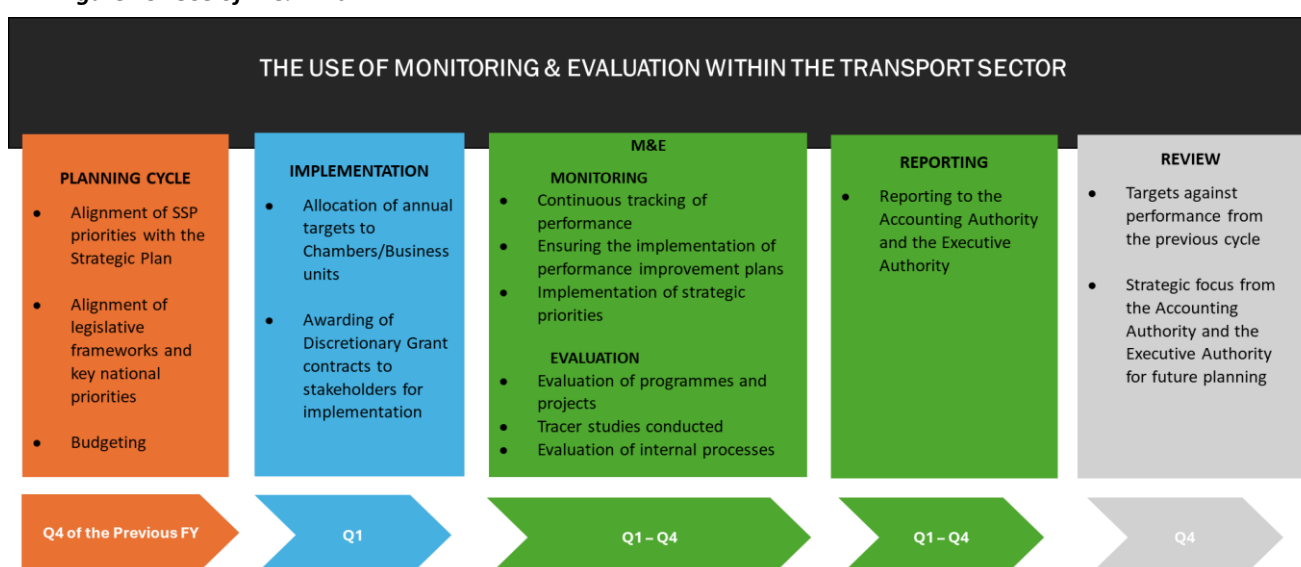


5.2.2 Use of Information from Previous Year's Annual Report and Tracer Studies to Inform Research and Planning

Previous Annual Report information helps contextualise historical performance, trends, and the success of past strategies and programme implementation. By examining previous reports, the organisation determines areas of success, challenges, and lessons learnt. This historical viewpoint influences the situational analysis that informs both Strategic Plan and (SP) the Annual Performance Plan (APP). Trends in learner enrolment and completion rates in individual programmes (as reported in prior annual reports) reveal areas that require more attention or adjustment during the current/future planning cycle. The success versus targets help TETA determine the feasibility and ambition of new aims.

The diagram below demonstrates the role of M&E in planning, implementing, reporting, monitoring, budgeting, and evaluation at TETA.

Figure 19: Use of M&E within TETA



Tracer Studies are used to track the outcomes of learners who have participated in TETA-funded programmes (TETA, 2025). These studies evaluate employment progression, skills application, and programme effectiveness. Insights from tracer studies help identify gaps in training programmes, forecast skills needs, and design interventions that align with labour market demands. Additionally, TETA integrates these findings into its Research Agenda to prioritise areas such as addressing skills shortages, updating sector skills needs, and improving partnerships with industry stakeholders.

Key findings from recent research, tracer studies and evaluations conducted in the past year:

- Tracer Study on Beneficiaries of the TETA-Funded Last Mile Delivery and Entrepreneurship Programme:** The Programme achieved high completion (97%) and satisfaction (80%) rates, with training perceived as relevant and useful in increasing employability and entrepreneurship. While many found work or began enterprises, 43%, primarily women, remained unemployed. Although key initiatives were highly welcomed, support for company start-ups and post-programme assistance was variable. The sustainability of employment and company growth remained a worry, with problems such as delays, insufficient resources, and poor communication reducing total impact.

