

# Annual Performance Plan 2024/2025

Date: 30 November 2023



## FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills Plans (SSPs). In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment, and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

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

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.



- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

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

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

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

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

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

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

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

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2023/24 financial year.



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

## Executive Authority Statement

The Fibre Processing and Manufacturing Sector Education and Training Authority (FP&M SETA) Board takes pleasure in submitting to the Department of Higher Education and Training (DHET) the Annual Performance Plan for the FP&M SETA for the financial year 1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025.

The Revised Framework for Strategic Plans and Annual Performance Plans issued by the Department of Planning, Monitoring and Evaluation has been used as the basis for the preparation of this APP. In line with these requirements, FP&M SETA has developed a Materiality Framework.

In preparing this APP, we have taken into account the geopolitical tensions (Russia-Ukraine War), global trade integration, low economic growth, hydrogen economy, water supply, network industries, energy, unemployment, youth unemployment, skills development, AI revolution, education, health, law and order, crime, poverty, inequality, clean governance, political uncertainty and the national elections in 2024, land reform and climate change.

This Annual Performance Plan was guided by the Strategic Plan, which is informed by the Sector Skills Plan and the Government's short and medium-term plans, the priorities outlined in the NDP 2030 and MTSF 2019-24. At the beginning of the Annual Performance Plan, the Accounting Authority sets out clear priorities that have guided the development of this plan and takes overall responsibility for developing the performance targets for the present budget year of the FP&M SETA. The APP 2024-25 thus continues to focus on interventions that promote **stabilisation, recovery & reconstruction efforts in the FP&M sector** while managing longer-term risks such as climate change and energy security. Skills development interventions include the implementation of Master Plans in different sectors to grow key industries. These interventions are crucial to **employment creation**.

The SETA has been instrumental in addressing national priorities such as artisan development, learnerships and work-integrated-learning and work experience for HET and TVET graduates. The SETA will also continue to support SMMEs and other skills development providers, including public training institutions (TVETs & CETs). The informal economy requires that the SETA prioritizes the informal economy to create opportunities for unskilled workers to participate fully in economic activity, more especially in township and rural enterprises.

The role of skills has been identified as key in unlocking the potential of the local manufacturing sector, as well as advances brought about by the Fourth Industrial Revolution (4IR). The FP&M SETA will need to focus on skills development interventions to unlock world-class manufacturing potential through future and emerging skills. The Accounting Authority uses this opportunity to endorse the Annual Performance Plan and is committed to supporting its implementation.

**Signature:**



Advocate Michelle Odayan

Chairperson: FP&M SETA Board



## Accounting Officer Statement

Since its inception in 2011, the FP&M SETA has experienced exceptional growth as an organization and has managed to cement its reputation in the FP&M sector as a credible partner in skills development. At a national level, FP&M SETA demonstrated support for the National Skills Development Plan (NSDP) through the alignment of its sector skills priorities with national priorities. It is our mandate to ensure that we build a robust and fully integrated post-school education and training system for the FP&M sector that reflects innovation that is informed by research, and that encourages continued upward growth for all of our industrial sub-sectors.

The pandemic, destruction caused by climate change, and political insurrections are disruptors of industries, jobs (unemployment/retranchments), occupations, the nature of work, future employment, and skills acquisition. Faced with sub-sectors that are in economic decline – we need to promote skills that sustain jobs in declining industries. Youth and women are vulnerable groups in the population. The social and economic impact of Covid-19 has forced most organizations to operate according to a “new normal” and to embrace technology and operate remotely/electronically.

I am delighted to point out that in our own strategies, particularly in our sector skills plans, we do place emphasis on interventions to allow a large number of young people to access opportunities in the medium – term (we have funded interventions such as skills programmes, learnerships, bursaries, WIL, work experience and internships) to ensure that post-training the unemployed youth are able to be absorbed into growth sectors of our economy in order to boost job creation. To support the Economic Reconstruction and Recovery Plan our other skills strategy focuses on the need to support the skills required for innovation and entrepreneurship in ways that enable entry-level entrepreneurial activities.

Skills development interventions such as Work-Integrated –Learning for TVET & HET graduates, Work Experience & internships, learnerships, and bursary programmes that are occupationally-directed, improve the prospects of our youth to meaningfully participate in our economy.

Similarly, we are called upon to develop interventions to support the re-skilling of workers so as to prevent further job losses in support of an inclusive economic growth. The FP&M SETA fully supports the TERS (Temporary Employer-Employee Relief Programme) to upskill retrenched workers with new skills that will make them employable in the future.

Partnerships have become a key vehicle in assisting the FP&M SETA to achieve its mandate and surpass its skills targets.

### **Overall Performance**

Since its establishment in 2011, the FP&M SETA has achieved an overall performance above 95%. Since 2013 the FP&M SETA achieved six clean audit opinions in the last 9 years.

## **SETA Performance on Learning Programmes Implementation**

Clearly, the FP&M SETA has improved its capability to manage a higher level of both mandatory and discretionary grant disbursements and has produced a solid foundation for continued improvement of future skills development.

Skills development remains a critical enabler in all facets of our society, now we know what the benefits of skills development are, especially learnerships and artisan development, as our own Impact Study, conducted in 2021, found that an average of 69% of learners in both learning programmes found employment post-training.

Sector skills planning provides a sound analysis of industrial sectors and articulated sector strategies that address current and future scarce and critical skills and occupations in demand within the sector. We are committed in our efforts to broaden participation in skills development in the sector and promote sector development and sustainability. Strategic planning sessions between the FP&M SETA Board and Management, utilising research results, enhanced the understanding of the skills needs within industrial sub-sectors as well as improved skills development implementation and operational strategies.

The SETA's performance demonstrates the FP&M sector's positive contribution to the overarching Government programmes. The FP&M SETA has efficient governance structures in place to ensure good corporate governance, the implementation of relevant policies and procedures, and sound financial management. The FP&M SETA Management is fully committed to the implementation of this Annual Performance Plan as endorsed by the FP&M SETA Board.

**Signature:**



**Dr Felleng Yende**

**Chief Executive Officer: FP&M SETA**

## Official Sign-off

It is hereby certified that this Annual Performance Plan:

- ❖ Was developed by the Management of the Fibre Processing and Manufacturing Sector Education and Training Authority (FP&M SETA) under the guidance of the Department of Higher Education and Training (DHET)
- ❖ Takes into account all the relevant policies, legislation and other mandates for which the FP&M SETA is responsible
- ❖ Accurately reflects the Impact, Outcomes and Outputs, which the FP&M SETA will endeavour to achieve, given the resources made available in the budget for 1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025

<p>Mr William Malema</p> <p><b>General Manager: Projects</b></p>	 Signature
<p>Mr Poovendren Kistasamy Naicker (Mr)</p> <p><b>General Manager: Planning, Reporting &amp; Research</b></p>	 Signature
<p>Seipati (Ms)</p> <p><b>General Manager: Quality Assurance and GRCL</b></p>	 Signature
<p>Avinash Gangoo (Mr)</p> <p><b>Chief Financial Officer</b></p>	 Signature



NO	SUB-TITLE	PAGE NO.
	Foreword by the Minister	2-4
	Executive Authority Statement	5
	Accounting Officer Statement	6
	Official Sign-Off	7

## Table of Contents

Part A: Our Mandate		11
1.	Updates to the Relevant Legislative and Policy Mandates	11 – 17
2.	Updates to Institutional Policies and Strategies	17 – 22
3.	Updates to Relevant Court Rulings	22

Part B: Our Strategic Focus		23
4.	Updated Situation Analysis	23 – 36
4.1	External Environment Analysis	37 – 41
4.2	Internal Environment Analysis	41 – 44

	<b>Part C: Measuring Our Performance</b>	<b>45</b>
5.	Institutional Programme Performance Information	45
	Programme / Sub-Programme - Purpose	45 – 64
	Outcomes, Outputs, Performance Indicators and Targets	45 – 64
	Explanation of Planned Performance over the Medium Term	45-64
	Indicators, Annual and Quarterly Targets	63 – 64
6.	Programme Recourse Considerations	65
	Budget Allocation	65 – 71
7.	Key Risks	75
8.	Partnerships	76 – 78
9.	Overview of the 2020/21 to 2022/23 Budget & MTEF estimates	79 – 85

	<b>Part D: Technical Indicator Description (TID)</b>	<b>86</b>
	Technical Indicator Descriptions	86 – 136
Annexure A	Acronyms	136 – 138

### 1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

#### 1.1. Constitutional Mandate

*The Constitution of the Republic of South Africa, 1996* - In terms of *Section 29* everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible;

#### 1.2. Legislative and Policy Mandates

The following key pieces of legislation have informed and underpinned the development of this Strategic Plan:

- *Skills Development Act of 1998, as amended in 2008*; it provides a framework to develop and improve the skills of the South African workforce;
- *Skills Development Levies Act of 1999, (Act 9 of 1999), as amended in 2010 (Act 24 of 2010)*, which provides for the imposition of skills development levies and matters related thereto;
- *National Qualifications Framework Act, 2008*; it creates a single integrated framework for learning achievements;
- *The Seta's Grant Regulations Regarding Monies Received by a Seta and Related Matters*, which was gazetted on 3 December 2012 and came into effect on 1 April 2013
- *Government Gazette No. 42589, Vol.649*, published on 22<sup>nd</sup> July 2019, the Honourable Minister of Higher Education and Training, after the public consultation process, under *Section 9(1) of the Skills Development Act (Act No. 97 of 1998)*, as amended, re-established the Fibre Processing & Manufacturing Sector Education and Training Authority, within a new SETA Landscape from 01<sup>st</sup> April 2020 to 31<sup>st</sup> March 2030.
- *Government Gazette No.75: Promulgation of the National Skills Development Plan (NSDP)* - On the 07<sup>th</sup> March 2019, the Honourable Minister of Higher Education and Training, after consultation with the National Skills Authority, promulgated the National Skills Development Plan (NSDP) to improve skills development. The NSDP is key to enabling government and social partners to contribute towards economic growth, employment creation and social development.
- **National Minimum Wage Act, 2018 –Gazette No. 42060, Vol.641** - This Act provides for a national minimum wage and re-aligns the minimum allowance to be paid for Learnerships from NQF level 1 to NQF level 8.
- **Generic National Artisan Workplace Data, Learner Grant funding and Administration System Policy, June 2015** –The policy standardised artisan funding through the creation of a single artisan funding mechanism.



- **Occupational Health and Safety Act, 1993 (Act No.85 of 1993)** – Risk Assessment Compliance, together with a written policy concerning the protection of the health and safety of its employees from Covid-19
- **Government Gazette No.75: Promulgation of the National Skills Development Plan (NSDP)** - On the 07<sup>th</sup> March 2019, the Honourable Minister of Higher Education and Training, after consultation with the National Skills Authority, promulgated the National Skills Development Plan (NSDP) to improve skills development. The NSDP is key to enabling government and social partners to contribute towards economic growth, employment creation and social development. The NSDP seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development.

## 2. **Outcomes of the NSDP**

- (i) **Identify and increase production of occupations in high demand** – The methodology of Centres of Specialisation (Cos) will be one of the models for meeting the skills needs of occupations in high demand.
- (ii) **Linking Education and the Workplace**– Improving the relationship between education, training and work is a key policy goal of the WP-PSET. The role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education.
- (iii) **Improving the level of skills in the South African Workforce** - SETAs must support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce.
- (iv) **Increase access to occupationally-directed programmes** – The NDP target of 30,000 artisans to be produced annually by 2030 is an indication that South Africa’s intermediate skills base is too low to support the country’s socio-economic development goals.
- (v) **Support the growth of the public college institutional type as a key provider of skills required for socio-economic development**
- (vi) **Technical and Vocational Education and Training Colleges**–The growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications.
- (vii) **Education and Training Colleges** – CET colleges will cater for the knowledge and skills needs of the large numbers of adults and youth requiring education and training opportunities, unemployed people and those employed but in low and semi-skilled occupations. The NDP proposes that CET colleges should reach an additional 1 million learners by 2030.
- (viii) **Skills development support for entrepreneurship and co-operative development** - Small, Medium and Micro-sized Enterprises are a crucial part of South Africa’s economic growth. Skills levy institutions will actively support the skills development needs of entrepreneurs and co-operatives within their sectors, with particular focus on the unemployed, youth, women and people with disabilities.
- (ix) **Encourage and support worker-initiated training** - Worker-initiated education and training can contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate.

- (x) **Support career development services** - Our entire skills development system must dedicate the required resources to support career and vocational guidance. SETAs must seek to build career guidance initiatives in their sectors.

### 3. **National Development Plan (NDP), August 2012 and NDP Five Year Implementation Plan**

A collective Vision for 2030 – the South Africa we want to build -to reduce poverty, inequality and unemployment.

This strategic plan is informed and aligned to the goals and targets of the NDP Five-Year Implementation Plan, which will be implemented to contribute to the achievement of the development priorities in the NDP 2030.

#### **Specific focus for SETAs:**

- Improve the performance of levy grant institutions
- Refine the scope of SETAs to remove overlaps with other departments and entities
- SETAs to focus on training existing business: employed workers and new entrants wishing to enter their sectors
- Training for start-up and emerging businesses, rural development, adult basic education and training and community development to be funded by NSF and driven by relevant agencies such as SEDA or NYDA.
- Focus on work place learning and placements and linkages between education institutions and employers
- Improved career guidance services
- Develop strong qualifications
- Strengthen institutions by improving management and lecturer capacity- expand provision and support TVET infrastructure

#### • **Youth**

The following NDP target is supported by Programme 3 of this Strategic Plan.

- Strengthen youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunities to participate in community development programmes.
- Strategy for job creation - increasing numbers in employment from 13m to 24m
- Building partnerships between the public sector, business and labour to facilitate, direct and promote investment in labour-intensive areas
- Ensure that skilled, technical, professional and managerial posts better reflect the country's racial, gender and disability makeup.

#### • **Women empowerment is critical for NDP implementation.**

“The NDP calls for investments in gender equality, as these yield the highest returns of all development investments which are fundamental to strengthening women’s rights, thus enabling women to have control over their lives and exert influence in society,” said Brand South Africa.

- In South Africa, women constitute a large proportion of the economically challenged, particularly in rural areas.

- The NDP proposes that the transformation of the economy should involve active participation and empowerment of women and that the role of women as leaders in all sectors of society should be actively supported.

- **TVET and Skills**

The FP&M SETA has set specific targets in Programmes 3 and 4 of this Strategic Plan to promote the growth of TVETs to support the following NDP targets:

- The quality and relevance of courses need urgent attention.
- Graduation rate in NCV is 75%
- 30,000 artisans a year (subject to demand)
- Expand the college system with a focus on improving quality. The recommended participation rate in the TVET college sector of 25 percent would accommodate about 1.25 million enrolments
- 1 million learners enrolled in community college programmes

- **Quality Assurance**

Programme 4 of this Strategic Plan specifically supports the following NDP targets:

- Strong and simple qualifications and quality assurance system
- Simplify qualification names and link to NQF levels
- External assessment of all national qualifications

#### 4. **Medium-Term Strategic Framework (MTSF) 2019-24**

MTSF is a high-level strategic document to guide the 5-year implementation and monitoring of the NDP 2030.

The following priorities and actions included in the MTSF are relevant to SETAs and applicable to this Strategic Plan:

- **Priority 2: Education, Skills and Health**

The policy will require an improved interface between SETAs, workplaces and education and training institutions (TVETs, universities and adult education institutions). The interface will support and address the following interventions during the MTSF period:



## Priority Interventions in line with the MTSSF

INTERVENTION	TARGET
Develop and strengthen the capacity of TVET and CET College Lecturers	185
TVET and CET Partnerships	142
Increase annual registrations in artisanal learning programmes	3,255
Increase the number of artisans certificated	2,690
Increase the number of learners who complete Learnerships	15,500
Increase the number of persons who complete internships	2,700
SMMES and Co-operatives	970

### 5. *White Paper on Post-School Education and Training*

The White Paper for Post-School Education and Training (WP-PSET) enunciates:

- “Quality education is an important right, which plays a vital role in relation to a person’s health, quality of life, self-esteem, and the ability of citizens to be actively engaged and empowered. However, few can argue with the need to improve the performance of the economy, to expand employment and to equip people to achieve sustainable livelihoods.”
- Ministry of Higher Education & Training envisages a post-school system that will be made up of a diverse range of education institutions that will expand over the next twenty years to cater for youth, women and the disabled.
- Special attention will be paid to the challenges facing women with disabilities and disabled students from poor families, throughput rates of disabled students, and the need for training and work-based opportunities for students both during and upon completion of their programmes.
- It is essential to achieve a fuller understanding of the number of people with disabilities, and the types of disabilities of people within the post-school system.

## 6. **NP-PSET 2021-2030 and Alignment to NDP (2030) and MTSF 2019-2024**

The National Plan for Post School Education and Training (NP-PSET) 2021-2030 gives effect to the vision of the White Paper for PSET. The NP-PSET 2021-30 creates more opportunities for an equal and inclusive education and training system, especially within the reach of the working class and poor. The Plan looks forward to a South Africa with reduced unemployment, eroded poverty and reduced inequality, a country that is socially just, inclusive and peaceful.

## 7. **New Growth Path (NGP)**

The New Growth Path contains the following requirements for growth, decent work and equity that are relevant to the FP&M SETA:

- Artisans: Apprenticeship systems must be reviewed to support broader access.
- Workplace Skills: Every SETA should aim to facilitate and co-finance training for 10% of the workforce annually.
- Support infrastructure projects identified through the **Strategic Integrated Projects (SIPs)** and DTI's IDZs and SEZs.
- Commits government to improve SETA performance by strengthening governance, accountability and administrative systems.

## 8. **National Skills Accord**

The National skills accord is one of the first outcomes of social dialogue on the New Growth Path. Signatories of the accord make eight commitments and the following commitments are made by the SETAs:

- Expand the level of training, using existing facilities more fully - Employers in collaboration with SETAs - commit to 30,000 new artisan learners will enter training this financial year;
- Improve SETA governance and financial management as well as stakeholder involvement;
- Align training to the New Growth Path and Improve Sector Skills Plans.
- Job Summit Outcomes
  - SETA will provide more training and re-training opportunities for the unemployed and implementation of Temporary Employer/Employee Relief Scheme (TERS) for retrenched workers
- Youth Employment Services
  - Work experience & internship targets to be increased for TVET/HET graduates

## 9. Sustainable Development Goals, 2030

This plan fully supports the Sustainable Development Goals to end poverty, protect the planet and ensure prosperity for all.

### 2.2.8 Energy Security

#### *Manage and mitigate the impact of climate change*

The FP&M sectors must focus on priority investment requirements in electricity and new energy vehicles. This plan supports the implementation of the Energy Action Plan, procurement of renewables and funding of skills for businesses and households to improve energy availability.

### 2.2.9 District Development Model (DDM), 2019

DDM addresses service delivery challenges, localized procurement and job creation, that promotes and supports local businesses and that involves communities. The Model consists of a process by which joint and collaborative planning is undertaken at the local district and metropolitan level by all three spheres of government resulting in a single strategically focused One Plan. The objective of DDM is to co-ordinate a government response to challenges of poverty, unemployment and inequality particularly amongst women, youth and people living with disabilities. This Plan aligns with the DDM by supporting skills development initiatives in the Zululand District, Waterberg Municipality, Ekurhuleni Metro and Sol Plaatje District.