- 4IR Impact on South African Transport Employment and Skills:** The study concluded that 4IR has a minimal influence on job displacement in South Africa's Transport Sector, with technology improving efficiency and safety rather than removing jobs. The impact varies by subsector—trucking and e-hailing benefit from technology without experiencing significant job losses, whereas minibus taxis experience incremental changes. Occupations with repetitive tasks are more at danger, necessitating changing positions and technical upskilling. The digital skills gap is a significant barrier, emphasising the necessity for reskilling initiatives and updated education.
- Tracer study on Beneficiaries of TETA-Funded Leadership Development Programmes from 2019 to 2022:** Alumni were very pleased with the leadership development programme, claiming improved leadership abilities, higher confidence, and greater strategic thinking. Most participants reported learning valuable new abilities, which led to promotions, income increases, and increased job mobility. The project had a favourable influence on both individuals and their businesses, with employers reporting greater productivity. International study tours were commended for providing global exposure. The programme was deemed extremely relevant to the Transport Sector, with the goal of shaping future leaders. Employers stressed the necessity of funding and advocated for better communication and feedback.
- Evaluation of the Transport Education and Training Authority (TETA) 2020–2025 Strategic Plan:** TETA conducted an evaluation to evaluate the organisational performance from 2020–2025. The evaluation results were highly insightful and welcomed by the organisation, and a plan of action has been developed to ensure that the outcomes are implemented to enhance the organisation's performance.

5.2.3 Strategic Priorities from Previous SSP Captured in Strategic Plan and Annual Performance Plan

The following table lists the SSP strategic priorities for the previous year, which were incorporated into both the annual performance plan and the strategic plan to ensure alignment and execution.

Table 43: Alignment of SSP Priorities to SP and APP

SSP Strategic Priority	Reference to the 2025–2030 Strategic Plan	Reference to the 25/26 SSP/APP	Planned Actions / Interventions
Fourth Industrial and Technological Innovation Measures (4IR)	The Fourth Industrial Revolution (4IR) study was commissioned by TETA, and its results are presented on page 27. Outcome 10 of the strategic plan emphasises the development of a future-ready workforce through training in 4IR and green skills.	To address the effects of the Fourth Industrial Revolution (4IR), performance indicators 2.1 and 3.3a support research, foster partnerships to respond to impending technical changes in the industry and promote certification that aligns with technological advancements. TETA has also prioritised the digitisation and integration of its internal systems. While the WSP and ATR submissions have been online for several years, the Discretionary Grant Module, Bursary Module, and Learner Management System are now fully operational and integrated.	Interventions are planned to support the adoption of Fourth Industrial Revolution technologies in the Transport Sector through targeted research and strategic collaborations. This includes upskilling personnel via focused training and certification programmes, enhancing digital literacy, and upgrading TETA's digital platforms to streamline grant and learner management processes. Strengthened cooperation with industry stakeholders will further drive innovation and technology integration, while ensuring alignment with national imperatives and TETA's strategic objectives.

SSP Strategic Priority	Reference to the 2025-2030 Strategic Plan	Reference to the 25/26 SSP/APP	Planned Actions / Interventions
Transformation Agenda	Page 25 of the TETA Strategic Plan highlights that implementation is guided by transformation criteria, which include gender, youth, geography, race, class, persons with disabilities, and the impact of pandemics.	Performance indicators such as “candidates in leadership development programmes” (3.1i and 3.1j) promote transformation by targeting previously disadvantaged groups, particularly women, to strengthen leadership capabilities. The planned participation of women, youth, and Black Africans across all other programmes is specified in the discretionary grant advert and further detailed in the TIDs through the disaggregation of beneficiaries.	The planned initiatives will focus on development programmes for women, youth, Black Africans, and persons with disabilities to advance transformation in the sector. Targeted measures will promote fairness and inclusivity by increasing the participation of these groups in leadership roles and skills development opportunities within transport. These initiatives will be supported through Discretionary Grant and Special Project funding windows.
Measures in support of SMMEs and entrepreneurship	Pages 13, 38, 44, and 45 of the strategic plan highlight support for SMMEs and entrepreneurship as a strategic focus.	The primary purpose of Performance Indicators 3.7a–3.7f is to support non-levy paying firms and SMMEs in the sector. Additionally, one of TETA’s ERRP priorities is to provide support for SMMEs through New Venture Creation programmes.	SMMEs and non-levy paying businesses will receive financial support and capacity-building as a top priority through interventions such as business development, incubation, mentoring and coaching, training on business sustainability, and targeted marketing. These initiatives aim to strengthen the Transport Sector’s small business environment by fostering entrepreneurship and facilitating growth.
Pandemics	On page 35, pandemics are discussed in the PESTEL analysis, and their impact on the transportation industry is highlighted in the sector profile.	Performance Indicator 3.8c focuses on pandemic awareness initiatives supported. Indicator 1.2 specifically refers to wellness activities supported, including HIV and gender-based violence awareness campaigns.	Planned interventions to mitigate the effects of pandemics in the Transport Sector include wellness and health programmes. To promote a safer and healthier workplace, key initiatives will focus on gender-based violence prevention, HIV awareness, safety measures, and overall employee wellness.