## 2. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

### 10.1. Sectoral Masterplans

FP&M SETA-related sectors as described below form an integral part of the Sectoral Masterplans developed by the government, with about half a dozen in full or partial implementation by DTIC and other government departments. The Masterplans focuses on interventions that are crucial to **employment creation**.

### 11. Retail-Clothing and Textile Master Plan

The following provides a summarized overview of the sector.

- Clothing & Textile sectors are generally considered as fragmented
- 3 Industry Associations for Clothing:
  - AMSA – Apparel Manufacturers of SA
  - ATASA – Apparel and Textiles Association of South Africa
  - SAAA- South African Apparel Manufacturers Association
- For textiles, there are a few as well:
  - Textfed – Textile Federation



- Hometex – Hometextile Association
- Cotton SA
- Cape Wools
- Mohair SA
- Labour Unions: SACTWU – SA Clothing & Textile Workers Union

## 12. *Strategic Interventions to scale up jobs and growth*

- Market growth – both domestic and international
- Value chain localisation
- Competitiveness advancement
- Value chain transformation
- Skills and technology advancement
- Funding support through the IDC.
  - Support for competitiveness through the IDC-administered Clothing and Textiles Competitiveness Improvement Programme (CTCIP) and as-sociated Production Incentive (PI).
  - Local procurement of products through the designation of the industry for purposes of public procurement.
- Cluster development.
  - Economic growth in a sector or economy can be ascribed to either increased employment or more effective work by those employed.
- Labour productivity can be increased through:
  - More efficient and technologically advanced machinery and equipment
  - Improved physical and institutional infrastructures, improved health, and skills of workers`
  - Generation of new technology

## 13. *Leather and Footwear Master Plan*

### *Strategic inputs and pillars of the sector*

- Development of a strategy for capacity development in the SA footwear component and accessories industry.
- Development of a strategy for stabilization and growth of General Leather Goods, Handbags, Belts and Luggage industry. (IPSF)
- Development of non-leather footwear strategy.
- SACU leather and leather product value chain development. SACU L&LP Value Chain Round Table on 19th March 2021.

- Taxidermy & game skin industry development strategy. (IPSF)
- 4th Industrial Revolution readiness and maturity assessment for the South African Leather, Leather Products and Footwear Industry. (IPSF)
- Establishment of Training Academy and development of tertiary technology education. (DHET / CHE / SATN / FP&M-SETA / DUT-VUT)
- Revision of specific duty on footwear. (SAFLIA / DTIC / ITAC)
- Resource Efficiency & Cleaner Production (RECP) leather, leather goods and footwear industry. (NCPC)
- Counterfeit enforcement. (DTIC / CIPC)
- Combating illicit trade. (IAWG-SARS).
- Supplementary Study on Industrial Footwear Retail. (SAFLIA)
- AfCFTA market development. (DTIC/SAFLEC / SAOEC)
- Strengthening localization PPPFA Designation M&E.

#### **Strategic Interventions to scale up jobs and growth**

- Reclaiming domestic jobs: 300000 jobs lost due to imports
- Developing niche opportunities in industrial and home textiles
- Growing South African high-fashion & fast-fashion segments
- Reducing import leakages due to customs fraud: significant job potential
- Scaling up integrated support measures to revitalize the sector
- Partnering with retailers to source locally including requests to global retailers
- Accessing regional market opportunities: AfCFTA
- Creating sector-focused SEZ and industrial parks
- Explore all possible trade measures to mitigate high levels of imports
- Attract new investment to scale-up competitiveness package

#### **14. Furniture Master Plan**

The protection of the industry and the retention of existing capacity in the immediate term and the sustainable growth of the industry with increased local supply

##### **Focus areas and Pillars**

- Support demand for locally manufactured furniture and greater supply chain consistency
- Grow small and medium-sized manufacturers into larger and more stable companies through an innovative partnership between Retailers, Manufacturers and the Government.

- Trade interventions
- Address raw material shortages
- Improve the skill supply to the Furniture industry

### ***Strategic Interventions to scale up jobs and growth***

- Furniture Challenge Fund R200m per annum from the dtic & IDC Furniture Localisation
- Commitment to reduce imports, increase exports and transformation Bravo Grp 51% Black Owned, Bravo Furniture Design Academy
- SAFI Trust Fund and PG Bison already contributed R20m
- SAFI commits R435k to finalise the FIMP Implementation plan
- FP & M Seta committed R1.4m skills development for 2022/23
- FX Group announced its support towards the expansion of board manufacturing

### **15. *Forestry Master Plan***

- The Commercial Forestry Sector Masterplan was approved by the Cabinet in November 2020 for implementation.
- The Governance Structures of the Masterplan are now fully operational, viz. the Executive Oversight Committee (Chaired by the Deputy Minister), Operational Manco (chaired by the Deputy Director General) and Focus Area Task Teams (Chaired by Nominated/ Volunteer Officials, Internal and External).
- Operational plans were developed with quarterly milestones and implementation for Year 1 commenced on 01 April 2021
- There are some achievements in areas of impact of the Masterplan i.e. Employment creation and investment. The report is based on the first year of implementation
- The Commercial Forestry Masterplan has 6 Focus Areas:
  - Focus Area 1: Expansion of the primary resources, Maintenance and Protection
  - Focus Area 2: Transformation of the sector
  - Focus Area 3: Processing and value addition
  - Focus Area 4: Illegal timber and related criminal activities
  - Focus Area 5: Research Development and Innovation, Human Resource and Skills Development
  - Focus Area 6: Key inhibitors



### ***Key proposals and projects:***

- Investment - R24.96bn investment
- Employment - 100,000 jobs linked to investment plans
- Measures to open up new investment and job opportunities - Supports effective re-skilling programmes
- Inclusivity – linked to Forest Sector Charter undertakings – transformation and expansion
- Competitiveness – improvement in terms of timber yield, recovery rates, research and development

### ***16. Publishing Masterplan (2022)***

- Creative Industries Masterplan - Still to be approved by Cabinet in early 2022
- The Publishing Sub-sector has prioritized the following programmes: Domestic market development, IP rights management, protection and development, Improved access to finance and investment, Export development, Product development and innovation, Transformation and SMME development – training of emerging publishers to increase regional and ethnic diversity.
- Key Action Programme 6 and 7: Product development and innovation and SMME development – training of emerging publishers to increase regional and ethnic diversity has important skills development implications for the sector:
  - Develop more people with traditional professional publishing expertise
  - Develop more publishers with digital expertise
  - Develop the skills of SMME publishers to be able to compete locally, in the rest of Africa and in the wider world.
  - Increase the diversity of publishing workplaces.
  - Develop innovation in publishing.
  - Grants for book writers in education, academic institutions, fiction writers, children’s book writers and non-fiction writers
  - Funding of writing training for aspiring writers through universities and institutional training programmes or funding of participation in private writing courses – for non-fiction, academic, fiction and children’s writers.

### ***17. FP&M SETA Skills Strategy for Economic Restructuring and Recovery Plan (ERRP)***

To restore our economy and the FP&M sector we need to focus on the extra ordinary measures we must take to restore our economy and industrial sectors to inclusive growth. The economic and social disruption caused by the Covid-19 pandemic is devastating. Poverty and inequality have deepened. The pandemic has decimated jobs and placed millions of livelihoods at risk. Our economy has contracted sharply, businesses have closed and jobs have been lost.

This plan directly responds to driving job creation and SMME development. Interventions to be undertaken to provide the skills for the implementation of FP&M SETA Economic Restructuring and Recovery Strategy will be:

- SMME Development - Focus on supporting SMME participation in the manufacturing value chain, targeting specific products for manufacturing in both the domestic and export markets.
- Incubation – Entrepreneurship/ Business Coaching & Mentoring - Prioritize the rural and township entrepreneurial programme to transition start-ups in these areas to productive business ventures.
- Prioritize the rural and township entrepreneurial programme to transition start-ups in these areas to be productive business ventures.
- Employability - Addressing Occupations in High Demand in FP&M industrial sectors.

#### **18. FP&M SETA Policies & Procedures**

The FP&M SETA has developed relevant internal policies and procedures to implement its 5-year Strategic Plan and the Annual Performance Plan- Mandatory Grant Policy, Discretionary Grant Policy, HR Policies, Finance Policies, Risk and Governance Frameworks

### **3. RELEVANT COURT RULINGS**

**Circular 1 of 2017 (OQA & OQM) issued by the QCTO on 15<sup>th</sup> December 2017** relates to the transitional arrangements for the quality assurance of historically registered qualifications. QCTO notes that certain registered qualifications have an expiry date of 31 March 2018 or 30 June 2018. Most of these qualifications will be replaced by occupational qualifications registered on the Occupational Qualifications Sub-Framework (OQSF). The aim of the circular is to communicate to providers and stakeholders the process of dealing with historically registered qualifications.

**Skills Development Circular No. 01/2020 issued on 17<sup>th</sup> January 2020** has the following implications for this Annual Performance Plan:

- In line with Regulation 4(1), it would be within the power of a SETA to decide what percentage of the levies would be paid back to an employer as a Mandatory Grant.

## Part B : Our Strategic Focus

### 4. UPDATED SITUATION ANALYSIS

The FP&M SETA consists of the following broad sub-sectors:

Sector	Nature of operations
Clothing	Manufacture of products such as men's, ladies and children's wear, underwear, sportswear, outer-wear and millinery items such as hats and caps.
Footwear	Manufacture of footwear (from leather or other products).
Forestry	Cultivation, development and management of forests and the processing of lumber into timber for use in, e.g. construction or as components in paper, wood products including saw-milling and furniture.
Furniture	The manufacture of furniture from wood or other materials such as steel, concrete, cane or plastic. Also includes upholstery and furnishing of ships.
General Goods	Manufacture of general goods and handbags (including luggage/travel goods, belts and saddlery items) from leather or other products.
Leather	Tanning and dressing of leather (processing of a variety of hides and skins).
Packaging	Manufacture of paper and paperboard (also includes corrugated boards); containers of paper and paperboard; and manufacturing of metal containers such as cans and tins.
Printing	Printing of newspapers and magazines, books, labels and other related materials. Graphic design, manufacture and display of signs, advertising displays and other graphic media products.
Publishing	Publishing of books, company brochures, musical books and many other publications and the publishing of recorded media and other publishing activities.
Print Media	The publishing of newspapers, journals and periodicals.
Pulp and Paper	Production of pulp for use in paper mills, for the manufacturing of a diverse range of papers (including paperboard), business paper, tissue paper, dissolving pulp and paper used in the printing of books, newspapers and magazines and the recycling of paper.
Textiles	Manufacture of textile products through various processes, for example, the spinning of yarn from natural or man-made fibres, the weaving/knitting of fabrics from spun yarn, the dyeing and printing of fabrics, the manufacture of textile floor coverings (carpets), the manufacture of flock and felt products and the manufacture of industrial (performance) textiles.



Wood Products	Manufacture of panels and boards, builder's carpentry and joinery, pallets and bulk bins, other articles of wood, cork, straw and plaiting materials, including woodcarving and woodturning.
---------------	--

**Table 1: FP&M Sub-sectors**

The 2021 FP&M SETA database shows that there are 28,805 employers spread across the 13 FP&M sub-sectors. Small employers (25 987) make up 90% of the employers in the sector. The sub-sector that accounts for the least number of employers in the FP&M sector is the General Goods sub-sector with only 298 employers, while the Clothing sub-sector has the largest share with 6 209 employers. Organisations paying levies represent approximately 12% (3 538) of the total employers in the sector.

The FP&M sector employs approximately 306208 people. This is 20% of the approximately 1.162 million people employed in the manufacturing sector and 4.39% of those employed in South Africa (10.015 million). The FP&M sector experienced a constant decline in employment as a proportion of total employment between 2010 and 2019, dropping from a peak of 3.1% of total employment in 2010 to 3.99% at the end of 2020 and picking up in 2021 to 4.39%. There are more males in the sector (67%) as compared to females (33%).

The intention behind clustering the FP&M SETA industries under a single SETA was clearly to improve the value chain linkages between the industries. The value chain approach will be of particular benefit to the FP&M sector when design expertise is partnered with these industries to enhance their economic performance. There is a drive towards lean manufacturing, just-in-time delivery, quick response structures and the skills needed to align companies to the demand of these structures. There is a need created for these specific skill sets in most of the 13 sub-sectors.

South Africa identified the manufacturing sector as one of the key sectors to focus on as it moves towards embracing the 4IR. The impact of the 4IR on the manufacturing sector is said to be significant. Apart from technological changes, there is increasing pressure on manufacturing industries and governments to meet sustainable development goals (SDGs). There is also a need to fight climate change by reducing fossil fuel and fossil fuel-derived chemical products, manufacturing and consumption. These movements are driving industry growth. The rising anti-plastic consumer sentiment is driving demand for sustainable wood fibre, pulp, paper and packaging, whether as container boards for agricultural produce, bags for agricultural commodities or feed products or packaging to guarantee that food remains safer and fresher for longer. The move to produce more sustainable buildings and housing is driving growth in wood construction and the production of engineered wood, wood boards and panels and structural wood products. In the case of the general goods sub-sector, while the industry is being affected by economic pressures, the sub-sector continues to innovate to take advantage of the anti-plastic trend. More recently, there has been a trend of consumer demand for recyclable products and for manufacturers to produce in a responsible, sustainable fashion. This has led to innovations in the packaging industry, thus placing emphasis on the demand to change with legislation, technological changes and environmental impact awareness. Therefore, creating opportunities requiring innovation across the FP&M sector, especially in the packaging sector.

The excellent recovery and recycling rate of metal containers place the subsector to benefit from the move to reduce plastic usage. For the pulp and paper subsector, whilst the subsector is affected by droughts and wildfires, there are many opportunities presented by new technologies and innovation including

eco-friendly and lightweight consumer packaging and recyclable paper. This would create new needs within the industry and would impact the training focus for certain positions. The environmental issues also raise the need for ethical training and education as well as sustainability training and education. South Africa's Green Economy Accord was launched in 2011 and will have a major impact on the skills required by FP&M sectors. There is a need to quantify and qualify the Green Skills needs within the sector.

FPMSETA respondents reported new roles and responsibilities for the majority of their employees. The necessity of being able to work and interact remotely due to the pandemic has increased the need for computer, technical and communication skills, particularly given that the sector has historically depended on face-to-face contact; Covid-19 has also impacted in terms of lost training time; skills are needed to manage the impact on the sector of the Fourth Industrial Revolution; there is a need for digital literacy skills, good judgement and decision-making skills, emotional resilience, creativity, cognitive flexibility, software development and programming skills; and employers mention the need to embrace technology and upskill workers in order to minimise job losses (De Villiers, 2022). All of this impacted the hard-to-fill vacancies and skills gaps in the FP&M sector. This implies that it is not only a requirement for employers to increasingly invest in new technology but also a requirement for employers to employ individuals able to operate and maintain new technology.

In the FP&M sector where the issue of big data and other technologies have become the norm, the sector is faced with skills gaps as well as new and emerging occupations. Some of the new and emerging occupations listed by industry stakeholders include 4IR-enabled product development specialists; cross-functional digital sales and marketing specialists; forest and environmental auditing specialists; sample technologists; computerised patternmakers; prototype development; auto spreaders and auto cutters; and mechanical operators, amongst others. Stakeholders in the FP&M SETA Focus Group stated that future skills considerations for the FP&M SETA include desktop publishers for pre-press, robotic furniture making, multi-functional furniture making as well as furniture design with the use of programmes like CAD and Sketch up, amongst others (FP&M SETA Focus Group, 2021). Employers in the sector either need to source people with these skills in the labour market at a premium, import the skills or implement skills development initiatives. Addressing the needs of the sector through increasing the supply of people in new and emerging occupations ensures that the sector is sustainable, that it contributes to economic growth and that it remains competitive.

One of the biggest challenges with regard to skills gaps is the impact of the 4IR and the increased utilisation of the latest technologies in the sector. Often new machinery requires technicians to be retrained in countries like Germany or Sweden where such machines are produced. That means technology-related expertise is a major skills gap. Employers are reporting poaching of trained people within the local industry. Moreover, where local expertise exists for servicing or repair of machinery, often this is limited to major cities and towns leaving the small towns where industry is located not having qualified technicians capable of working on the new machines.

There are some occupations that are hard to fill across multiple subsectors within the FP&M sector. For manufacturing companies in the clothing, textiles, pulp and paper, printing and packaging industries, these are generally mid-to-high level, technical occupations such as Clothing Pattern Maker, Sewing

Machine Mechanic, Industrial Machinery Engineer, Computer Plate Operator, Industrial Mechanician, Technologists and Technicians (FP&M SETA interviews, 2021).

All FP&M SETA subsectors report that there are investments in new technology and training new staff to use such technology, it is therefore a key critical skills driver for the sector. Similarly, managers are required to lead the subsector in new business directions, to achieve the industrial restructuring required. Managers are therefore also an important focus for skills gap development. Many sub-sectors are competing in a global arena currently, and improved labour productivity is becoming an increasing priority. This too is a major skills gap driver (FP&M SETA interviews, 2021).

With the relaxation of the lockdown, many previously closed businesses are re-opening and allowing employees to return to work. Given their change in operation since the start of the lockdown in March 2020, they might find that the previous skills shortages of their businesses are not currently in short supply. In addition, there could be new skills in demand thereby creating new skills shortages such as skills in cybersecurity, telecommunications, software and hardware technological maintenance, amongst others. For example, due to the exponential rise in demand for Personal Protective Equipment (PPE), there is a need for more employees who are able to manufacture PPE such as machinists, cutters, and seamstresses, amongst others.

At the same time, there are elementary occupations in some subsectors that are also hard to fill. In clothing, for example, patternmakers, cutters and machinists are difficult to source. The existing pool of pattern makers is aged, and an insufficient number of young people are attracted to the occupation. Industries in the print media and publishing subsectors experience difficulties in filling high-level, professional occupations including multimedia journalism, digital publishing, digital printer and multimedia design.

Reasons cited for these difficulties include an ageing workforce, manufacturing occupations perceived as less lucrative than retail occupations, less attractive salaries, rapidly changing industry trends creating further productivity pressures, technological advancement requiring constant skills upgrading, the need for multi-level, flexible skills and underprepared graduates. Both public and private universities and colleges supply education and training in the FP&M sector.

Supply-side challenges for employers are varied. There is a concern regarding the lack of funding for training, although the demand for training is overwhelming. This is because many businesses have incurred losses in productivity and income due to a slow recovery in the economy. Another challenge is the difficulty of programme completion for programmes requiring workplace exposure, especially when businesses in the sector shutdown. Remote learning initiatives (e-learning) will need to be increasingly considered and strengthened.

The key Sector Priority Occupations and Interventions (SPOI - 2021) across all sub-sectors are sewing machinist, operations manager (production), upholsterer, printer's mechanic, textile mechanician, clothing pattern maker, fitter and turner, forestry operations supervisor, digital artist, safety, health, environment and quality (SHE&Q) practitioner.



**(i) Key Stakeholder Needs and Priorities**

<p><b>Clothing, Textiles, Footwear, Leather &amp; General Goods</b></p>	<ul style="list-style-type: none"> <li>✓ Skills initiatives to assist companies/SMMEs to recover - Economic Recovery &amp; Reconstruction. Implement projects aligned to employability, innovation, entrepreneurship and 4IR (including future &amp; emerging skills).</li> <li>✓ Support to help the industry meet the objectives of the R-CTFL Masterplan-Domestic Market Growth “Made in SA”, Value Chain Localisation - Scaling up Jobs.</li> <li>✓ Registration of Occupational Qualifications with QCTO &amp; SAQA. Develop online/e-learning platforms. Registration of Assessment Centres / Trade Test Centres with QCTO &amp; NAMB.</li> <li>✓ Address the disability mandate within the sub-sectors.</li> <li>✓ Continued support of Temporary Employer/Employee Relief Scheme (TERS) for companies facing distress.</li> <li>✓ Skills needs: Garment Technology, Patternmaking, Work Study, Tailoring Apprenticeship.</li> <li>✓ Technology and Sustainability – Water &amp; Energy sustainability.</li> <li>✓ Productivity enhancement – workplace collaboration.</li> </ul>
<p><b>Printing, Packaging, Print Media and Publishing</b></p>	<ul style="list-style-type: none"> <li>✓ Develop Industry Growth Strategy and Masterplan for Printing, Packaging and Signage industry.</li> <li>✓ Registration of Occupational Qualifications/Trades with QCTO, NAMB &amp; SAQA. Develop online/e-learning platforms.</li> <li>✓ Environment Sustainability due to Impact of Waste Management.</li> <li>✓ Product development and innovation and SMME development – training of emerging publishers to increase regional and ethnic diversity.</li> <li>✓ Publishing – Support industry bursary and internship programmes. Upskilling staff on 4IR interventions (AI &amp; Metadata). Career Awareness promoting industry career options. Commissioning Editor qualifications: Train more publishing SMMEs.</li> <li>✓ Print Media: Dealing with the rise of generative AI</li> </ul>
<p><b>Forestry, Pulp &amp; Paper, Furniture &amp; Wood Products</b></p>	<ul style="list-style-type: none"> <li>✓ Implementation of Forestry and Furniture Masterplans. Conduct Skills Audit. Develop online/e-learning platforms.</li> <li>✓ Qualifications Development</li> <li>✓ Waste Management and Environment Sustainability.</li> <li>✓ Implement projects aligned to employability, innovation, entrepreneurship and 4IR (including future &amp; emerging skills and specifically support for ICT Skills).</li> <li>✓ Logistics – Road, Rail and Port</li> <li>✓ Maths &amp; Science Tutor Support</li> <li>✓ Review Tissue qualification needs</li> <li>✓ Focus on Driver Training</li> <li>✓ Set up Forestry Assessment Centre</li> </ul>

**(ii) Transformational Imperatives and Equity**

Based on the baseline impact study on skills interventions implemented by the FP&M SETA in 2022/23, the SETA has largely ensured increased access to training and skills development opportunities to achieve the fundamental transformation of inequities linked to class, race, gender, age and disability in our society.

- The profile of learners demonstrates a fair balance between people from rural and urban areas.
- There are high levels of female representation in learning programmes, apart from the apprenticeship programmes (62% across programmes).
- Blacks, in general, have had expanded access to learning opportunities (98% across programmes).
- The learning programmes provided opportunities to young people, less than 35 years of age (75% across programmes).
- People with disabilities also had access to learning opportunities (2%). This remains a low proportion. This needs to be increased to around 4-5%.
- FP&M SETA output indicators and targets are aligned to address the above.

**(iii) South African Economic Reconstruction and Recovery Plan**

The South African Economic Reconstruction and Recovery Plan has three phases: Engage and Preserve - which includes a comprehensive health response to save lives and curb the spread of the pandemic; Recovery and Reform - which includes interventions to restore the economy while controlling the health risks; and lastly, Reconstruct and Transform - which entails building a sustainable, resilient and inclusive economy. In terms of the Plan, the following priority interventions will be made:

- Aggressive infrastructure investment
  - Employment-orientated strategic localization, reindustrialization and export promotion
  - Energy security
  - Support for tourism recovery and growth;
  - Gender equality and economic inclusion of women and youth;
  - Green economy interventions;
  - Mass public employment interventions;
  - Strengthening food security; and
  - Macro-economic interventions
- To ensure the successful implementation of the Plan, the following key enablers will be put in place:
- Resource mobilisation;
  - Regulatory changes, a supportive policy environment and enabling conditions for ease of doing business;

- Building a capable state;
- Social compacting;
- Skills development; as well as
- Economic diplomacy and further integration into the African continent

**(iv) Priority Interventions**

A key intervention of the Reconstruction and recovery plan is Industrial localization. The figure below presents the extent of localization in various sub-sectors of the manufacturing sector in the South African economy. This provides a good base from which the government will intensify localization focusing on the top export basket list, critical inputs for industrialization and domestic consumption. To this end, the government will aggressively support localization that is guided by these three areas in a manner that improves the competitiveness and resilience of the manufacturing sector.

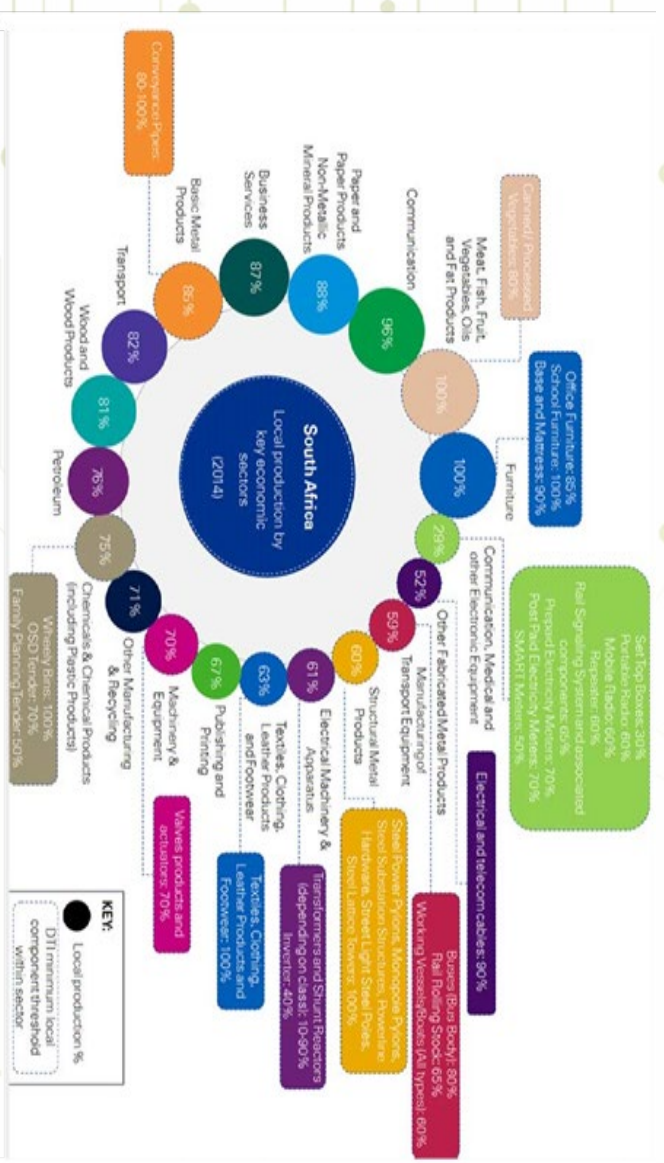


Figure 1.1: Local industrialization

Source: The Presidency South Africa, 2021

From the figure above, it is evident the FP&M-related sectors such as paper and paper products, Wood and Wood products, furniture, printing and publishing, textiles, clothing, leather products and footwear are at the centre of the reconstruction and recovery plan.

#### (i) Economic overview of the South African Economy

The South African economy grew by 1.9% in 2022 (Statistics South Africa, 2023). This is in line with the 1.9% growth rate in the 2022 Medium Term Budget Policy Statement (MTBPS). However, GDP growth is expected to decline over the medium term, averaging 1.4% from 2023 to 2025, compared with 1.6% in the 2022 MTBPS. Growth rates for 2023Q1 and 2023Q2 remain dismal at 0.4% and 0.6%, respectively. Adverse international developments contribute greatly to the poor economic performance of the country, affecting the very open and globally integrated South African economy via multiple channels:

- Rising inflation and interest rates.
- Slowing economic growth in key markets for the domestic export sector, including China, the European Union (EU), the United States (US) and the United Kingdom (UK).
- Continued disruptions to the global supply chains of several important industries.
- The world economy's expansion momentum has consequently weakened significantly and its growth prospects for the next couple of years have dimmed substantially.
- The military conflict between Russia and Ukraine and its far-reaching implications for the world economy, including major impacts on the markets for energy, industrial and agricultural commodities.
- The potential impact of the US embargo on China in high-tech goods and its potentially deleterious impact on the domestic economy, particularly in respect of high-tech goods such as semi-conductors for the paper and printing industry is concerning for the productivity of these sectors.

On the domestic front, the economy has also been dealt a series of harmful blows, including:

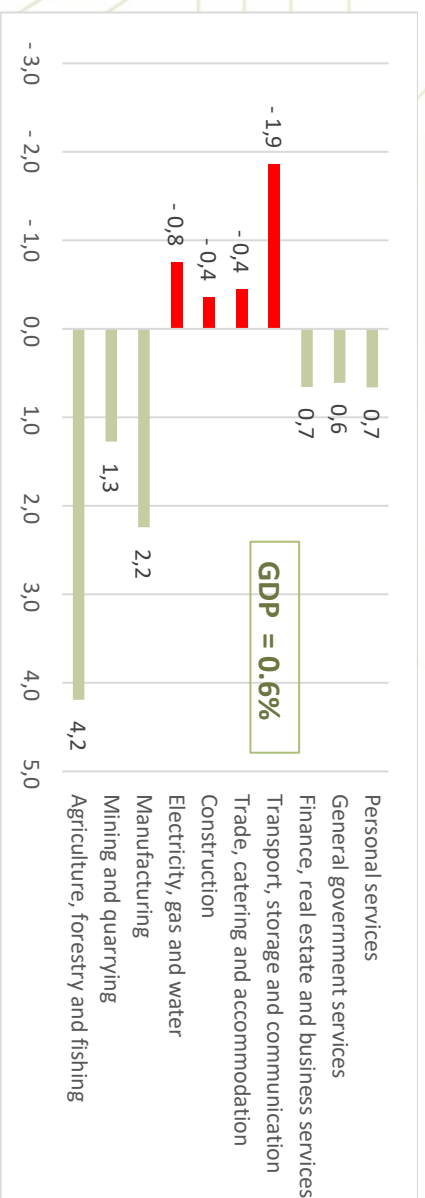
- Very frequent load shedding over prolonged periods, has been highly detrimental to the South African economy and society.
- Fast-rising prices at the producer and consumer levels, primarily but not exclusively driven by imported inflation, are affecting the spending capacity and propensity of households and business enterprises.
- More aggressive interest rate hikes as the SARB's Monetary Policy Committee seeks to anchor inflation expectations.
- Stubbornly high unemployment rates and the low probability of meaningful job creation materializing in the short-term.
- Falling business and consumer confidence, with adverse repercussions on spending, production and investment activity.
- Increased uncertainty over the economy's short-term prospects, with weaker rates of growth.



- The devastating floods in parts of Kwazulu-Natal, damaged critical infrastructure and business operations, affecting external trade in the process.
- Strike actions in a number of critical sectors, including energy, transportation and mining.

**(ii) Economic Growth of the South African Economy**

After experiencing negative growth of -1.1% in 2022Q4, the economy grew by 0.4% in 2023Q1 and by 0.6% in 2023Q2. The figure below shows that the transport, storage and communication sector (-1.9%); the electricity, gas and water sector (-0.8%); the trade catering and accommodation sector (-0.4%); as well as the construction sector (-0.4%) experienced negative growth. Statistics South Africa stated that decreased economic activity was reported for these sectors.



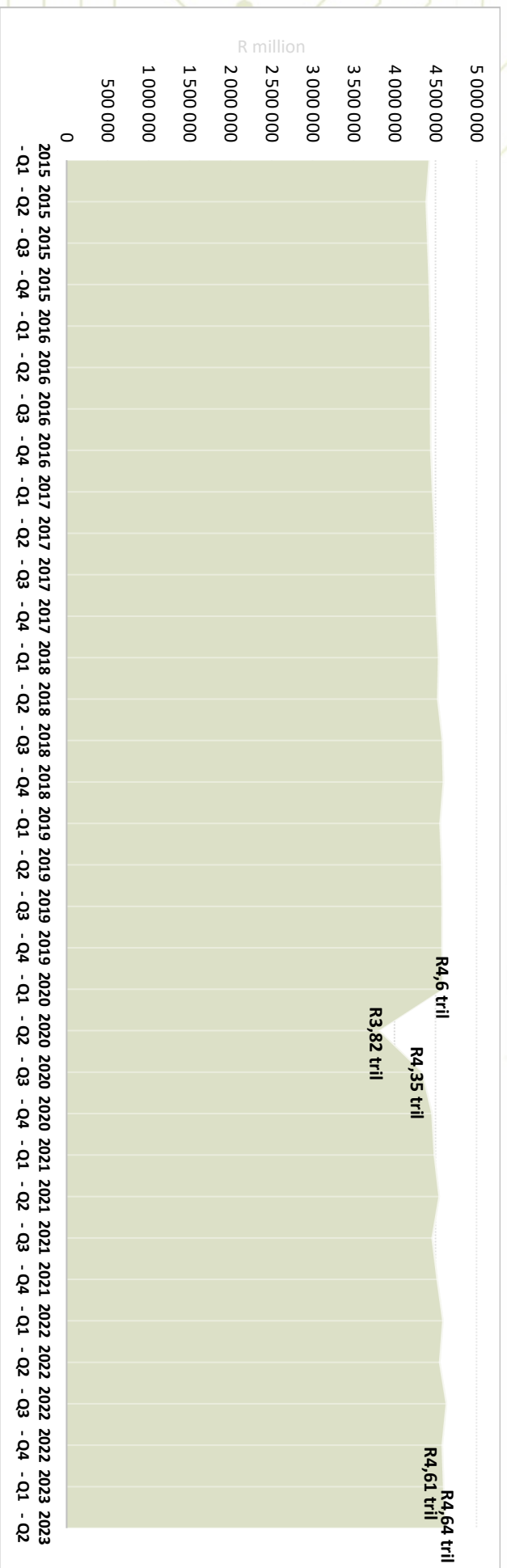
**Figure 2: Industry growth rates. Q2: 2023 compared with Q2: 2023 (constant 2015 prices, seasonally adjusted)**

Source: Statssa, September 2023. P0441 - Gross Domestic Product (GDP), 2nd Quarter 2023

The remaining 6 economic sectors reported positive growth, with the agricultural, forestry and fishing sectors recording the highest growth rate of 4.2%. This was primarily due to increased economic activities reported for field crops and horticulture products. The manufacturing sector increased by 2.2% in 2023Q2. Statistics South Africa stated that nine of the ten manufacturing divisions reported positive growth rates in 2023Q2. The petroleum, chemical products, rubber and plastic products division made the largest contribution to the increase in 2023Q2. The basic iron and steel, non-ferrous metal products, metal products and machinery division also made a significant contribution to the growth of this sector.

The economy took almost two years to recover from the impact of COVID-19, with real GDP reaching pre-pandemic levels in 2022Q1 (R4.6 trillion) (Figure 3). The recovery continues, reaching R4.64 trillion in 2023Q2.

The size of the economy in 2023Q2 is about the same as it was before the pandemic (Figure 3).



**Figure 3: Economic Recovery, Constant 2015 prices, seasonally adjusted, annualised**

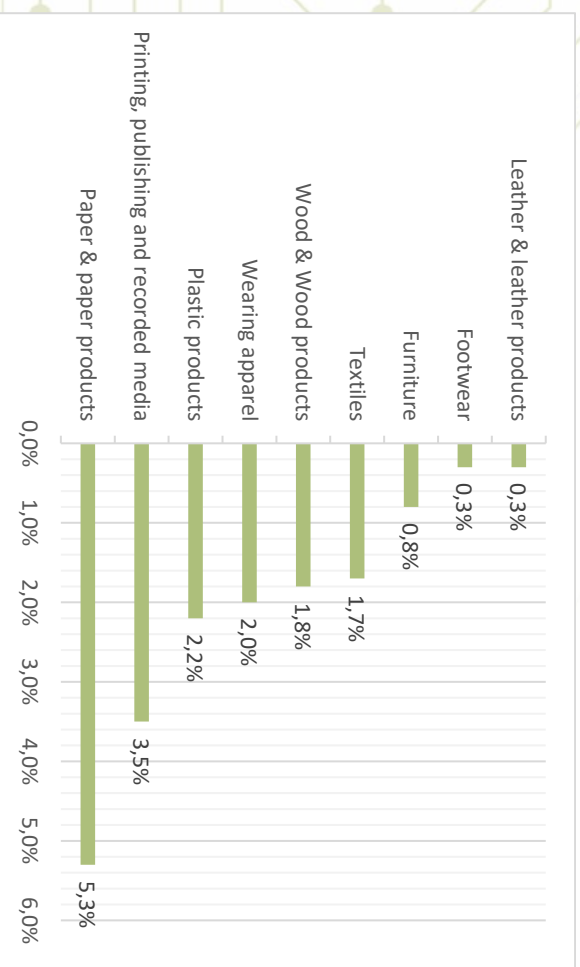
Source: Statssa, September 2023. P0441 - Gross Domestic Product (GDP), 2nd Quarter 2023

The story of recovery is more complicated when we consider the industries. By 2022Q1, only three industries were at or above their pre-pandemic levels of production. This number increased to five industries in 2023Q2. In terms of this indicator (real value added), agriculture, forestry & fishing and government seem to have weathered the pandemic relatively well.

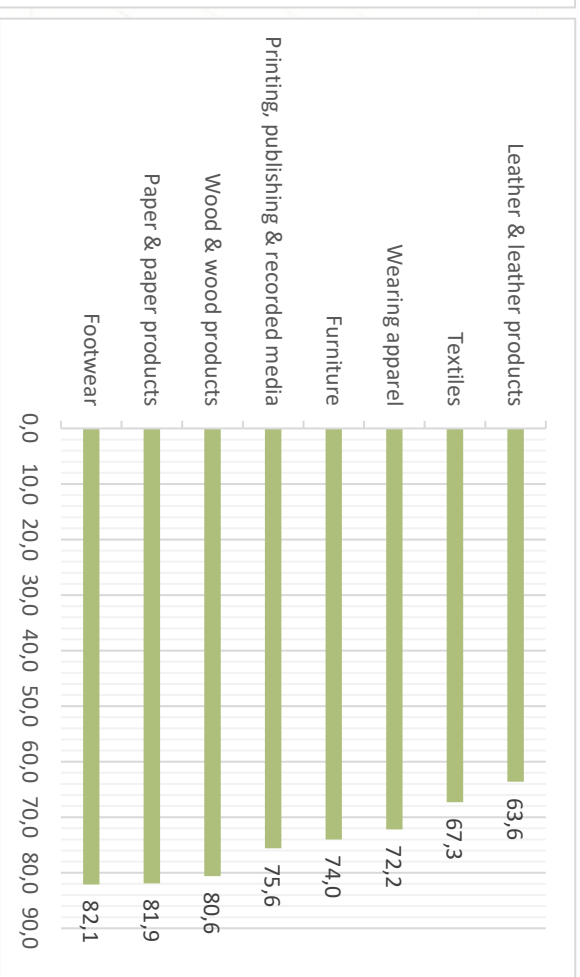
**(iii) Economic Performance of the Main Sectors of the South African Economy**

Figure 4 shows the subsector percentage share in manufacturing production, for FP&M subsectors. The figure shows that the paper and paper products subsector contributes 5.3% to manufacturing production and this is followed by the printing, publishing and recorded media subsector (3.5%). Some of the smaller subsectors are leather and leather products as well as footwear, each contributing 0.3% to manufacturing production.