5.2.4 Status on Implementation of Interventions and Measures in Support of National Strategies and Plans

The 2024–2025 Annual Performance Plan (APP) was developed by integrating key outputs from the National Skills Development Plan (NSDP) and important insights from the Sector Skills Plan (SSP). The TETA strategy is based on national priorities and core mandates gathered from various social partners of the government and the stakeholders in the Transport Sector. The planning documents also drew heavily on the Youth Employment Service, the District Development Model (DDM), the Economic Reconstruction and Recovery Plan (ERRP), the Medium-term Development Plan (MTDP), and the White Paper on Post School Education and Training (WPPSET). The following table outlines the actions taken in 2024–2025 to support the national imperatives.

Table 44: Status on Implementation of Interventions and Measures in Support of National Strategies and Plans

ERRP - Project	Geographical Spread	Expected Outcomes	Return on Investment Anticipated
Entrepreneurship	Gauteng	Empower 280 unemployed youth to become licensed motorbike riders and set up their own delivery businesses. Agreement between TETA and NYDA for joint funding.	TETA has partnered with Take a Lot and NYDA. Contracts to deliver for Take a Lot will be awarded to all 280 students. For 2024-25 FY, 73 learners completed the programme, and the rest will complete in the 2025/2026 financial year.
Truck Drivers Entrepreneurship	Mpumalanga and Limpopo	50 unemployed youth will be trained to obtain Code 14 driver's licenses and placed with trucking companies to gain two years of real-world experience.	The graduates will be more prepared for self-employment and more employable.
Entrepreneurship	Gauteng	As part of the township economy, 35 SMMEs will receive training and support to establish e-Spazas.	In the Orange Farm area and other sounding areas, plans have been put in place to install e-Spazas.
Entrepreneurship	National	TETA and W&RSETA have a co-funding agreement to train 1200 jobless youth to	The learners will receive contracts to deliver for online delivery companies in the wholesale and retail sectors after completing the training.

ERRP - Project	Geographical Spread	Expected Outcomes	Return on Investment Anticipated
		launch their own scooter delivery companies.	
Special Learnership Programme	National	1500 unemployed youth will be trained for entry-level public sector work through a 24-month learnership program.	Upon completion of the programme, learners will qualify for entry level positions in the Supply Chain Management environment.
Driver's License programme	National	Empower 2000 unemployed youths to obtain driver's licenses and set up their own delivery businesses.	After finishing, the learners will be better prepared for self-employment and will be more employable.
Medium Term Development Plan (MTDP)			
Barloworld Equipment (Apprenticeship)	Mpumalanga, Limpopo and KZN	Provide four years of training to 100 jobless youth from TVET colleges through the Heavy Machinery Apprenticeship program.	After completing the program, the students will be full-time employees of Barloworld and certified technicians with a focus on earth moving equipment. The four-year programme will be completed in the 2025/26 FY.
District Development Model (DDM) Project			
Youth Employment / Entrepreneurship	Eastern Cape Northern Cape	Connect 1509 youths and unemployed graduates with employers to facilitate their potential integration.	Employers from many sectors and industries are expected to find young people who could benefit from training and new business endeavours. Internships and jobs will be offered to graduates with transport-related qualifications.
Just Energy Transition Investment Plan (JET IP)			
Hydrogen Economy	National	Expand the hydrogen economy and give particular attention to areas that have been identified as crucial for reducing carbon emissions and climate change.	Using resources from the public and commercial sectors, the JET IP will be implemented over several decades in a carefully thought-out manner, within the parameters of the nation's energy, climate, and other pertinent regulations. The SETA will keep arranging future collaborations to make use of different JET IP-mandated characteristics.