Figure 5 shows the average capacity utilisation of FP&M subsectors. The figure shows that the leather and leather products subsector as well as the textiles subsector are only using on average 63.6% and 67.3% of production capacity, respectively. For all of the subsectors in the figure, there is potential to expand production capacity.



**Figure 4: Subsector percentage share in manufacturing production, 2023Q1**  
 Source: IDC Sector trends, 2023



**Figure 5: Subsector average capacity utilisation, 2023Q1**

(iv) Employment Trends in FP&M Related Sectors

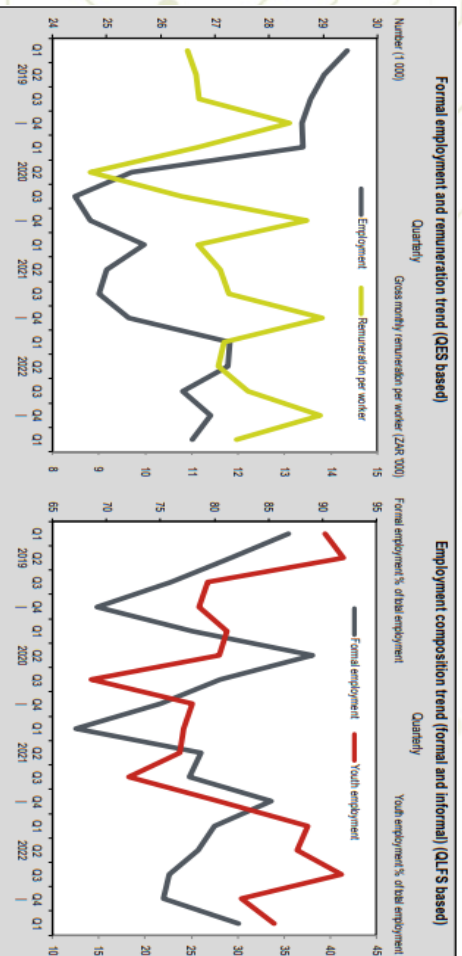


Figure 6: Employment Trends – Textiles Sector  
Source : /DC Sector trends, 2023

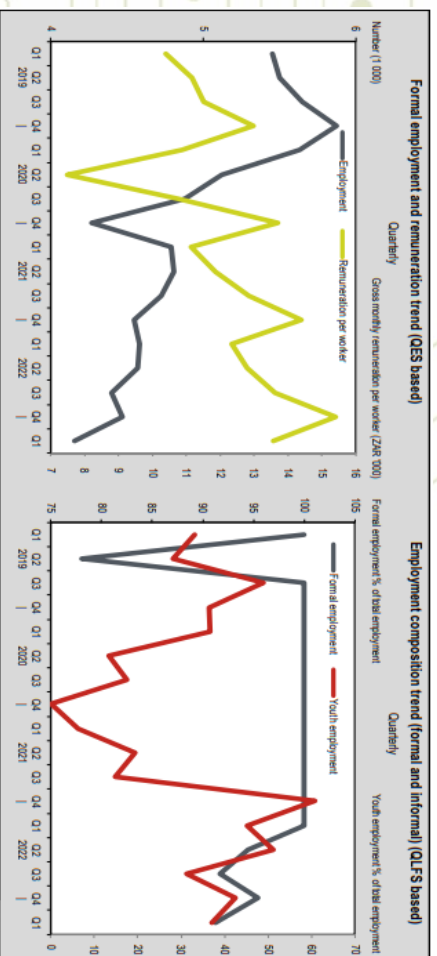
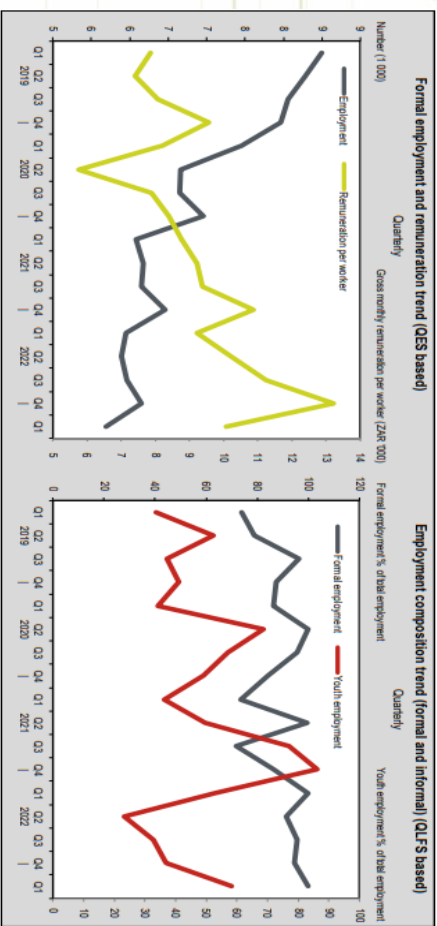
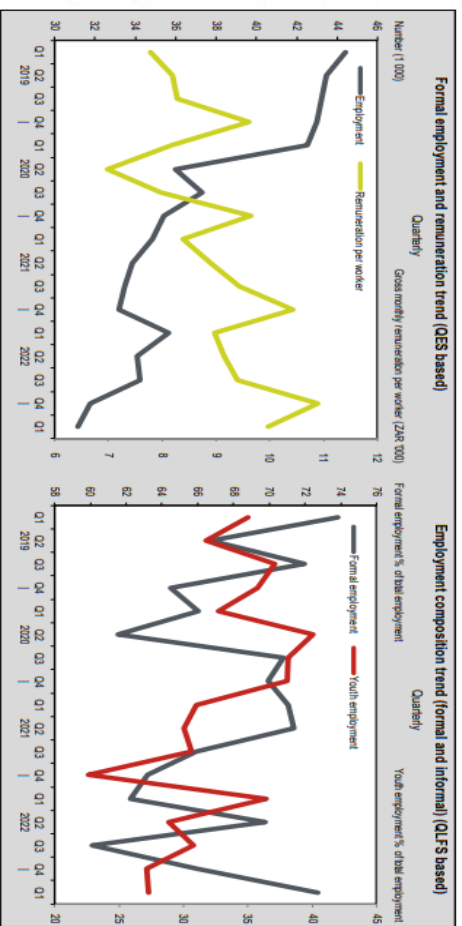
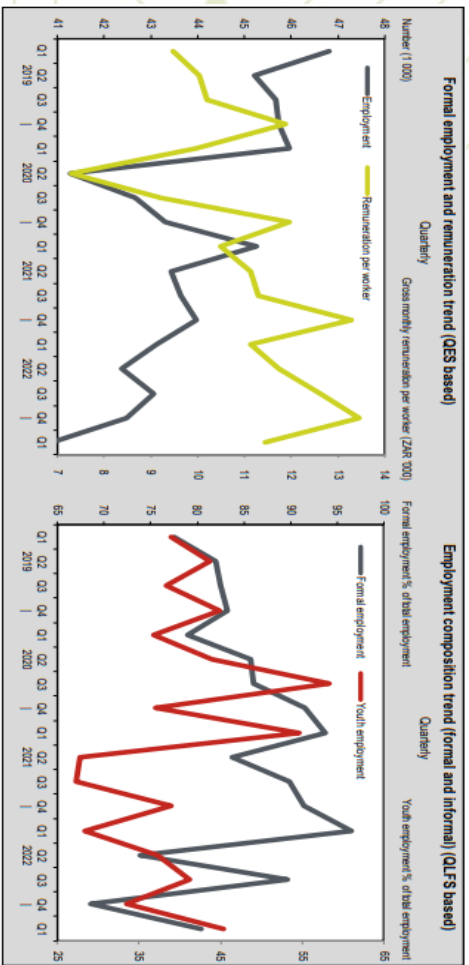


Figure 7: Employment Trends – Wearing apparel sector

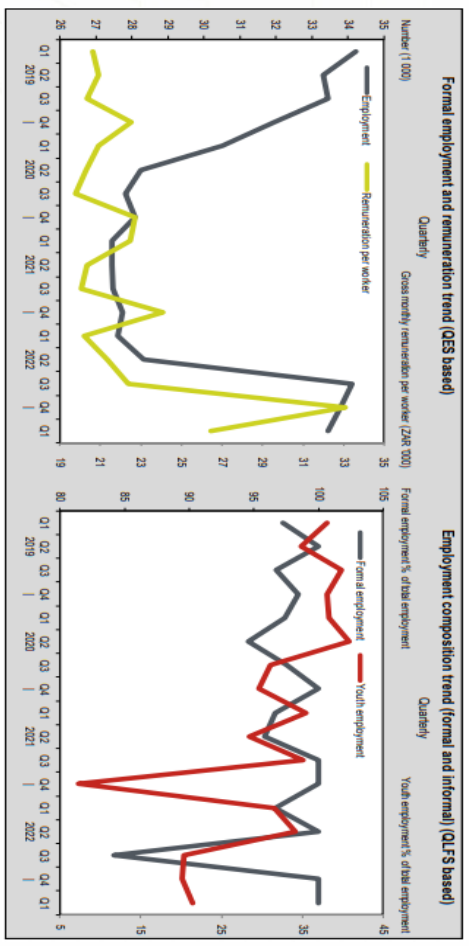




**Figure 8: Employment Trends – leather and leather products sector**  
 Source : IDC Sector Trends, 2023

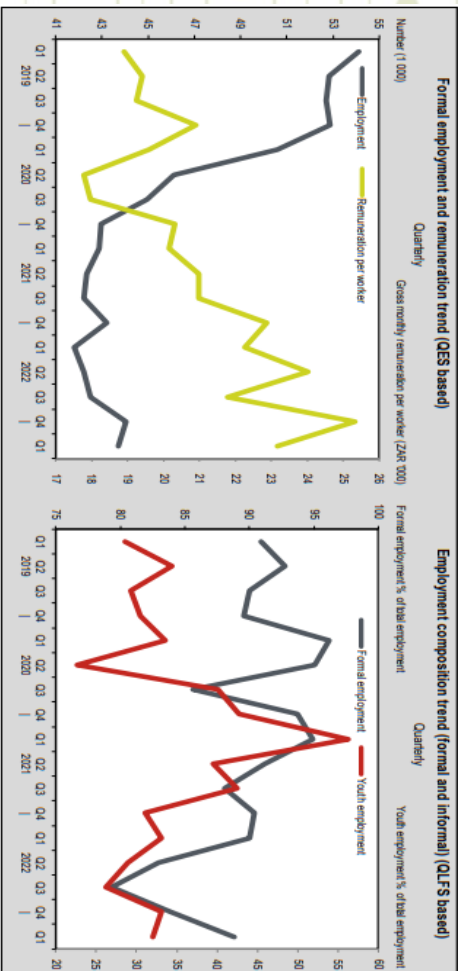


**Figure 9: Employment Trends – footwear sector**



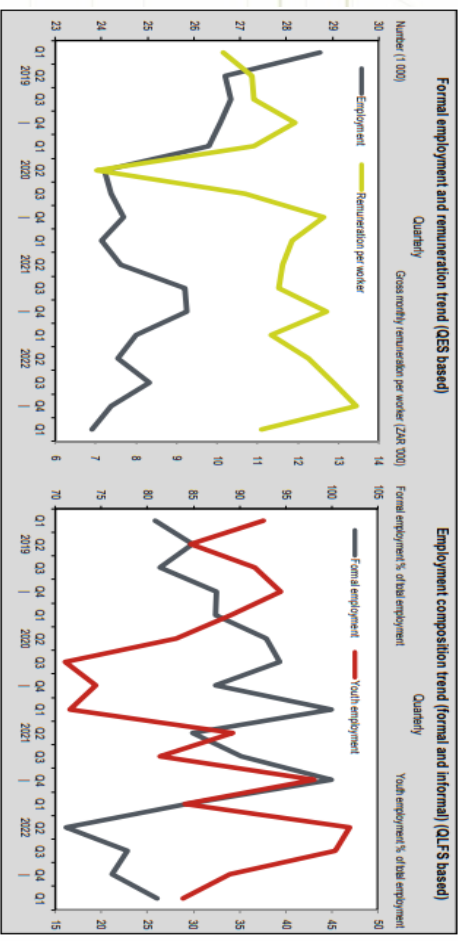
**Figure 10: Employment Trends – wood and wood products sector**

Source : IDC Sector Trends, 2023



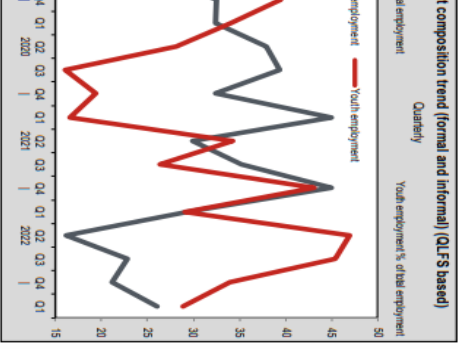
**Figure 11: Employment Trends – paper and paper products sector**

Source : IDC Sector Trends, 2023



**Figure 12: Employment Trends – printing and publishing sector**

Source : IDC Sector Trends, 2023



**Figure 13: Employment Trends – Furniture sector**

Source : IDC Sector Trends, 2023

(v) Labour Market Performance

Statistics South Africa (Stats SA) has, in November 2023, issued the results of the Quarterly Labour Force Survey (QLFS) for 2023Q3. These results indicate that 399 000 jobs were gained between the 2023Q2 and 2023Q3. However, there were job losses in Manufacturing (50 000), Mining (35 000), Transport (20 000) and Utilities (16 000). The total number of persons employed was 16.7 million in 2023Q3.

The number of unemployed persons decreased by 72 000 to 7.8 million in 2023Q3 compared to the previous quarter. The number of discouraged work-seekers decreased by 26 000 and the number of people who were not economically active for reasons other than discouragement decreased by 160 000 between the two quarters resulting in a net decrease of 186 000 in the not economically active population.

The above changes in employment and unemployment resulted in the official unemployment rate decreasing by 0,7 of a percentage point from 32.6% in 2023Q2 to 31.9% in 2023Q3 – The unemployment rate according to the expanded definition of unemployment also decreased by 0.9 of a percentage point to 41.2% in 2023Q3 compared to 42.1% in 2023Q2.

South Africa’s unemployment rate decreased by 0,7 of a percentage point to 31.9% in 2023Q3 compared to 2023Q2. The expanded unemployment rate decreased by 0.9 of a percentage point to 41.2% in 2023Q3 compared to 2023Q2. The figure below shows the trend in the number of unemployed.

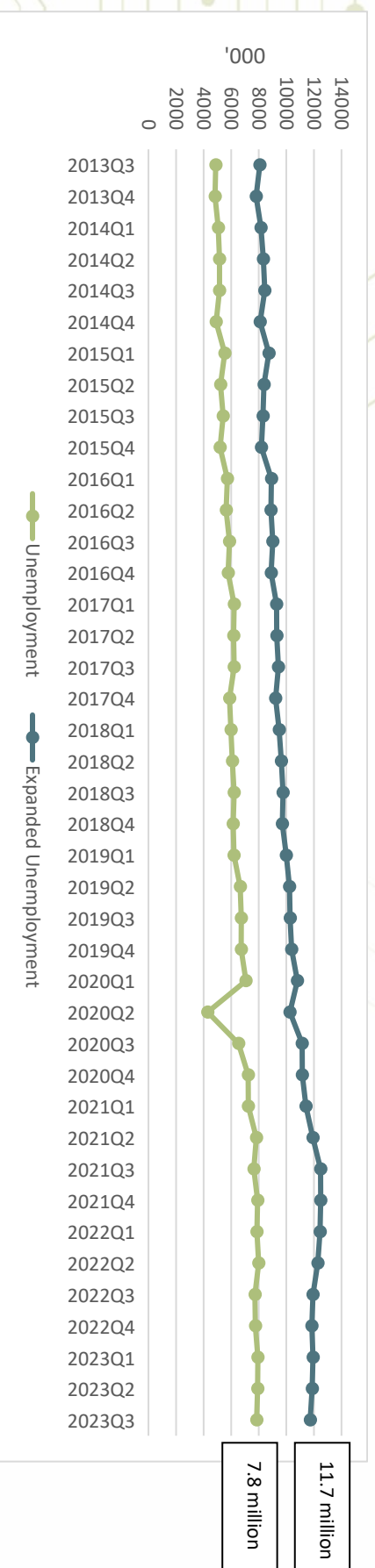


Figure 14: Official vs Expanded Unemployment  
Source: Statssa, Labour Force Survey, Q3, 2023

In 2023Q3, youth aged 15-24 years and 25-34 years recorded the highest unemployment rates of 58% and 38.3%, respectively.

## 2.1. EXTERNAL ENVIRONMENT ANALYSIS

### 2.1.1. *PESTEL Analysis of the SETA's Environment*

The following Political, Economic, Social, Technological and Environmental factors in South Africa have been identified as having a bearing on the SETA's performance environment and the effective delivery of skills development solutions in the sector, which must be addressed by the FP&M SETA strategy.

#### *(i) Political Environment*

Political instability and community unrests and looting of businesses resulting in human, economic and social destruction. The current Ukraine-Russia war and the in the Middle East between Israel and Palestine has created a new multifaceted risk to the South African economy and economic outlook.

The SETA comprises a diversity of industry representatives with competing stakeholder interests: public and private sector, organized labour and general public expectations. FP&M sub-sectors has a legacy of poorly resourced organizations and Bargaining Councils. In partnership with the Department of Trade and Industry and the Independent Development Co-operation has crafted well researched industry growth strategies and Masterplans to address economic sustainability of the FP&M sub-sectors in the medium to long term. Fortunately, the FP&M SETA and constituent organizations have established excellent skills development collaboration initiatives to promote economic growth of the subsectors.

The introduction of the National Skills Development Plan (NSDP) in March 2020 and the merging of the Higher Education and Training and the Science and Technology Ministries into one brings with it policy certainty. This would necessitate the re-alignment of skills delivery models. The re-establishment of the FP&M SETA in its current form from March 2020 until March 2030, as gazetted in July 2019, provides much certainty and bodes well for the stability of FP&M sub-sectors in the education and training landscape. Since establishment in March 2011, and given its excellent track record, the FP&M SETA is in a better position to continue discharging its skills development mandate in response to eradicating the triple challenges of poverty, unemployment and inequality in the country. A current challenge of the sector is the slow rate of transformation and change management, which must be addressed through a proper project strategy to influence the fast tracking of leadership and management transformation. A future risk to the economic growth and sustainability of FP&M sub-sectors will be the anticipated impact of the land ownership and re-distribution debate. Challenges experienced by partnering education and training institutions and bodies e.g. TVETs, Universities, QCTO and NAMB must be addressed. Going forward the FP&M SETA must provide more support for industry sector development programmes in order to promote sustainable economic growth of FP&M industries. General elections to take place in 2024.



## (ii) Economic Analysis

South Africa's current economic trajectory is unsustainable and is characterised by huge fiscal constraints with high debt figures. The industry sub-sectors must mitigate against increasing interest rates. Despite the unfavorable macro-economic outlook with regards to high unemployment and slow growth we will continue to deliver as per our skills development mandate. The socio-political and economic impact of Covid-19 has resulted in a downward economic spiral that is expected to take years to return to normality causing major shifts in economic outlook of our industrial sub-sectors.

After a quarter of positive growth, real gross domestic product (GDP) increased by 0.6% in the 2023Q2. The economy seems to be making a slow recovery however, persistent power cuts which impacts production, investment, and employment significantly; the deteriorating rail and port infrastructure; rising inflation which constrains household expenditure and raises the cost of living; and a weaker global outlook contributes towards the weak economic outlook of the country.

Due to the fact that the manufacturing sector is dependent on electricity and water, electricity and water challenges has lowered productivity and economic growth resulting in high cost of local manufacturing making competition with cheaper imports impossible. Thus, there is a lack of support for locally manufactured and produced goods. A current challenge is the implementation of a competitive government procurement policy that will offer trade production to the local FP&M industries. A huge strength for the sub-sector is the promotion of local brands and collaborations that benefits local suppliers, which is supported through the CTFL and retail value chain masterplan. Local manufactures have expanded exports through regional blocks including African markets, more especially through SADC integration.

FP&M sub-sectors have inflexible manufacturing processes leading to lower revenue. They are financial barriers and lack of market access for SMIMEs which needs to be addressed with urgency. It is important to research the future skills needs that will promote SMIME financial sustainability, employment and entrepreneurship. There is a need to explore strategies to support the informal sector, especially small enterprise development in townships and rural communities.

The unemployment risk in the sector is high due to liquidation of companies owing to the poor economic climate. Given that FP&M sub-sectors have a poor image and reputation with regard to employment and retrenchments, there is a constant need to make the sectors look lucrative and attractive in order to attract the best talent pool of skills into the sector. FP&M sector brand awareness must be improved. A future prospect is possible synergies in the value chain of the sector.



## **(ii) Social Analysis**

Some of the current strengths of FP&M sub-sectors include improved training methodologies and talent pipeline, strengthened partnerships with education and training institutions both private and public and improved and simplified coaching and mentoring strategies. Stakeholder relations within the sub-sectors are very strong with increased opportunities for entrepreneurship.

South Africa has a high youth population – 60% under 35 – an estimated 3 million youth are neither employed nor in training. Other social challenges include the impact of immigrant migration and the employment of foreigners (xenophobia) in our local industries. The legacy of discrimination is still persistent in the workplace. Unemployment still impacts black women and youth more. There is a need to focus on gender and disability. The sector must create more quality and decent jobs. South Africa is one of the most unequal societies. Diverse skills delivery models need review and better alignment with formal education, innovation and technology advancements. Skills delivery models must make provision for benchmarking and best practice to address the high levels of skills mismatch. Youth still have perceptions of a declining FP&M industry.

Social upheaval due to service delivery protests and other social unrests, poor quality of basic education and an increase in the number of unemployed youth and graduates leading to social unrests poses huge challenges. Increase in higher education costs and lack of access to bursary funding have resulted in student unrests and wanton destruction of higher education and training institutions. The perception of the need for a university education needs to change.

HIV/Aids contributes to high labour mortality rate. FP&M SETA will continue to support development and implementation of awareness and prevention strategies to address this pandemic. Most workplaces are characterized by low work ethic and labour productivity. The loss of skilled employees due to uncertainty and an ageing workforce must be addressed through succession planning and an education and training system that addresses the shortage of occupationally-aligned occupational qualifications and pathways. The sector must identify programmes to support the Temporary Employer/Employee Relief Scheme (TERS).

The negative perceptions of obtaining technical qualifications e.g. apprenticeship / trade and TVET NCV qualifications must be addressed. There is a need for TVETs to be upgraded with relevant and appropriate equipment that must be aligned to industry standards. Learner tracking processes must be implemented. Workplaces must open up to address the inadequate work-integrated-learning opportunities for unemployed graduates in the sector. A job rotation model will give learners wider exposure.

### *(iii) Technological Environment*

The FP&M sector has good organizational infrastructure for service delivery and well-developed business processes and integrated system. The sector has implemented world-class manufacturing methodologies in their production processes, although the impact of 4IR needs to be factored in.

Increased use of robotics and AI is set to dramatically shake up the nature of the labour force. Some jobs will disappear as they are rendered redundant by automation. At the same time, there will be increased demand for jobs in other areas such as engineering, computer programming and creative industries which are difficult to automate. At present, digital skill shortages risk undermining the rollout of 4IR in the RSA. Given the nature of the 4IR, what African entrepreneurs require is for governments to help build the knowledge economy.

Some of the technological challenges include outdated technology in the factories making it difficult to compete. High technology costs and poor basic and higher education in technology, impacts on digital technology development. Policy decisions on the protection of IP, especially in printing industry which are impacted by digitization, needs to be addressed. This is needed to prevent industry collapse due to technological innovation and the displacement of traditional skills. Digital and print can live harmoniously together – we need creative solutions. The 4IR should be seen as an evolution – the sector needs to align to Industrial Policy 4.0.

A huge risk is that technology is costly and changes at a rapid pace. Reduction of data costs and cyber security are key to address 4IR. There is a need to develop skills matrices for all sub-sectors aligned to the technological advancements of FP&M sub-sectors.

FP&M SETA must harness reporting processes and systems for seamless alignment and regulatory reporting to the DHET SETA Management Information System (SETMIS).

### *(iv) Legal Framework*

The FP&M sector has a good record of corporate governance. Remuneration levels within the sector is highly regulated. Government legal processes are too slow for private businesses due to bureaucracy in legislation approvals and complex legal framework. Protective labour laws contribute to limited jobs. The Digitisation Strategy of Government must be reviewed. Implementation of POPJ Act and Trade agreements impact on FP&M industries. FP&M SETA acknowledges the importance of protecting its immense information resources, such as stakeholder information it has accumulated over the years.

## **(v) Environment**

Legislation related to the carbon (green economy) footprint (environmental impact) resulting in increased carbon tax may impact on the sector and its sustainability. There is a huge emphasis on skilling for the Green Economy, which provides opportunities for research and awareness programmes. Clearly, the need for alternative energy sources will impact on the sector. The push back against plastics may impact on the sustainability of printing and packaging sub-sectors. Green economy pressures due to climate changes must be addressed through innovation and technology. Future growth possibilities will be influenced by the going green campaign and recycling. Increased focus on ESG.

## **2.2. INTERNAL ENVIRONMENT ANALYSIS**

### **4.2.1. SWOT Analysis**

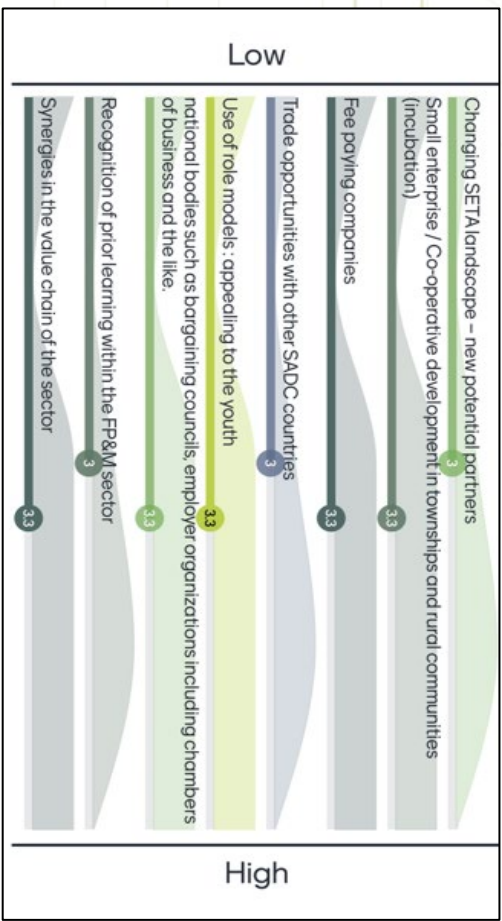
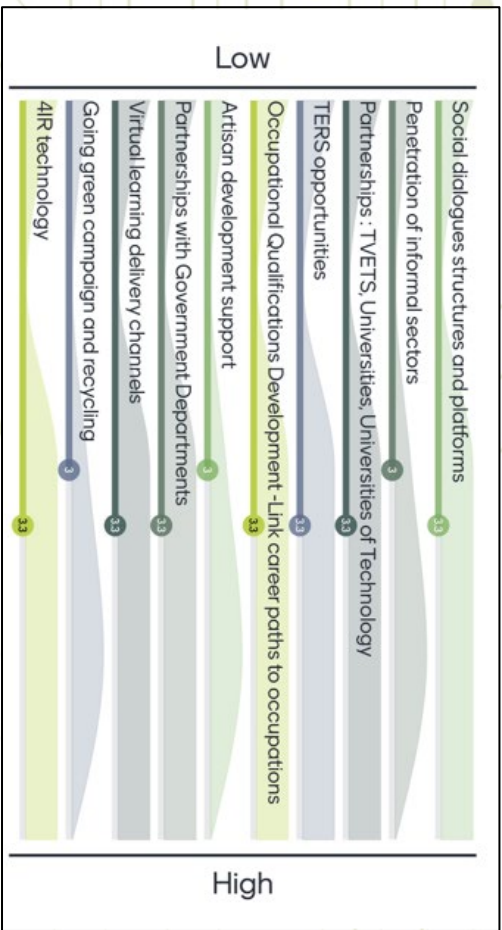
The FP&M sector is continually faced with challenges, some of which are beyond its control. These challenges have the potential to limit FP&M SETA's effectiveness and achievement of expected performance in the execution of its mandate. THE SWOT analysis is used to contextualize FP&M SETA internal and external environments as illustrated in the below matrix. The SWOT analysis identifies areas of strengths and opportunities that FP&M SETA can leverage in the design and implementation of its strategies.

The SWOT from the current strategic plan was used as base for discussion and updated with prioritisation from the Board depicted below.





Opportunities were rated for *importance* for the strategy: ----where 1= low and 5 = high.



Threats were rated for *impact* on the strategy: -----where 1= low and 5 = high.

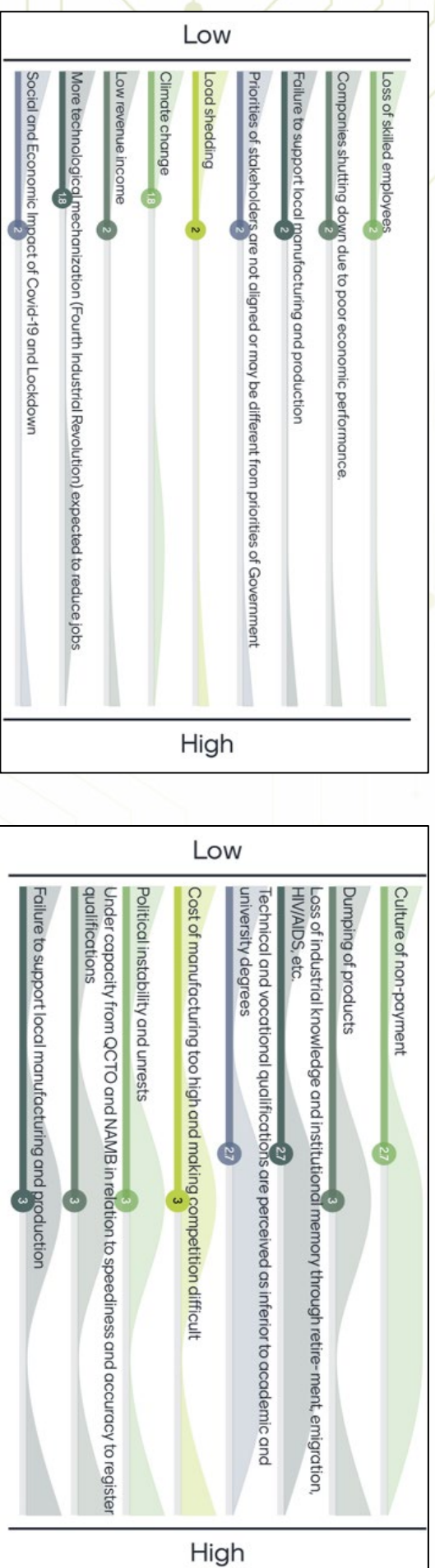


Figure 15: SWOT Analysis

#### 4.2.2. Organisational Environment

##### **FP&M SETA's Corporate Governance Environment**

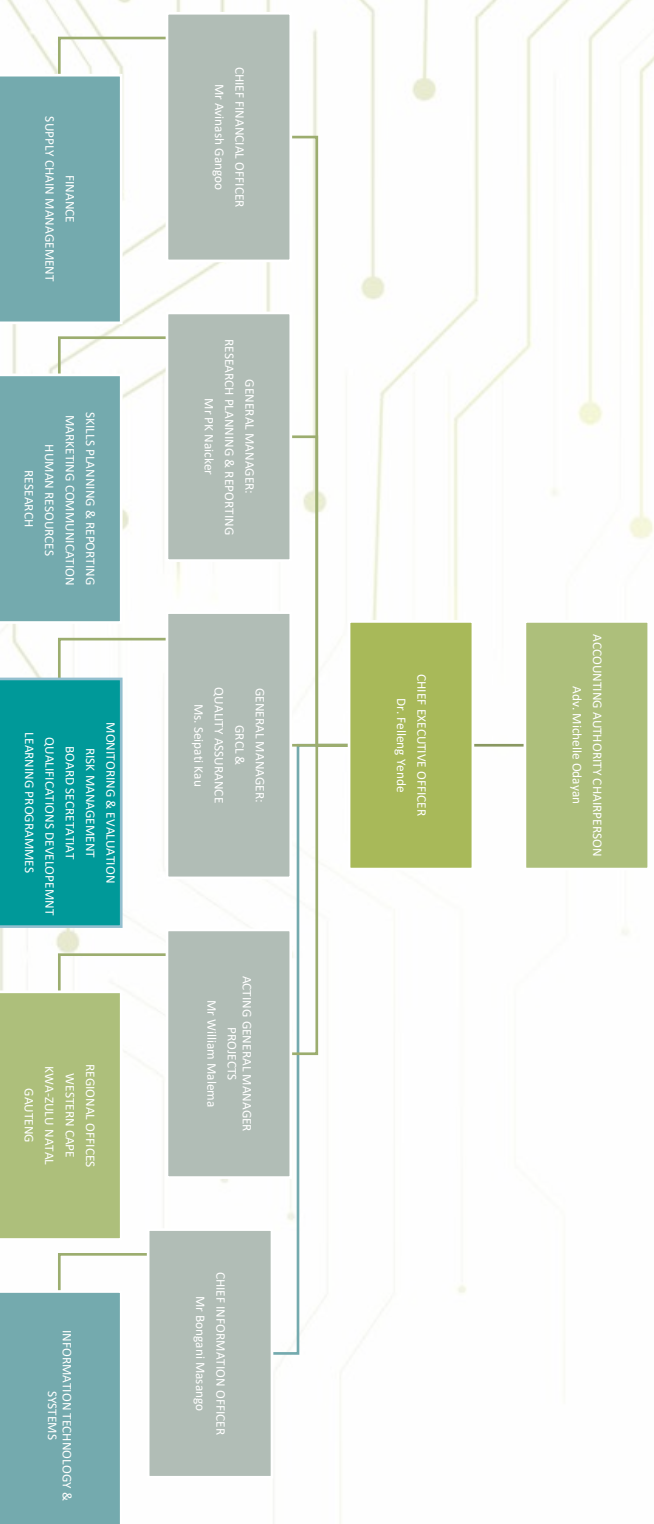
FP&M SETA's corporate governance environment is underpinned by the PFMA. This enables us to manage stakeholder concerns, build commitment within and outside the organization, and to focus on service delivery. A comprehensive set of policies are in place in accordance with the SETA's Constitution and in support of the SSP and the Strategic Plan.

##### **Resource Considerations**

#### 4.2.3. Human Resources and Organisational Design

It is apparent that organizational design is critical in driving and supporting organizational excellence. The new business model under the organizational design responds to the diverse nature of the SETA's stakeholders. The FP&M SETA serves 13 sub-sectors nationally with a significant presence in

Gauteng, Western Cape and Kwazulu-Natal. De-centralization means that the Regional Managers will run with the regional operations activities from initiation to close-out. It should be noted that the key principle driving the change is performance through re-organization, empowering staff and promoting multi-skilling. This structure is further strengthened by the implementation of the Sector Skills Advisor Model. One of the strengths of the FP&M SETA is its ability to provide on-site support to constituent firms in the sector, through the use of Sector Skills Advisors.



The staff establishment and post-provisioning norm of the FP&M SETA is aligned with the skills development mandate of the organization and the priorities of the National Skills Development Plan.

The FP&M SETA consists of a Board, an Executive Committee, Specialist Advisory Committees and an Independent Audit Committee and a staff establishment of approximately 52 personnel. It has the full capacity to deliver on the skills development mandate of both the FP&M sector and Government.

The FP&M SETA recognizes that its effectiveness is dependent on the calibre of its employees and optimal use of their talents, skills, qualifications and experience. To this end, an integrated, robust and evolving Human Resources Management and Development Strategy was developed to ensure that it has adequate human capital (quantity and quality) needed for effective leadership, management and direction of its resources through the efficient and effective co-ordination of its internal systems and operations.



## Part C: Measuring Our Performance

### 5. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

#### 3.1. Programme 1: Administration

<b>Purpose</b>	To Improve the effectiveness and efficiency of the governance, human resources, corporate services and financial administration to enhance skills delivery. This programme addresses improvement in governance oversight, monitoring and evaluation mechanisms and capacity.	
<b>Explanation of the Planned Performance over the five year planning period</b>	The outcomes of this performance indicator involves the implementation of effective policies, strategies and plans that comply with the applicable legislation and its ensuing regulations, good corporate governance, responsible citizenship and social justice. The rationale of the outcomes indicator is to ensure effective and efficient financial, material and human resource planning and deployment of resources. In terms of overall impact, there will be a tangible improvement in governance oversight, monitoring and performance of the FP&M SETA.	