5.2.5 Status of Implementation of Strategic Skills Priorities from Previous Planning Cycle

The Transport Sector was impacted by unstable socio-economic factors in the 2024-2025 financial year which had an adverse impact on training and development. Despite these challenges, the organisation's unaudited performance for the 2024–2025 fiscal year is 87%, a 4% drop from the 91% of the prior fiscal year. The majority of TETA's strategic priorities were accomplished throughout the fiscal year, as shown in the table below. This demonstrates TETA's ongoing commitment to carrying out its mandate in partnership with its stakeholders and delivery partners.

Table 45: Status of Implementation of Strategic Skills Priorities from Previous Planning Cycle

Strategic Priorities	Status	Comments
4 th Industrial Revolution / Digitalisation	Achieved	Research Studies looking at how 4IR impacts the transport industry were carried out, and the SETA will use the research results to guide its strategic planning for the upcoming fiscal years. The 4IR state-of-the-art computer equipment infrastructure was provided by TETA to a TVET College to facilitate online learning. As part of its 4IR-aligned initiatives, TETA partnered with the University of KwaZulu-Natal to deliver a Smart Shipping course, aimed at introducing digital technologies, automation, and data analytics into the maritime sector. This short course benefited 95 individuals within the transport industry. In another 4IR-focused initiative, TETA collaborated with the University of Johannesburg to deliver a Short Learning Programme on Drone Systems and Applications. The programme trained 100 beneficiaries, equipping them with knowledge and skills relevant to drone technology in the context of the Fourth Industrial Revolution.
Strategic Partnerships	Achieved	TETA established alliances with businesses and academic institutions. Through these partnerships, graduates will find employment and other opportunities to gain workplace experience, which will help them get ready for the workforce. Universities, TVET colleges, and CET colleges were among the other PSET sector organizations with whom new strategic partnerships were formed. The last mile delivery project, which addressed ERRP priority, was implemented through a co-funding collaboration with the NYDA.
Green Transport	Achieved	TETA is committed to making a significant impact in reducing GHG emissions by

Strategic Priorities	Status	Comments
		implementing the Green Transport Strategy of SA (2018-2050). In the 2024/25 financial year, the Research Committee approved a study on the readiness of the Transport Sector to embrace green transport. Additionally, another study has been conducted which examines the alignment of skills within TVET colleges to the emerging hydrogen-powered Transport Sector.
Road Safety Initiatives	Achieved	With remarkable success, TETA and the assigned service provider carried out a "Motorbike Road Safety Campaign" in several Gauteng districts. The goal of the project was to raise motorcycle riders' road safety awareness, especially for those who use their bikes to transport food and other goods. TETA also funded a traffic safety programme called "Rest to save lives." Truck drivers learned fundamental driving principles and improved their driving behaviors using media platforms and simulation programs.
Employer Participation	Achieved	More firms are now partaking and submitting WSP/ATR due to TETA's various efforts, which include increased stakeholder support and stakeholder engagements, to invite more participants in the Mandatory Grant system. To expand the number of workplace-based interventions, a significant number of workplace approvals were conducted. In addition, to boost stakeholder participation, TETA also established two more satellite offices in Mpumalanga and Limpopo so that stakeholders can access TETA services across the country.
Training material Curriculum Review	Achieved	TETA commissioned a research study which identified the need to review the curriculum to address the issue of skills mismatch in the sector. TETA has partnered with TVETs, SAQA, QCTO, DHET and Employers so that training material curriculum is reflective of the permanent changes brought on by the pandemic and the 4IR needs of the sector.
SMME development	Achieved	Through funding a variety of skills development initiatives, TETA keeps creating strategies that help small businesses prosper, be sustainable, and operate effectively. TETA supported bikers on motorbike licenses and connected individuals with acquired skills with logistics firms to transport goods to assist small businesses in accessing the growing logistics sector that underpins the e-commerce industry.
Pandemics	Achieved	The pandemic has made virtual learning and simulators indispensable parts of educational systems. QCTO and training providers have worked together with TETA to make sure simulation training is accredited and current with developments in the worldwide training environment.
Revenue Diversification	Achieved and ongoing	In response to decline levy income caused by Covid 19, co-funding alternatives have been considered by the organization to support the rising mandate and to augment the restricted 10,5% regulated administration cost. Examples of diversified revenue to help TETA achieve its strategic goals include co-funding partnerships with BANKSETA and NYDA on a range of skills development projects.
Transformation	Achieved and ongoing	The rural development strategy was created and implemented to aid in the execution of relevant and suitable initiatives in rural areas. TETA has increased its efforts when awarding Discretionary Grants and focus on the transformational agenda facing the Transport Sector, including the employment of women, particularly African women and people with disabilities, to achieve transformational imperative targets. Leadership development programmes have been implemented to uplift women in the Transport Sector.
TVET Support	Achieved	TETA has collaborated with and provided support to TVET colleges through specific programs in several provinces to improve efficient skill development in these institutions. For effectively developing skills, these programs comprise curriculum development, infrastructure development, lecturer development, and student placement.
Africa Free Trade	Achieved and ongoing	As part of AU Vision 2063, which seeks to use education and skills to further Africa's development, TETA continued to work with African countries (such as Angola) to execute the Africa Free Trade agreements. Through training and development assistance, the partnership with Angola aims to promote seamless commerce and supply chain management throughout the continent.