#### *Measuring Outcomes, Outputs, Performance Indicators and Targets*

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Period		
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Improved, effective and efficient SETA governance and skills delivery	Effective and efficient financial and human resource planning and implementation.	(i) Percentage of key positions filled	100%	100%	100%	100%	100%	100%	100%

Compliance with laws and regulations addressed	(ii) Number of Quarterly SETA Good Governance reports submitted to DHET	New KPI	New KPI	New KPI	4	4	4	4
--	---	---------	---------	---------	---	---	---	---

### 3.2. Programme 2: Skills Planning

<b>Purpose</b>	To ensure that appropriate skills-related research is conducted in order to identify and increase production of occupations in high demand to promote labour absorption. Accurate labour market analysis within the sector will improve enrolment and completion of priority occupations and qualifications. This would improve the responsiveness and planning processes of the sector's post-school education and training system.
<b>Explanation of the Planned Performance over the medium-term period</b>	A credible institutional mechanism for research and skills planning will be established ensuring better forecasting of occupations in high demand leading to greater responsiveness and better skills planning processes within the FP&M sector. This will also result in the formation of effective partnerships and networks with key delivery partners among the provider community, labour market and learner communities. The rationale is that skills planning must be complemented with resources, better data and improved labour market analysis relating to sectoral skills gaps and priority occupations in demand. It is important for the FP&M SETA to develop capacity for this function because demand projections for labour depend on the economic growth rate and this is the single most important variable for skills planning in the sector. This would ensure that information sources for priority occupations and qualifications, with regard to the demand and supply of occupations and qualifications in demand and identifying new and emerging occupations and qualifications in the sector are co-ordinated and integrated, thus increasing opportunities for employability and entrepreneurship. This programme also supports the implementation of different types of implementation studies in order to assess processes, systems and impact of FP&M SETA learning programmes.

### Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS							
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Period			
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET	
Quality research and skills planning activities to address occupations in high demand.	Discretionary grants allocated for high, inter-mediate and elementary skills	(i) Percentage of discretionary grant budget allocated at developing high, inter-mediate and elementary skills	80.34%	84%	87%	80%	80%	80%	80%	
	WSP and ATRs of small firms approved for mandatory grant payment	(ii) Number of WSPs and ATRs approved for small firms	593	608	548	600	605	615	630	
	WSP and ATRs of medium firms approved for mandatory grant payment	(iii) Number of WSPs and ATRs approved for medium firms	371	381	353	400	405	415	430	
	WSP and ATRs of large firms approved for mandatory grant payment	(iv) Number of WSPs and ATRs approved for large firms	349	328	300	340	345	350	355	
	Research reports completed and support SSP development	(v) Number of research agreements signed	5	4	5	5	5	5	6	
	Research report completed addressing impact of TVET partnerships	(vi) Number of sector research agreements signed for TVET growth occupationally directed programmes	New KPI	New KPI	New KPI	1	1	1	1	
	SETA impact study research report completed	(vii) Number of research agreements signed to conduct SETA impact study	New KPI	New KPI	New KPI	1	1	1	1	

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Period		
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Co-operatives trained on sector and national priority occupations or skills	Small and emerging enterprises trained on sector and national priority occupations or skills	(viii) Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	New KPI	New KPI	New KPI	15	18	20	25
		(ix) Number of small and emerging enterprises trained on sector and national priority occupations or skills	New KPI	New KPI	New KPI	25	27	30	35
Employment absorption rates post training on WBL programmes determined	Approved PIVOTAL List of priority occupations to be funded	(x) Number of unemployed learners who completed work-based-learning programmes (WBL) absorbed into employment or self-employment post training	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2020	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2021	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2022	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2023	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2024	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2025	An updated OFO-aligned pivotal list submitted to DHET by 31st August 2026
		(xi) Number of unemployed learners who completed work-based-learning programmes (WBL) absorbed into employment or self-employment post training	New KPI	New KPI	New KPI	375	400	500	600



### 3.3. Programme 3: Learning Programmes and Projects

#### 3.3.1. Sub-Programme 1

<p><b>Purpose</b></p>	<p>To link education and the workplace in order to develop a skilled and capable workforce for a sustainable, technologically-advanced and productive FP&amp;M manufacturing sector. Workplaces must implement occupationally-directed programmes and qualifications to address technical high level and middle level occupations and qualifications in demand, especially for priority occupations</p>
<p><b>Explanation of the Planned Performance over the medium-term period</b></p>	<p>Various learning programmes are implemented with an aim of re-skilling and upskilling of currently employed, skilling the unemployed to facilitate their entry into the FP&amp;M labour market. It is critical to link education and the workplaces to implement occupationally-directed programmes and qualifications, such as apprenticeships, work-integrated-learning and internships to address technical high level and middle level occupations and qualifications in demand. While there are graduates being produced, the linkage to the workplace and labour market is critical so as to realize the placements of graduates in the labour market to address priority occupations. The implication of this for the SETA is that we must have a much better understanding of the sector and its sub-sectors and in particular where future jobs will be created, and that employers are identified to work with the SETA to create relevant workplace opportunities.</p>

#### *Outcomes, Outputs, Performance Indicators and Targets*

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance	MTEF Targets		
			2020/21	2021/22	2022/23		2023/24	2024/25 TARGET	2025/26 TARGET
Increased workplace-based learning opportunities to address priority occupations.	Funded TVET Students for WIL	(i) Number of TVET students entered work-integrated-learning programmes	351	408	656	740	750	800	854
	Work ready TVET Students	(ii) Number of TVET students completed work-integrated-learning programmes	282	322	527	525	600	720	775
	Funded HET Students for WIL	(iii) Number of university students entered work-integrated-learning programmes	250	318	276	320	330	375	390

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance	MTEF Targets		
			2020/21	2021/22	2022/23		2023/24	2024/25 TARGET	2025/26 TARGET
	Work ready HET students	(iv) Number of university students completed work- integrated-learning programmes	228	221	237	235	260	300	340
	Funded unemployed learners for work experience/internship programmes	(v) Number of unemployed learners entered work experience /internship programmes	430	491	603	665	700	750	825
	Work ready unemployed learners	(vi) Number of unemployed learners completed work experience /internship programmes	311	402	509	530	620	650	720
	Funded unemployed learners on skills programmes	(vii) Number of unemployed learners entered skills programmes	2,066	2,454	1,805	2,200	2,254	2,340	2,380
	Unemployed learners on skills programmes upskilled	(viii) Number of unemployed learners completed skills programmes	2,001	2,381	1,737	2,800	2,150	2,200	2,250
	Funded unemployed learners on learnerships	(ix) Number of unemployed learners entered learnership programmes	2,069	2,483	2,365	2,535	2,550	2,703	2,738
	Unemployed learners on learnerships up-skilled	(x) Number of unemployed learners completed learnership programmes	1,906	2,127	2,126	2,390	2,500	2,550	2,600

### 3.3.2. Sub-Programme 2

<b>Purpose</b>	<i>To increase access of youth and adults to post-school education and training opportunities and to encourage further learning to improve their employability.</i>
<b>Explanation of the Planned Performance over the medium-term period</b>	Many South Africans are poorly educated and lack the basic foundational skills (communication and mathematical literacy) to undertake further learning when they leave school and cannot access post-school education and training opportunities. This outcome is focused on providing youth and adults with basic foundational skills to access adult education and training programmes that will enable them to access further learning to improve their employability.

### Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance	MTEF Targets		
			2020/21	2021/22	2022/23		2023/24	2024/25 TARGET	2025/26 TARGET
Increased foundational learning opportunities	AET learners funded  Improved foundational skills	(i) Number of workers who entered AET programmes.  (ii) Number of workers who completed AET programmes.	341	715	682	717	725	728	730
			289	490	580	625	650	675	700

### 3.3.3. Sub-Programme 3

<b>Purpose</b>	To ensure the continuous upgrading of skills in the workforce in order to increase the skills pool especially in priority occupations and qualifications in demand. The purpose is to produce a highly-skilled world-class workforce through various skills development interventions that will contribute to the achievement of sector competitiveness, transformation and economic growth.
<b>Explanation of the Planned Performance over the medium-term period</b>	This outcome encourages better use of workplace-based skills development opportunities annually in order to transform workplaces through career pathing, improve productivity and to improve economic growth prospects and sustainability of the FP&M industrial sub-sectors. The rationale is to ensure the continuous upgrading of skills in the workforce in world class manufacturing principles and production methodologies in order to ensure an increase in the skills pool, more especially in occupations in high demand.

### Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Targets		
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Improved skills level of workers in occupations in high demand.	Workers funded on learnership programmes	(i) Number of workers entered learnership programmes	529	1,025	1,014	1,027	1,100	1,150	1,200
	Workers acquire middle level technical skills through learnerships	(ii) Number of workers completed learnership programmes	695	782	822	942	950	1,000	1,050
	Workers funded on bursary programmes	(iii) Number of workers entered bursary programmes	85	110	136	119	120	125	130
	Workers acquire middle & high level skills through bursary programmes	(iv) Number of workers completed bursary programmes	40	39	100	100	105	115	120
	Workers funded on skills programmes	(v) Number of workers entered skills programmes	1,259	1,279	1,415	1,500	1,550	1,700	1,901
	Workers acquire middle level technical skills through skills programmes	(vi) Number of workers completed skills programmes	1,609	1,483	1,392	2,540	1,826	1,500	1,750

#### 3.3.4. Sub-Programme 4

<b>Purpose</b>	The purpose is to develop a skilled and capable workforce for a sustainable, technologically-advanced and productive FP&M sector through implementation of priority occupations and qualifications in partnership with higher education and training institutions and workplaces.
<b>Explanation of the Planned Performance over the medium-term period</b>	The workforce is not keeping pace with the skills required by industry to remain competitive in an increasingly knowledge-based economy. The rationale is that FP&M SETA must play a pro-active role in supporting the increased production of skills for intermediate and high level occupationally-directed programmes. The sector will develop a skilled and capable workforce by addressing priority occupations and qualifications in partnership with higher education and training institutions and workplaces.



## Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Targets		
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Increased access to occupationally-directed programmes through effective partnerships.	Apprentices funded on apprenticeship programmes	(i) Number of learners entered apprenticeship programmes	243	386	605	769	770	785	800
	Apprentices acquire middle level technical skills	(ii) Number of learners completed apprenticeship programmes	260	324	508	651	655	700	740
	Unemployed learners on bursary programmes funded	(iii) Number of unemployed learners entered bursary programmes as first time entry learners	208	227	182	230	235	240	255
	Unemployed learners on bursary programmes acquire middle level technical skills	(iv) Number of unemployed learners entered bursary programmes as continuing learners	311	324	382	325	330	345	365
	Unemployed learners on bursary programmes acquire middle level technical skills	(v) Number of unemployed learners completed bursary programmes	265	417	518	450	465	520	565

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance	MTEF Targets		
			2020/21	2021/22	2022/23		2023/24	2024/25 TARGET	2025/26 TARGET
	Learners funded for RPL programmes	(vi) Number of learners entered RPL programmes	50	116	117	118	120	125	130
	Learners assessed through RPL methodology	(vii) Number of learners completed RPL programmes	50	114	126	115	118	123	127
	Strategic TVET/CET partnerships funded	(viii) Number of TVET and/or CET partnership agreements signed	21	23	25	25	25	27	27
	Strategic HEI partnerships funded	(ix) Number of HEI partnership agreements signed	10	10	10	10	10	10	10
	Strategic SETA Employer partnerships funded	(x) Number of SETA Employer partnership agreements signed	6	5	6	6	6	7	7

### 3.3.5. Sub-Programme 5

Purpose	Explanation of the Planned Performance over the medium-term period
To provide support to co-operatives, small enterprises, NGOs, CBOs, NPOs and community organizations to implement skills development training initiatives to address entrepreneurship and co-operative development.	Funded skills and entrepreneurial interventions will result in the establishment of new enterprises and co-operatives, thus increasing employment and new venture opportunities. Co-operatives, Small Enterprises, CBOs, NPOs, NGOs must be supported with skills training and capacity development in order to expand and contribute to sector economic and employment growth. The Sector Skills Plan/PIVOTAL List has identified a number of key areas of critical skills demand for co-operatives, small enterprises, NGOs and CBOs, all of which affect the efficacy and sustainability of these enterprises. Small, Medium and Micro-Sized Enterprises are a crucial part of South Africa's economic growth. The challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available but in developing the skills and competencies of the youth and potential entrepreneurs in general. The rationale is to encourage and support co-operatives, small enterprises, NGOs, CBOs, NPOs and community training initiatives to address poverty, inequality, disability and rural and township development and unemployment.

### Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/Actual Performance			Estimated Performance	MTEF Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Increased funding support for co-operatives, small enterprises, NGOs, CBOs and NPOs to implement skills development programmes.	Learners on entrepreneurial programmes and/or business coaching & mentoring programmes funded	(i) Number of learners entered entrepreneurial programmes and/or business coaching & mentoring programmes	138	132	180	175	190	225	250
	CBOs, NGOs and/or NPOs funded	(ii) Number of CBOs, NGOs and/or NPOs supported with training interventions or funding	32	78	36	40	40	45	45
	Rural development projects implemented	(iii) Number of rural development projects funded	29	31	35	40	45	50	55
	Co-operatives upskilled	(iv) Number of Co-operatives supported with training interventions or funded	55	55	61	60	65	70	75
	Small businesses upskilled	(v) Number of Small Businesses supported with training interventions or funded	100	111	117	115	120	130	140

### 3.3.6. Sub-Programme 6

Purpose	To provide support and encourage worker-initiated training initiatives to address challenges experienced by FP&M sub-sectors.
<b>Explanation of the Planned Performance over the medium-term period</b>	Trade unions and their education programmes play an important role in the skilling of workers. Worker-initiated education and training must contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate. Capacity building of the workforce is critical for the sustained economic growth of FP&M industries.

### Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance	MTEF Targets		
			2020/21	2021/22	2022/23	2023/24	2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Improved understanding by workers of their sector.	Trade Union members upskilled about sectoral challenges	(i) Number of trade unions supported through skills training interventions or funding	3	3	3	5	5	6	6

#### 3.3.7. Sub-Programme 7

Purpose	Career paths are communicated effectively, and contribute to improved relevance of training and greater career and vocational awareness for learners.
Explanation of the Planned Performance over the medium-term period	The rationale is to build career and vocational guidance capacity to expose learners and career development practitioners to FP&M sector occupations in demand through career events and exhibitions in both rural and urban areas. For FP&M sector learners to succeed, they need to be guided prior to enrolment on both best match of their interest and their abilities to occupational requirements, as well as best prospects for employment and decent remuneration. These programmes require input from the labour market, as well as vehicles for matching potential learners to opportunities. Career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression. The FP&M SETA needs to expose learners to occupations in high demand before they make final decisions on their career choices. FP&M SETA must provide information on steps taken to expose prospective learners to work in the FP&M sector.



### Outcomes, Outputs, Performance Indicators and Targets

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS						
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Targets		
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET
Improved exposure for learners and career development practitioners to FP&M sector priority occupations	Learners in urban areas exposed to occupation in high demand	(i) Number of career development events conducted in urban areas	10	15	20	25	30	35	40
	Learners in rural areas exposed to occupation in high demand	(ii) Number of career development events conducted in rural areas	10	15	21	25	30	35	40
	Career practitioners capacitated on occupations in high demand	(iii) Number of workshops on career development services implemented	New KPI	2	4	2	2	2	2

### 3.4. Programme 4: Quality Assurance and Partnerships

Purpose	Explanation of the Planned Performance over the medium-term period
The purpose of the quality assurance programme is to develop, implement and monitor occupationally-directed qualifications in partnership with accredited skills development institutions.	The rationale is to ensure quality, relevant and fit-for-purpose education and training programmes through partnerships with post-school education and training institutions to improve the supply of priority occupations within the FP&M sector.
	To establish a sustainable post-school education and training system complimented by strategic partnerships to promote the growth of stronger TVET and community education and training colleges. The growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications aligned to industry needs, whilst community education and training colleges will offer programmes that are responsive to the needs of communities and that enable individuals to find work, start businesses, and develop sustainable livelihoods and progress into other education institutions.

**Outcomes, Outputs, Performance Indicators and Targets**

OUTCOME	OUTPUTS	OUTPUT INDICATORS	ANNUAL TARGETS								
			Audited/actual Performance			Estimated Performance 2023/24	MTEF Targets				
			2020/21	2021/22	2022/23		2024/25 TARGET	2025/26 TARGET	2026/27 TARGET		
Increased supply of quality, relevant and fit-for-purpose education and training programmes	Functional CSTO Offices established	(i) Number of CSTO offices established in TVET colleges	1	1	1	1	1	1	2		
		Centres of Specialization supported	5	5	3	5	5	6	6		
	TVET/CET lecturers upskilled on industry programmes	(ii) Number of TVET Centres of Specialization funded	5	5	3	5	5	6	6		
		(iii) Number of TVET and/or CET Lecturers entered industry development programmes	16	34	22	25	30	35	40		
	Current and relevant SETA occupational qualifications registered with QCTO	(iv) Number of FP&M SETA occupational qualifications registered by QCTO during the year	16	15	15	10	10	10	10		

## 5.5 Sector / Industry-funded Targets

Additional targets relating to learner registrations and completions funded by industry that will contribute to the FP&M SETA's overall performance for 2024/25

<b>NSDP Outcomes</b>	<b>Output Indicators</b>	<b>Sector funded</b>
Linking education and the workplace	Number of unemployed learners entered Work Experience/ Internships	50
	Number of unemployed learners completed Work Experience/ Internships	20
	Number of unemployed learners entered Skills programmes	100
	Number of unemployed learners completed Skills programmes	25
	Number of unemployed learners entered Learnerships programmes	250
	Number of unemployed learners completed Learnerships programmes	100
	Number of workers entered in Learnerships programmes	50
Improving the level of skills in the South African workforce	Number of workers completed Learnerships programmes	30
	Number of workers entered Bursaries	2
	Number of workers entered Skills programmes	100
	Number of workers completed Skills programmes	50

The targets reflected in the Annual Performance Plan fall short of the scarce and critical skills needs and priorities of the FP&M sector as contained in the FP&M SETA Sector Skills Plan due to discretionary funding budgetary constraints. Should additional funding be secured through collaboration with institutions like the National Skills Fund, National and Provincial Government Departments (e.g. Department of Trade and Industry, Department of Economic Development and Tourism, Department of Arts and Culture, Department of Agriculture, Forestry and Fisheries and Kwazulu-Natal Department of Economic Development and Tourism) and inter-SETA collaboration funding, the FP&M SETA would be in a position to increase its targets.