5.3 Plan of Action

5.3.1 Mechanisms to Strengthen the Monitoring and Evaluation Function

Continuous Improvement is needed, particularly concerning internal systems. A strengths, weaknesses, opportunities and threats (SWOT) analysis identified disconnected systems for learner management, project management, and performance monitoring as a weakness,

leading to inefficiencies in tracking progress. It also noted the underutilisation of existing tools such as SharePoint and Papertrail.

To address the identified weaknesses and enhance M&E function, the organisation should consider the following mechanisms:

- **Integrated ICT Systems:** Improve coordination and performance visibility by upgrading learner management and project oversight systems.
- **Digital Transition:** To increase efficiency and accessibility, transition from paper-based processes to digital solutions such as Papertrail and SharePoint.
- **Data Collection and Reporting:** Establishing an automated defined protocols for data collection, processing, storage and reporting that will ensure transparency and seamless operations.
- **Human Recourses:** Given the expanded scope of the M&E section, an existing vacant position should be filled the earliest.
- **Risk Management:** Include risk monitoring and mitigation techniques in the M&E framework.

5.3.2 Measures to Improve Implementation of TETA Planning Documents

To achieve its mandate, TETA has crafted and implemented steps aimed at improving the implementation of planning documents. These measures can be broadly classified as communicating the organisation's strategy to the Transport Sector stakeholders, using technology, developing collaborations, and resolving internal deficiencies.

Key measures identified are as follows:

Communicating the TETA strategy to the stakeholders: In order to guarantee the successful execution of the strategic plan, TETA has created a stakeholder management strategy. With this strategy, employers, training providers, labour, and other important stakeholders are guaranteed to support the implementation of interventions by participating and buying in. Throughout the financial year, a performance tracking system is utilised to monitor progress of all the performance indicators in Annual Performance Plan by the Performance Monitoring and Evaluation Unit.

Implementing the Sector Skills Plan (SSP) results/findings: Programme 2's output indicator "(2.2a) Produce an approved TETA Sector Skills Plan (SSP)" aims to develop and utilise an SSP annually. It is referred to as a "Comprehensive and analytical Sector Skills Plan (SSP) that details current labour market trends, supply and demand dynamics, growth prospects and performance of Transport Sector. This plan serves as an important framework for guiding skill development programmes in the Transport Sector. The SSP's Chapter 6 lists the main Strategic Skills Priorities that are used by the organisation to enhance the execution of TETA Planning Documents.

Applying Tracer Studies results: Under Programme 2, the "(2.2b) Number of Tracer Studies Conducted" indicator aims to undertake at least one tracer study annually. These studies poll TETA-funded recipients to evaluate training outcomes and propose areas for improvement in skill planning and programme design.

Digital Transformation: The output indicator "(1.4) Number of digitised business processes per annum" is included in Digital Transformation: Programme 1: Administration, with the goal

of digitising four business processes by 2025-26. This digital transformation, which is supported by ERP and MIS reporting, aims to improve efficiency and may improve data gathering, analysis, and utilisation for skill planning.

Strengthening Strategic Partnerships: TETA has designated “Strengthening Strategic Partnerships” as one of its top five priorities. Programme 3: Learning Programmes and Projects includes the output indicator “(3.3a) Number of strategic partnerships established and implemented (PSET, Government, Agencies, and Industry)”, with a target of 22 partnerships each year. These collaborations with post-secondary education and training institutions, government organisations, and industry stakeholders aim to strengthen collaboration to support sectoral growth and guarantee that skills planning meets the demands of various stakeholders.

5.3.3 Measures to Improve Skills Planning

Through evaluations, the organization will better understand and document the intended results of skill development in the Transport Sector. TETA views program and outcome evaluations as crucial elements of the development process that enable the organization to avoid less successful initiatives and build on its strengths. The results of the evaluations will be used to set priorities, make informed decisions and create plans of action to enhance skills planning. The organization also plans to improve its efforts to involve stakeholders to ensure maximum participation when identifying the skills needs in the Transport Sector.

TETA performs at least three research studies per year (Output 2.1) to identify occupations in high demand to facilitate effective and precise skill planning. The organisation creates an annual Sector Skills Plan (SSP) (Output 2.2a) that includes a detailed examination of labour market trends and Transport Sector dynamics.

TETA also conducts tracer studies (Output 2.2b) every year to evaluate the effectiveness of beneficiary training and enhance programme design. The Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) process is being improved through system updates and stakeholder education to provide reliable data on skill requirements, which informs the SSP. Additionally, TETA conducts 140 grant verifications per year (Output 2.3e), providing insight into training implementation and alignment with indicated needs. Its activities are consistent with national strategies such as the National Development Plan (NDP) and the National Skills Development Plan (NSDP) 2030.

Research findings and the SSP inform the provision of discretionary grants to address critical skill gaps. Strategic partnerships between government, industry, and educational institutions assist in guaranteeing that skills planning remains current and responsive to sector demands.

5.4 Conclusion

Chapter 5 provided a full description of TETA's performance, monitoring, and evaluation system, as well as information on how the organisation uses tracer study data and assessment results to influence research and planning. The analysis also demonstrates how research, monitoring, and evaluation interact with one another to improve planning and implementation and create desired outcomes and impacts. Key skills implications internally are the continued capacitation of the M&E and Research units, digitalisation and the training thereof, and greater co-ordination amongst units, including implementing units.

6 Chapter Six: Strategic Skills Actions

6.1 Introduction

This chapter consolidates and presents the key skills findings presented in chapters 1 to 5. Based on the findings of the previous chapters, the chapter synthesises these key skills implications in preparation for recommendations in the form of Strategic Skills Actions.

6.2 Key Skills Findings from Previous Chapters

The following are key skills findings arising from the five preceding chapters.

Chapter 1: Transport Sector Profile

The labour market profile reveals an urgent need for targeted upskilling in lower-skilled occupational groups, particularly among the majority African/ Black workforce concentrated in elementary and operator roles. With only 1.9% of transport companies classified as large employers, and women and persons with disabilities significantly underrepresented, skills strategies must emphasise inclusivity and career progression pathways. There is also a spatial imbalance, with workforce and employer concentration in Gauteng, Western Cape, and KwaZulu-Natal, indicating the need for geographically responsive training provisioning. The dominance of small enterprises presents additional challenges in workforce development, necessitating SMME-aligned skills support and accessible, modular learning opportunities.

Chapter 2: Key Skills Change Drivers

Several macro-trends are reshaping skills demand. The Fourth Industrial Revolution (4IR) is driving up demand for AI specialists, data analysts, robotics technicians, and drone operators. The transition to green transport highlights the need for electric vehicle maintenance skills, hydrogen fuel expertise, and sustainability-focused roles like ESG managers. Economic disruptions and rising operational costs are creating latent demand for logistics coordinators and risk managers, even as financial constraints limit hiring. Furthermore, shifts in transport planning and regulatory frameworks are increasing demand for interdisciplinary professionals skilled in transport economics, policy compliance, and multimodal logistics design. These shifts necessitate agile, future-oriented education programmes that integrate digital, environmental, and regulatory competencies.

Chapter 3: Sectoral Skills Demand and Supply Analysis

There is a shortage of qualified professionals across both technical and managerial roles. Hard-to-fill vacancies span from truck drivers (heavy trucks) and diesel mechanics to software developers and aeronautical engineers. Newly identified emerging occupations – including cybersecurity specialists, drone technicians, and sustainability managers – reflect evolving industry needs. Skills gaps are evident in leadership, communication, financial management, data literacy, and digital marketing. Supply-side challenges include curriculum misalignment, accreditation bottlenecks, and demographic imbalances in access to training. TETA's response includes increased learnerships, apprenticeships, and bursaries, but the SSP calls for intensified focus on green skills, soft skills, and the recognition of prior learning (RPL) to address systemic mismatches between training output and industry needs.