## Output Indicators, Annual and Quarterly Targets

**Notes: Allocation Principles for Quarterly Targets:**

- i. **General Principle for Quarterly Allocation of Targets for Entry and Completion on Programmes: Quarter 1: 5% + Administration, Quarter 2: 25%, Quarter 3: 35%, Quarter 4: 35%**

OUTPUT INDICATORS	REPORTING PERIOD	ANNUAL	QUARTERLY TARGETS			
		TARGET 2024/25	Q1	Q2	Q3	Q4
<b>PROGRAMME 1 : ADMINISTRATION</b>						
<b>5.1 Outcome: Improved, effective and efficient SETA governance and skills delivery</b>						
(i) Percentage of key positions filled	Annually	100%	0	0	0	100%
(ii) Number of Quarterly SETA Good Governance reports submitted to DHET	Quarterly	4	1	1	1	1
<b>PROGRAMME 2: SKILLS PLANNING</b>						
<b>5.2 Outcome: Quality research and skills planning activities to address occupations in high demand.</b>						
(i) Percentage of discretionary grant budget allocated at developing high, intermediate, and elementary skills	Annually	80%	0	0	0	80%
(ii) Number of WSPs and ATRs approved for small firms	Quarterly	605	0	0	605	0
(iii) Number of WSPs and ATRs approved for medium firms	Quarterly	405	0	0	405	0
(iv) Number of WSPs and ATRs approved for large firms	Quarterly	345	0	0	345	0
(v) Number of research agreements signed	Annually	5	0	0	2	3
(vi) Number of sector research agreements signed for TVET growth occupationally directed programmes	Annually	1	0	0	0	1
(vii) Number of research agreements signed to conduct SETA Impact study	Annually	1	0	0	0	1



OUTPUT INDICATORS	REPORTING PERIOD	ANNUAL TARGET 2024/25	QUARTERLY TARGETS			
			Q1	Q2	Q3	Q4
(viii) Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	Quarterly	18	0	0	8	10
(ix) Number of small and emerging enterprises trained on sector and national priority occupations or skills	Quarterly	27	0	0	10	17
(x) An updated OFO-aligned pivotal list submitted to DHET by 31 <sup>st</sup> August 2024.	Annually	An updated OFO-aligned pivotal list submitted to DHET by 31 <sup>st</sup> August 2024.	0	0	An updated OFO-aligned pivotal list submitted to DHET by 31 <sup>st</sup> August 2024.	0
(xi) Number of unemployed learners who completed work-based learning programmes (WBL) absorbed into employment or self-employment post training	Quarterly	400	0	80	140	180
<b>PROGRAMME 3: LEARNING PROGRAMMES &amp; PROJECTS</b>						
<b>SUB PROGRAMME 1</b>						
<b>5.3 Outcome: Increased workplace-based learning opportunities to address priority occupations.</b>						
(i) Number of TVET students entered work-integrated-learning programmes	Quarterly	750	37	113	263	337
(ii) Number of TVET students completed work- integrated-learning programmes	Quarterly	600	30	90	210	270
(iii) Number of university students entered work- integrated-learning programmes	Quarterly	330	16	50	116	148
(iv) Number of university students completed work- integrated-learning programmes	Quarterly	260	13	39	91	117
(v) Number of unemployed learners entered work experience / internship programmes	Quarterly	700	34	101	246	319
(vi) Number of unemployed learners completed work experience / internship programmes	Quarterly	620	30	90	220	280

OUTPUT INDICATORS	REPORTING PERIOD	ANNUAL TARGET 2024/25	QUARTERLY TARGETS			
			Q1	Q2	Q3	Q4
(vii) Number of unemployed learners entered skills programmes	Quarterly	2,254	112	564	788	790
(viii) Number of unemployed learners completed skills programmes	Quarterly	2,150	108	538	752	752
(ix) Number of unemployed learners entered learnership programmes	Quarterly	2,550	128	638	892	892
(x) Number of unemployed learners completed learnership programmes	Quarterly	2,500	125	625	875	875
<b>SUB PROGRAMME 2</b>						
<b>5.4 Outcome: Increased foundational learning opportunities</b>						
(i) Number of workers who entered AET programmes.	Quarterly	725	36	109	253	327
(ii) Number of workers who completed AET programmes.	Quarterly	650	32	98	227	293
<b>SUB PROGRAMME 3</b>						
<b>5.5 Outcome: Improved skills level of workers in occupations in high demand.</b>						
(i) Number of workers entered learnership programmes	Quarterly	1,100	55	275	385	385
(ii) Number of workers completed learnership programmes	Quarterly	950	46	143	333	428
(iii) Number of workers entered bursary programmes	Quarterly	120	6	18	42	54
(iv) Number of workers completed bursary programmes	Quarterly	105	5	16	37	47
(v) Number of workers entered skills programmes	Quarterly	1,550	78	388	542	542
(vi) Number of workers completed skills programmes	Quarterly	1,826	92	456	639	639
<b>SUB PROGRAMME 4</b>						
<b>5.6 Outcome: Increased access to occupationally-directed programmes through effective partnerships.</b>						
(i) Number of learners entered apprenticeship programmes	Quarterly	770	38	116	270	346

OUTPUT INDICATORS	REPORTING PERIOD	ANNUAL TARGET 2024/25	QUARTERLY TARGETS			
			Q1	Q2	Q3	Q4
(ii) Number of learners completed apprenticeship programmes	Quarterly	655	33	164	229	229
(iii) Number of unemployed learners entered bursary programmes as first-time entry learners	Quarterly	235	12	35	82	106
(iv) Number of unemployed learners entered bursary programmes as continuing learners	Quarterly	330	17	83	115	115
(v) Number of unemployed learners completed bursary programmes	Quarterly	465	25	116	162	162
(vi) Number of learners entered RPL programmes	Annually	120	6	30	42	42
(vii) Number of learners completed RPL programmes	Annually	118	5	29	42	42
(viii) Number of TVET and/or CET partnership agreements signed	Annually	25	0	0	10	15
(ix) Number of HEI partnership agreements signed	Annually	10	0	0	3	7
(x) Number of SETA Employer partnership agreements signed	Annually	6	0	0	0	6
<b>SUB PROGRAMME 5</b>						
<b>5.7 Outcome: Increased funding support for co-operatives, small enterprises, NGOs, CBOs and NPOs to implement skills development programmes.</b>						
(i) Number of learners entered entrepreneurial programmes and/or business coaching & mentoring programmes	Quarterly	190	9	47	67	67
(ii) Number of CBOs, NGOs and/or NPOs supported with training interventions or funding	Quarterly	40	0	12	14	14
(iii) Number of rural development projects funded	Quarterly	45	2	7	16	20
(iv) Number of Co-operatives supported with training interventions or funded	Quarterly	65	0	19	23	23
(v) Number of Small Businesses supported with training interventions or funded	Quarterly	120	6	30	42	42

OUTPUT INDICATORS	REPORTING PERIOD	ANNUAL TARGET 2024/25	QUARTERLY TARGETS			
			Q1	Q2	Q3	Q4
<b>SUB PROGRAMME 6</b>						
<b>5.8 Outcome: Improved understanding by workers of their sector.</b>						
(i) Number of trade unions supported through skills training interventions or funding	Quarterly	5	0	0	2	3
<b>SUB PROGRAMME 7</b>						
<b>5.9 Outcome: Improved exposure for learners and career development practitioners to FP&amp;M sector priority occupations</b>						
(i) Number of career development events conducted in urban areas	Quarterly	30	2	5	10	13
(ii) Number of career development events conducted in rural areas	Quarterly	30	2	5	10	13
(iii) Number of workshops on career development services implemented	Annually	2	0	0	0	2
<b>PROGRAMME 4: QUALITY ASSURANCE &amp; PARTNERSHIPS</b>						
<b>5.10 Outcome: Increased supply of quality, relevant and fit-for-purpose education and training programmes</b>						
(i) Number of CSTO offices established in TVET colleges	Annually	1	0	0	0	1
(ii) Number of TVET Centres of Specialization funded	Quarterly	5	0	0	2	3
(iii) Number of TVET and/or CET Lecturers entered industry development programmes	Quarterly	30	0	0	10	20
(iv) Number of FP&M SETA occupational qualifications registered by OCTO during the year	Annually	10	0	0	0	10



**6. PROGRAMME RESOURCE CONSIDERATIONS**

**4.1. Reconciling Performance Targets with the MTEF Budget (2024/25-2028/29)**

*(i) Pivotal and Non-Pivotal Budgets (2024/25)*

PROG.NO.	OUTCOMES	PERFORMANCE INDICATOR	EMP. STATUS	UNIT COSTS	TARGET 2024/25	BUDGET 2024/25	Project Ad- ministration (7.5%)
SETA ADMINISTRATION BUDGET							
1. ADMIN	Skills development delivery improved through effective and efficient SETA governance.	1.2 % key positions filled			100%	Included in SETA Adm budget	
SETA PIVOTAL BUDGET							
		4.1.Artisan Programmes Ent	Emp/Une	R 206 290,00	150	R 30 943 500,00	R 2 320 762,50
		4.1.Artisan Programmes Ent (ARPL)	Une	R 55 000,00	110	R 6 050 000,00	R 453 750,00
		4.1.Artisan Programmes Ent (ARPL)	Emp	R 35 000,00	510	R 17 850 000,00	R 1 338 750,00
		4.4 Learnership Programmes Ent	Une	R 26 200,00	2650	R 69 430 000,00	R 5 207 250,00
		4.7 Bursary Programmes Ent	Une	R 50 000,00	565	R 28 250 000,00	R 2 118 750,00
		4.13 Work Experience / Internships Ent	Une	R 36 000,00	700	R 25 200 000,00	R 1 890 000,00
		4.15 Skills Programmes Ent	Une	R 10 000,00	2254	R 22 540 000,00	R 1 690 500,00
3: LP & PROJ	Increased access to intermediate and high level occupational programmes through effective partnerships.						
		6.1 Skills Programmes Ent	Emp	R 7 200,00	1550	R 11 160 000,00	R 837 000,00
	Workers skills upgraded in occupations and critical skills in demand.	6.3 Learnership Programmes Ent	Emp	R 20 000,00	1100	R 22 000 000,00	R 1 650 000,00
		6.5 Bursary Programmes Ent	Emp	R 35 000,00	120	R 4 200 000,00	R 315 000,00
		5.1 AET Programmes Ent	Emp	R 3 500,00	725	R 2 537 500,00	R 190 312,50
4:QA	Increased access for further technical and occupational training for youth and adults with poor foundational skills	RPL	Emp/Une	R 5 000,00	120	R 600 000,00	R 45 000,00
	Supply of quality, relevant and fit-for-purpose education and training programmes increased.						

3: LP & PROJ	Workplace-based learning opportunities for unemployed learners increased for priority occupations.	6.7 TVET Student Placement Ent	Une	R 54 000,00	750	R 40 500 000,00	R 3 037 500,00
		6.9 University Student Placement Ent	Une	R 36 000,00	330	R 11 880 000,00	R 891 000,00
	<b>TOTAL: PIVOTAL</b>					<b>R 293 141 000,00</b>	<b>R 21 985 575,00</b>
<b>SETA NON-PIVOTAL BUDGET</b>							
2: SKILLS PLANNING	Research and skills planning activities implemented to address occupations in high demand.	2. Research partnerships, Priority Occupations, Qualifications and Skills List, Impact Study & Other Skills & Strategic Planning Activities				R 1 500 000,00	R 112 500,00
		3.2 - 3.4 Number of WSPs & ATRs Approved				R 500 000,00	R 37 500,00
3: LP & PROJ	Improved understanding by workers of sectoral challenges	5.8 Trade Unions			5 Trade Unions	R 2 000 000,00	R 150 000,00
4: QA	Supply of quality, relevant and fit-for-purpose education and training programmes increased.	5.10 Establish & Maintain CSTO Offices			1	R 250 000,00	R 18 750,00
1: ADMIN	Skills development delivery improved through effective and efficient SETA governance.	Marketing				R 2 000 000,00	R 147 169,00
	<b>TOTAL NON-PIVOTAL BUDGET</b>					<b>R 6 250 000,00</b>	<b>R 465 919,00</b>
	<b>TOTAL DG BUDGET</b>					<b>R 321 842 494</b>	

(ii) Pivotal and Non-Pivotal Budgets (2025/26 & 2026/27)

PROG.NO.	OUTCOMES	PERFORMANCE INDICATOR	EMP. STATUS	UNIT COSTS	TARGET 2025/26	BUDGET 2025/26	Project Administration (7.5%)	TARGET 2026/27	BUDGET 2026/27	Project Administration (7.5%)
SETA ADMINISTRATION BUDGET										
1. ADMIN	Skills development delivery improved through effective and efficient SETA governance.	1.2 % key positions filled			100%	Included in SETA Adm budget		100%	Included in SETA Adm budget	
SETA PIVOTAL BUDGET										
3: LP & PROJ	Increased access to intermediate and high level occupational programmes through effective partnerships.	4.1 Artisan Programmes Ent	Emp/Une	R 206 290,00	155	R 31 974 950,00	R 2 398 121,25	165	R 34 037 850,00	R 2 552 838,75
		4.1 Artisan Programmes Ent (ARPL)	Une	R 55 000,00	100	R 5 500 000,00	R 412 500,00	105	R 5 775 000,00	R 433 125,00
		4.1 Artisan Programmes Ent (ARPL)	Emp	R 35 000,00	530	R 18 550 000,00	R 1 391 250,00	530	R 18 550 000,00	R 1 391 250,00
		4.4 Learnership Programmes Ent	Une	R 26 200,00	2703	R 70 818 600,00	R 5 311 395,00	2738	R 71 735 600,00	R 5 380 170,00
		4.7 Bursary Programmes Ent	Une	R 50 000,00	585	R 29 250 000,00	R 2 193 750,00	620	R 31 000 000,00	R 2 325 000,00
		4.13 Work Experience / Internships Ent	Une	R 36 000,00	750	R 27 000 000,00	R 2 025 000,00	825	R 29 700 000,00	R 2 227 500,00
		4.15 Skills Programmes Ent	Une	R 10 000,00	2340	R 23 400 000,00	R 1 755 000,00	2380	R 23 800 000,00	R 1 785 000,00
		6.1 Skills Programmes Ent	Emp	R 7 200,00	1700	R 12 240 000,00	R 918 000,00	1901	R 13 687 200,00	R 1 026 540,00
		6.3 Learnership Programmes Ent	Emp	R 20 000,00	1150	R 23 000 000,00	R 1 725 000,00	1200	R 24 000 000,00	R 1 800 000,00
		6.5 Bursary Programmes Ent	Emp	R 35 000,00	125	R 4 375 000,00	R 328 125,00	130	R 4 550 000,00	R 341 250,00
4:QA	Supply of quality, relevant and fit-for-purpose education and training programmes increased.	5.1 AET Programmes Ent	Emp	R 3 500,00	728	R 2 548 000,00	R 191 100,00	730	R 2 555 000,00	R 191 625,00
		RPL	Emp/Une	R 5 000,00	125	R 625 000,00	R 46 875,00	130	R 650 000,00	R 48 750,00

3: LP & PROJ	Workplace-based learning opportunities for unemployed learners increased for priority occupations.	6.7 TVET Student Placement Ent	Une	R 54 000,00	800	R 43 200 000,00	R 3 240 000,00	854	R 46 116 000,00	R 3 458 700,00
		6.9 University Student Placement Ent	Une	R 36 000,00	375	R 13 500 000,00	R 1 012 500,00	390	R 14 040 000,00	R 1 053 000,00
	<b>TOTAL: PIVOTAL</b>					<b>R 305 981 550,00</b>	<b>R 22 948 616,25</b>		<b>R 320 196 650,00</b>	<b>R 24 014 748,75</b>
<b>SETA NON-PIVOTAL BUDGET</b>										
2: SKILLS PLANNING	Research and skills planning activities implemented to address occupations in high demand.	2. Research partnerships, Priority Occupations, Qualifications and Skills List, Impact Study & Other Skills & Strategic Planning Activities			6	R 2 000 000,00	R 150 000,00	6	R 3 000 000,00	R 225 000,00
		3.2 - 3.4 Number of WSPs & ATRs Approved			Large Firms - 350, Medium Firms - 415, Small Firms - 615	R 500 000,00	R 37 500,00	Large Firms - 355, Medium Firms - 430, Small Firms - 630	R 500 000,00	R 37 500,00
3: LP & PROJ	Improved understanding by workers of sectoral challenges	5.8 Trade Unions			6 Trade Unions	R 2 500 000,00	R 187 500,00	6 Trade Unions	R 3 000 000,00	R 225 000,00
4: QA	Supply of quality, relevant and fit-for-purpose education and training programmes increased.	5.10 Establish & Maintain CSTO Offices			1	R 259 000,00	R 19 490,00	1	R 275 000,00	R 20 439,00
1: ADMIN	Skills development delivery improved through effective and efficient SETA governance.	Marketing				R 2 500 000,00	R 187 500,00		R 3 000 000,00	R 225 000,00
	<b>TOTAL NON-PIVOTAL BUDGET</b>					<b>R 7 759 000,00</b>	<b>R 581 990,00</b>		<b>R 9 775 000,00</b>	<b>R 732 939,00</b>
	<b>TOTAL DG BUDGET</b>					<b>R 337 271 155</b>			<b>R 354 719 338</b>	



- NOTES:
- i. Included in DG Budget is budget for strategic & innovative projects aligned to the Economic Reconstruction and Recovery Plan (ERRP).
  - ii. Unit costs for skills programmes unemployed is R 10,000,00 - to make provision for subsistence & travel costs.
  - iii. Disability and Rural mandate & targets are overarching in both PIVOTAL & NON-PIVOTAL PROGRAMMES. Disability Projects – Additional R 2500,00 per learner to be funded from Project Administration Budget.
  - iv. TVET, HEI, CET, SETA-Employer Partnerships included in BOTH PIVOTAL & NON-PIVOTAL Targets & Budget.
  - v. TVET and CET Lecturer Industry Development Programmes to be addressed through bursaries and skills programmes for workers.
  - vi. QCTO Qualifications Development to be addressed through special project proposals.
  - vii. Targets for Co-operatives, Small Businesses, CEOs, NGOs and NPOs are overarching in both PIVOTAL & NON-PIVOTAL PROGRAMMES.
  - viii. Budget for Career Event targets and Sponsorships included in Marketing Budget for both PIVOTAL & NON-PIVOTAL PROGRAMMES.
  - ix. Entrepreneurship targets relating to skills training and establishing businesses to be addressed through special projects as well as through PIVOTAL PROGRAMMES.

**(iii) Pivotal and Non-Pivotal Budgets (2027/28 & 2028/29)**

PROG.NO.	OUTCOMES	PERFORMANCE INDICATOR	EMP. STATUS	UNIT COSTS	TARGET 2027/28	BUDGET 2027/28	Project Administration (7.5%)	TARGET 2028/29	BUDGET 2028/29	Project Administration (7.5%)
SETA ADMINISTRATION BUDGET										
1. ADMIN	Skills development delivery improved through effective and efficient SETA governance.	1.2 % key positions filled			100%	Included in SETA Adm budget		100%	Included in SETA Adm budget	
SETA PIVOTAL BUDGET										
		4.1. Artisan Programmes Ent	Emp/U	R 206 290,00	180	R 37 132 200,00	R 2 784 915,00	190	R 39 195 100,00	R 2 939 632,50
		4.1. Artisan Programmes Ent (ARPL)	Une	R 55 000,00	115	R 6 325 000,00	R 474 375,00	120	R 6 600 000,00	R 495 000,00
		4.1. Artisan Programmes Ent (ARPL)	Emp	R 35 000,00	535	R 18 725 000,00	R 1 404 375,00	540	R 18 900 000,00	R 1 417 500,00
		4.4 Learnership Programmes Ent	Une	R 26 200,00	2783	R 72 914 600,00	R 5 468 595,00	2853	R 74 748 600,00	R 5 606 145,00
		4.7 Bursary Programmes Ent	Une	R 50 000,00	660	R 33 000 000,00	R 2 475 000,00	700	R 35 000 000,00	R 2 625 000,00
		4.13 Work Experience / Internships Ent	Une	R 36 000,00	875	R 31 500 000,00	R 2 362 500,00	955	R 34 380 000,00	R 2 578 500,00
		4.15 Skills Programmes Ent	Une	R 10 000,00	2420	R 24 200 000,00	R 1 815 000,00	2500	R 25 000 000,00	R 1 875 000,00
3. LP & PROJ		6.1. Skills Programmes Ent	Emp	R 7 200,00	1990	R 14 328 000,00	R 1 074 600,00	2100	R 15 120 000,00	R 1 134 000,00

Increased access to intermediate and high level occupational programmes through effective partnerships.