Chapter 4: TETA Partnerships

Partnerships are a strategic lever for addressing systemic training constraints. Collaborations with TVET colleges, universities, and associations and professional bodies are helping to introduce 4IR, green transport, and entrepreneurial training into the sector. Successes include the launch of drone and green transport programmes, increased infrastructure investment at colleges, and gender-focused leadership initiatives. However, short-term agreements, weak employer participation in work-based learning, and capacity gaps within partner institutions limit broader impact. Scaling high-impact models – such as those aligning training with real-time employer needs or integrating mobility-enhancing internships – is essential for embedding responsive and sustainable skills development frameworks across the sector.

Chapter 5: Monitoring and Evaluation

TETA's use of tracer studies, strategic reviews, and M&E tools has helped identify gaps in programme effectiveness and workforce impact. Key findings highlight the need for stronger feedback loops between skills planning and implementation, more granular labour market data, and better alignment between the SSP and institutional performance targets. Lessons from past implementation cycles point to the importance of ongoing evaluation, dynamic adjustment of SPOI priorities, and expanding capacity for evidence-based planning. Strengthening M&E systems is critical to continuously adapting skills supply to evolving demand – particularly as technological change and policy shifts accelerate.

6.3 Strategic Skills Priorities

6.3.1 Fourth Industrial Revolution and Technological Innovation Measures

To prepare the Transport Sector workforce for the digital economy and 4IR, TETA will:

- Support the development and uptake of qualifications and skills in areas such as automation, mechatronics, robotics, drone operation, cybersecurity, and artificial intelligence.
- Promote collaboration with research institutions to forecast the impact of emerging technologies and inform occupational qualification design.
- Expand access to digital learning platforms, micro-credentials, and e-learning for employed and unemployed learners, especially in rural and underserved areas.
- Enhance digital literacy and foundational ICT competencies across transport subsectors to enable adaptability to digitalised systems and smart logistics.

6.3.2 Transport Sector Transformation Measures

To accelerate equity and inclusion, TETA will:

- Scale up training opportunities for Black youth, women, and people with disabilities in leadership, technical, and high-demand occupational roles.
- Support enterprise development initiatives targeting historically disadvantaged individuals through workplace exposure and technical training.
- Strengthen partnerships with industry to facilitate mentorship and professionalisation pathways, including the uptake of designations and Continuing Professional Development (CPD) programmes.
- Advocate for transformation in senior and middle management levels through leadership academies and board-readiness interventions.

6.3.3 Skills for a Capable and Ethical Transport Sector Workforce

To strengthen governance, professionalism, and ethical practice, TETA will:

- Incorporate ethics, regulatory compliance, and customer service training across learning programmes.
- Develop and disseminate skills planning tools, such as sector-specific codes of conduct and skills audits for ethical risk identification.
- Promote the adoption of occupational qualifications that include ethics and governance components as part of learner certification.

6.3.4 Foundational and Transversal Skills Development Measures

To improve workplace readiness and productivity, TETA will:

- Include soft skills (e.g., communication, problem-solving, digital literacy, and emotional intelligence) in all learning programmes.
- Develop bridging and foundation programmes for learners transitioning from basic to occupational education.
- Support workplace coaching and mentorship models to improve retention and success rates, especially in longer programmes.

6.3.5 Green Economy and Environmental Sustainability Measures

To support the just transition and climate-resilient transport systems, TETA will:

- Identify and support green transport occupations, such as electric vehicle technicians, sustainable logistics planners, and fuel efficiency specialists.
- Co-fund research on the implications of climate change and green logistics in each subsector to inform skills planning.
- Integrate environmental sustainability into new curricula and promote uptake of green practices through workplace-based learning.

6.3.6 Occupational Qualification Development and Curriculum Alignment

To improve the responsiveness of training to industry needs, TETA will:

- Facilitate qualification development aligned to the new occupational qualifications, ensuring these address the voids created by the discontinuation of legacy qualifications.
- Work with the Department of Higher Education and Training (DHET) to revise and expand the OFO codes to more accurately reflect the full range of occupations, including updates to existing codes and specialisations to account for emerging roles and sector-specific nuances.
- Assist the sector in developing training materials that align with new occupational qualifications and QCTO accreditation requirements, including the provision of adaptable templates, guides, and sample training content for use by training providers.
- Accelerate the registration and implementation of priority occupational qualifications aligned to the QCTO framework.
- Work with providers and employers to ensure learning materials reflect current industry practices and regulatory standards.
- Facilitate the training of TVET and CET lecturers on transport-specific content and support partnerships with subject matter experts for curriculum co-development.

6.3.7 Small Business, Co-operative and Informal Sector Skills Measures

To strengthen SMMEs, cooperatives, and informal operators, TETA will:

- Collaborate with DHET to establish dedicated co-operative training and research hubs within HEIs and TVET colleges, aimed at advancing the design, implementation, and uptake of co-operative-focused programmes.
- Explore small grants/ start-up capital to promising entrepreneurs.
- Conduct sectoral skills audits of SMMEs and co-operatives to determine priority skills gaps.
- Provide business management, regulatory, and safety training to operators in the minibus taxi, freight micro-logistics, and maritime informal sectors.
- Facilitate access to mentorship, compliance support, and seed funding partnerships to enhance sustainability.
- Strengthen the inclusion of informal transport workers in formal training programmes and qualification pathways.

6.3.8 Skills Planning Support for National Strategies and Priorities

TETA's strategic actions are aligned with the NSDP, ERRP, PYEI, DDM, and Master Plans, and include:

- Partnering with the Department of Transport, DHET, and other SETAs to deliver shared district-level skills interventions.
- Set up and equip satellite offices in TVET colleges with staff and resources to enhance outreach efforts and provide targeted learner support in under-resourced provinces.
- Expanding youth-focused programmes in alignment with PYEI, including job placement support, entrepreneurial training, and exit pathway tracking.
- Supporting ERRP-aligned initiatives to reduce the impact of logistics inefficiencies and create skills pipelines for infrastructure projects.
- Funding capacity-building initiatives for provincial and municipal authorities managing transport services, in support of the DDM.

6.3.9 SETA Integrated High Impact Programmes

To address SETA Integrated High Impact Programmes, TETA will:

- Prioritise rural development initiatives for community impact.
- Strengthen infrastructure and public sector institutional capacity.
- Implement employment-focused programmes, particularly for graduates.
- Promote sustainable entrepreneurship and support SMME and cooperative growth.
- Invest in digital transformation and technological innovation.
- Advance research and development to drive sector innovation.
- Establish efficient shared ICT services, especially for learner information management systems.

6.3.10 Measures to support MTDP Priorities

- **Inclusive Growth and Job Creation**
 - ✓ Addressing skills gaps in high-demand occupations within the Transport Sector.
 - ✓ Enhancing partnerships with the private sector and universities to develop training programmes in 4IR and green transport technologies, creating job opportunities and promoting sustainable growth.
- **Reducing Poverty and Tackling the High Cost of Living**
 - ✓ Increasing access to skills development programmes, especially for youth and marginalised communities.
 - ✓ Improving employability through occupationally directed training.
 - ✓ Collaborating with other SETAs and entities to empower unemployed youth, focusing on entrepreneurship and training in emerging fields like electric vehicles, last-mile delivery, and hydrogen skills.
- **Building a Capable, Ethical, and Developmental State**
 - ✓ Implementing leadership development programmes within the Transport Sector and extending them to public entities and departments.
 - ✓ Launching a dedicated initiative to empower women leaders.
 - ✓ Supporting ethical governance and fostering diversity, inclusion, and ethical leadership in the Transport Sector.

6.4 Conclusion

In conclusion, the strategic skills priorities outlined in this chapter reflect TETA's forward-looking commitment to building a responsive, inclusive, and future-ready transport workforce. Central to this vision are targeted measures to harness the opportunities presented by the Fourth Industrial Revolution, including digital and automation technologies; deepen transformation through inclusive skills development and professionalisation; and embed ethical and governance training across occupational pathways. TETA will also invest in transversal and foundational skills, support the green economy transition, and ensure curricula and occupational qualifications remain aligned with industry demands. Further emphasis is placed on strengthening SMMEs, co-operatives, and informal sector actors through dedicated training and support, while aligning all initiatives with broader national strategies such as the NSDP, ERRP, PYEI, and DDM. Together, these priorities position TETA to deliver high-impact, sustainable skills development interventions across the Transport Sector.

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