4:QA	Increased access for further technical and occupational training for youth and adults with poor foundational skills	6.3 Learnership Programmes Ent	Emp	R 20 000,00	1275	R 25 500 000,00	R 1 912 500,00	1350	R 27 000 000,00	R 2 025 000,00
		6.5 Bursary Programmes Ent	Emp	R 35 000,00	135	R 4 725 000,00	R 354 375,00	140	R 4 900 000,00	R 367 500,00
3:LP & PROJ	Supply of quality, relevant and fit-for-purpose education and training programmes increased.	5.1 AET Programmes Ent	Emp	R 3 500,00	735	R 2 572 500,00	R 192 937,50	740	R 2 590 000,00	R 194 250,00
		RPL	Emp/U	R 5 000,00	135	R 675 000,00	R 50 625,00	140	R 700 000,00	R 52 500,00
SETA NON-PIVOTAL BUDGET	Workplace-based learning opportunities for unemployed learners increased for priority occupations.	6.7 TVET Student Placement Ent	Une	R 54 000,00	900	R 48 600 000,00	R 3 645 000,00	972	R 52 488 000,00	R 3 936 600,00
		6.9 University Student Placement Ent	Une	R 36 000,00	425	R 15 300 000,00	R 1 147 500,00	460	R 16 560 000,00	R 1 242 000,00
	<b>TOTAL: PIVOTAL</b>					<b>R 335 497 300,00</b>	<b>R 25 162 297,50</b>		<b>R 353 181 700,00</b>	<b>R 26 488 627,50</b>
2: SKILLS PLANNING	Research and skills planning activities implemented to address occupations in high demand.	2. Research partnerships, Priority Occupations, Qualifications and Skills List, Impact Study & Other Skills & Strategic Planning Activities								
		3.2 - 3.4 Number of WSPs & ATRs Approved								
		Large Firms - 360, Medium Firms - 440, Small Firms - 640								
3:LP & PROJ	Improved understanding by workers of sectoral challenges	5.8 Trade Unions								
4: QA	Supply of quality, relevant and fit-for-purpose education and training programmes increased.	5.10 Establish & Maintain CSTO Offices								
1:ADMIN	Skills development delivery improved through effective and efficient SETA governance.	Marketing								
	<b>TOTAL NON-PIVOTAL BUDGET</b>					<b>R 11 543 000,00</b>	<b>R 864 725,00</b>		<b>R 11 740 410,00</b>	<b>R 880 530,75</b>

TOTAL DG BUDGET					R373 067 323			R392 291 268	
-----------------	--	--	--	--	--------------	--	--	--------------	--

**NOTES:**

- i. Included in DG Budget is budget for strategic & innovative projects aligned to the Economic Reconstruction and Recovery Plan (ERRP).
- ii. Unit costs for skills programmes unemployed is R 10,000.00 - to make provision for subsistence & travel costs.
- iii. Disability and Rural mandate & targets are overarching in both PIVOTAL & NON-PIVOTAL PROGRAMMES. Disability Projects – Additional R 2500.00 per learner to be funded from Project Administration Budget.
- iv. TVET, HEI, CET, SETA -Employer Partnerships included in BOTH PIVOTAL & NON-PIVOTAL Targets & Budget.
- v. TVET and CET Lecturer Industry Development Programmes to be addressed through bursaries and skills programmes for workers.
- vi. QCTO Qualifications Development to be addressed through special project proposals.
- vii. Targets for Co-operatives, Small Businesses, CBOs, NGOs and NPOs are overarching in both PIVOTAL & NON-PIVOTAL PROGRAMMES.
- viii. Budget for Career Event targets and Sponsorships included in Marketing Budget for both PIVOTAL & NON-PIVOTAL PROGRAMMES.
- ix. Entrepreneurship targets relating to skills training and establishing businesses to be addressed through special projects as well as through PIVOTAL PROGRAMMES.

PROJECT ADMINISTRATION PER PROGRAMME						
PROGRAMME	2024/25	2025/26	2026/27	2027/28	2028/29	
1. ADMINISTRATION	R 147,169.00	R 262,500.00	R 225,000.00	R 262,500.00	R 270,000.00	
2. SKILLS PLANNING	R 150,000.00	R 187,500.00	R 262,500.00	R 318,750.00	R 318,750.00	
3. LEARNING PROGRAMMES & PROJECTS	R 22,090,575.00	R 23,089,241.25	R 24,190,998.75	R 25,374,172.50	R 26,706,127.50	
4. QUALITY ASSURANCE & PARTNERSHIPS	R 63,700.00	R 66,365.00	R 69,189.00	R 71,600.00	R 74,280.75	

#### 4.2. Types of Programmes – Occupations in High Demand to be Supported

The FP&M SETA's Annual Performance Plan aims to broadly respond to the identified scarce and critical skills by implementing various programmes both in addressing skills gaps, with specific focus on the follow priority programmes as per PIVOTAL Skills needs – Refer to FP&M SETA Scarce & Critical Skills Annexure for details on Types of Programmes to be Supported.

PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
2024/2025	2021-832909	Textile, Clothing and Footwear Factory Worker	Textiles General Worker	Learnerships	Level 3	Yes	800	600
2024/2025	2021-832903	Timber and Wood Process Worker	Wood Processing Worker	Learnerships	Level 4	Yes	120	120
2024/2025	2021-683202	Apparel and related pattern maker	General Goods Pattern Maker	Learnerships	Level 3	Yes	110	110
2024/2025	2021-216603	Multimedia Designer	Plans, designs and develops the production of digitally delivered information	Bursaries	Level 6	Yes	75	70
2024/2025	2021-251101	ICT Systems Analyst	ICT Systems Analyst	Bursaries	Level 6	Yes	50	50
2024/2025	2021-312201	Production / Operations Supervisor (Manufacturing)	Production Plant Supervisor	Skills Programmes	Level 6	Yes	100	100
2024/2025	2021-311501	Mechanical Engineering Technician	Fire Protection Installer / Commissioner	Bursaries/ Internships	Level 6	Yes	50	50
2024/2025	2021-683401	Upholsterer	Furniture Upholsterer	Learnerships	Level 3	Yes	120	120
2024/2025	2021-718302	Packing Machine Operator	Wrapping Machine Operator	Artisan	Level 4	Yes	80	20
2024/2025	2021-264203	Journalist	Newspaper Reporter	Internships/Bursaries	Level 6	Yes	50	50



### 4.3. FP&M Seta Economic Recovery and Reconstruction Skills Plan

#### Planned interventions for the medium to long term

OFO-CODE	OCCUPATIONS	SUB-SECTOR/INDUSTRY	INTERVENTIONS	NUMBERS TO BE SUPPORTED
2021-213203	Forrest Scientist	Forestry	Bursary	150
2021-621101	Tree Feller	Forestry	Learnership, Skills Programme	1000
2021-682201	Cabinet Maker	Furniture	Learnership, Skills Programme	1000
2021-832903	Furniture Finisher	Furniture	Learnership, Skills Programme	500
2021-216603	Timber and Wood Process Worker	Furniture	Learnership, Skills Programme	1000
2021-682303	Multimedia Designer	Printing	Bursary, Internship/Work Experience	750
2021-682303	Packaging Machine Operator	Packaging	Apprenticeship	100
2021-717102	Wood Machinist	Wood Products	Learnerships, Skills Programme	250
2021-313903	Paper and Pulp Mill Operator	Pulp & Paper	Learnership, Skills Programme	500
2021-718305	Clothing, Textile and Footwear Manufacturing Process Control Technician	Clothing	Skills Programme	500
2021-684901	Textile, Clothing, Footwear and Leather Processing Machine Mechanic	Clothing, Footwear, Textiles, Leather, General Goods	Learnership, Skills Programme	100
2021-683201	Clothing, Home Textiles and General Goods Cutter	Clothing, Footwear, Textiles, Leather, General Goods	Learnership, Skills Programme	250
2021-683202	Apparel and related pattern maker	Clothing, Home Textiles	Learnership, Skills Programme	250
2021-715605	Leather Finishing Operator	Leather	Learnership, Skills Programme	200
2021-216304	Footwear Designer	Footwear	Learnership, Skills Programme	250
2021-715602	Footwear Closing Production Machine Operator	Footwear	Learnership, Skills Programme	250
2021-715603	Footwear Bottom Stock Production Machine Operator	Footwear	Learnership, Skills Programme	250
2021-715201	Weaving Machine Operator	Textiles	Apprenticeship, Learnership, Skills Programme	100
2021-214101	Industrial Engineer	Forestry, Clothing, Textiles, Footwear, Leather, Pulp & Paper, Printing, Packaging, General Goods, Furniture, Wood Products	Bursary, Internships	100

OFO CODE	OCCUPATIONS	SUB-SECTOR/INDUSTRY	INTERVENTIONS	NUMBERS TO BE SUPPORTED
2021-671202	Millwright	Forestry, Clothing, Textiles, Footwear, Leather, Pulp & Paper	Apprenticeship	100
2021-213302	Environmental Scientist	Forestry, Clothing, Textiles, Footwear, Leather, Pulp & Paper, Printing, Packaging, General Goods, Furniture, Wood Products	Skills Programme	100
2021-214104	Production Engineering Technologist (specialising as Leather and Footwear Production Technologists)	Footwear and Leather	Bursaries	100
2021-715601	Footwear Cutting Production Machine Operator	Footwear	Learnership, Skills Programme	250
2021-715605	Footwear Finishing Production Machine Operator	Footwear	Learnership, Skills Programme	250
2021-715604	Footwear Lasting Production Machine Operator	Footwear	Learnership, Skills Programme	250
2021-216302	Industrial Designer	Forestry, Clothing, Textiles, Footwear, Leather, Pulp & Paper, Printing, Packaging, General Goods, Furniture, Wood Products	Bursaries, Skills programmes	200
2021-313901	Integrated Manufacturing Line Process Control Technician	Clothing, Textiles, Footwear, Leather, Pulp & Paper, Printing, Packaging, General Goods, Furniture, Wood Products	Bursaries, Skills programmes	150
2021-715301	Sewing Machinist	Clothing, Textiles, Footwear and Leather	Learnership, Skills Programme	1700
2021-652302	Fitter and Turner	Forestry, Clothing, Textiles, Footwear, Leather, Pulp & Paper, Printing, Packaging, General Goods, Furniture, Wood Products	Apprenticeship	200
2021-683401	Upholsterer	Leather, Furniture	Learnership, Skills Programme	750
2021-226302	Safety, Health, Environment and Quality (SHE&Q) Practitioner	Forestry, Clothing, Textiles, Footwear, Leather, Pulp & Paper, Printing, Packaging, General Goods, Furniture, Wood Products	Bursary, Learnership, Skills Programme	350
2021-715501	Leather Processing Machine Operator	Leather	Learnerships, Skills programmes	250

#### 4.4. Skills for the Bio-Innovation Industry and Environment

To provide skills in new expanding areas of biorefining and biomanufacturing

To empower Science and Engineering students with practical work exposure to enhance employability.

OFO CODE	OCCUPATIONS	INTERVENTION	NUMBERS TO SUPPORTED
----------	-------------	--------------	----------------------

2021-212203	Woodprocessing Chemists /Scientist	Bursaries, Work Experience / Internships, WIL-HET	50
2021-214501	Chemical Engineers	Bursaries, Work Experience / Internships, WIL-HET	50
2021-243402	ICT Business Development Managers	Bursaries, Work Experience / Internships, WIL-HET	50
2021-213105	Biotechnologists	Bursaries, Work Experience / Internships, WIL-HET	50

## 7. UPDATED KEY RISKS

OUTCOME	KEY RISKS	MITIGATION
Improved, effective and efficient SETA governance and skills delivery	Non-compliance to legislation	Effective policies and improved internal control systems
	Inaccurate and incomplete reporting through SETMIS	Internal reporting systems aligned to SETMIS Reporting requirements
Quality research and skills planning activities to address occupations in high demand.	Lack of quality research partnerships will result in poor skills planning and labour market analysis	Implement Research Chair partnership
	Insufficient funds to support the skills needs of the sector.	DG sweeping and update of Commitments Register Sponsorship and Donor Funding
Increased workplace-based learning opportunities to address priority occupations.	Delayed activation of PIVOTAL projects will result in the SETA not meeting its targets	DG Contractual Agreements with explicit timeframes for commencement of DG Projects
	Improved skills level of workers in occupations in high demand.	Implementation of Monitoring & Evaluation Framework
Increased access to occupationally-directed programmes through effective partnerships.	Slow completion rate of PIVOTAL programmes, especially Apprenticeship and Bursary Programmes	
	Lack of partnership agreements	Actively seek partnerships with TVETs, HETs, Employer Organisations aligned to strategy SET targets
Increased access to occupationally-directed programmes through effective partnerships.	Lack of capacity in TVET Colleges to implement SETA projects	Monitor TVET Colleges to identify risk and challenges as they occur

Increased supply of quality, relevant and fit-for-purpose education and training programmes	Lack of capacity in CET Colleges to implement SETA projects	Partner with other role players to strengthen support for CET Colleges. Monitor CET Colleges to identify risk and challenges as they occur
---	---	---

## 8. PARTNERSHIPS

### TVET Partnerships in Support of TVET Enrolment at TVET Colleges – Aligned to FP&M SETA Programmes

TVET PARTNERSHIPS									
No	Occupation Code	Occupation	Learning Programme	Intervention	Name of TVET College	No of Learners	Total	Start date	End Date
1	2021-671101	Electrician	Electrical Trade	Apprenticeship	Capricorn TVET College	10	R1,397,330.00	15.12.2022	15.12.2025
2	2021-682301	Furniture Maker	Higher Certificate in Project Management	Bursary (Employed)	Capricorn TVET College	6	R 210,000.00	29.11.2022	29.05.2024
3	2021-652302	Fitter and Turner		Skills Programmes	Capricorn TVET College				
4		Various	Business Management (5); Electrical Engineering/Heavy Current (6); Electronics/Light Current (2); Financial Management (1); Human Resource Management (3); Marketing Management (1); Studio Work (2)	Work Integrated Learning (TVET)	Central Johannesburg TVET College	20	R1,080,000.00	01.11.2022	01.11.2024
5		Various	Furniture Making	Learnership (unemployed)	Ekurhuleni East College	20	R524,000.00	16.01.2023	16.01.2025
6	2021-651302	Boilermaker	Financial Management (14); Human Resources Management (1); Management Assistant (5)	Work Integrated Learning (TVET)	Ekurhuleni West TVET College	20	R1,080,000.00	01.11.2022	01.11.2024
7	2021-652302	Fitter and Turner	Occupational Certificate: Transportation Electrician (Automotive Electrician)	Apprenticeship	Letaba TVET College	10	R1,397,330.00	03.10.2022	03.01.2024
8		Various	Business Management (9); Financial Management (5); Hospitality Management (2); Management Assistant (4)	WILL TVET	Nkangala TVET College	20	R1,080,000.00	03.10.2022	03.01.2024
9	2021-715301	Garment Constructor	Carpenter	Learnership	Sekhukhune TVET College	10	R1,397,330.00	03.10.2022	03.01.2026
10		Various	Furniture Making	Work Integrated Learning (TVET)	Sekhukhune TVET College	20	R524,000.00	03.10.2022	03.10.2024
11	2021-394101	Furniture Maker	Furniture Making	Learnership	South West Gauteng College	20	R524,000.00	15.09.2022	15.09.2024



TVET PARTNERSHIPS									
No	Occupation Code	Occupation	Learning Programme	Intervention	Name of TVET College	No of Learners	Total	Start date	End Date
12		Various	Furniture Making	Learnership	Elangeni TVET College	20	R1,397,330.00	16.10.2023	16.01.2026
13		Various	Public Management Assistant	WIL-TVET	Ikhala TVET College	20	R1,620,000.00	24.10.2022	24.10.2023
14		Various	Hospitality	WIL-TVET & Learnership	Thekwini TVET College	20	R1,741,500.00	01.11.2022	01.05.2024
15		Various	Communication in English	AET	Umfolozi TVET College	30	R1,620,000.00	07.11.2022	30.01.2024
16		Various	Upholstery	Skills Programmes	Taletso TVET College		R1,620,000.00	23.01.2023	23.01.2024
17	2021-715301	Garment Constructor	Upholstery	Skills Programmes	Coastal KZN TVET College	20	R524,000.00	27.03.2023	30.06.2023
18		Various	Business Management; Electrical Engineering Studies	Bursary (Unemployed)	Orbit TVET College	4	R15,784.00	28.03.2023	30.06.2023
19	2021-121101	Financial Manager	Financial Management	Bursary (Unemployed)	Maluti TVET College	15	R60,552.00	01.04.2022	01.05.2023
20	2021-121201	Human Resources Manager	Management Assistant; Human Resource Management	Work Integrated Learning (TVET)	Boland College	25	R1,451,250.00	01.02.2023	21.01.2025
21	2021-61101	Electrician	Electrician and Mechanic	Apprenticeship	College of Cape Town	30	R4,191,990.00	01.01.2023	02.01.2026
22	2021-682201	Cabinet Maker	Furniture Making	Learnership (unemployed)	College of Cape Town	20	R524,000.00	01.01.2023	02.01.2025
23		Various	Business Management; Financial Management; Human Resource Management	Work Integrated Learning (TVET)	College of Cape Town	25	R1,451,250.00	01.01.2023	02.01.2026
24	2021-651302 2021-652302	Boilermaker and Fitter and Turner	Boilermaker and Fitter and Turner	Apprenticeship	False Bay College	30	R4,191,990.00	01.02.2023	31.01.2026
25		Various	Business Management; Financial Management; Human Resource Management	Work Integrated Learning (TVET)	False Bay College	30	R1,741,500.00	01.02.2023	31.01.2025
26	2021-715301	Sewing Machinist	Clothing Production; Public Management	Work Integrated Learning (TVET)	Northlink TVET College	30	R1,741,500.00	01.02.2023	31.01.2025
27		Various	Business Management; Financial Management; Public Management	Work Integrated Learning (TVET)	West Coast TVET College	100	R5,805,000.00	01.02.2023	31.01.2025
<b>TOTAL</b>						<b>556</b>	<b>R35 911 386.00</b>		

GOVERNMENT DEPARTMENT PARTNERSHIPS									
Department	Province	Institution	Name of Project/Project Description	Number of Learners	Start Date	End Date	Cost per project	Planned or Current	
Ethekwini Municipality	Kwazulu Natal	Ethekwini Municipality	Learnerships Clothing Manufacturing	10	01/11/2022	01/11/2024	R262 000,00	Current	
Ethekwini Municipality	Kwazulu Natal	Ethekwini Municipality	Learnerships Clothing Manufacturing	10	01/11/2022	01/11/2024	R262 000,00	Current	
Nongoma Local Municipality	Kwazulu Natal	Nongoma Local Municipality	Learnerships – Furniture Making	15	01/12/2022	01/12/2024	R393 000,00	Current	
uPhongolo Municipality	Kwazulu Natal	uPhongolo Municipality	Skills Programmes -Operator - Brushcutter	20	01/11/2022	01/11/2023	R144 000,00	Current	
uPhongolo Municipality	Kwazulu Natal	uPhongolo Municipality	Internships	10	20/03/2023	20/09/2024	R360 000,00	Current	
<b>TOTAL</b>							<b>R1 421 000,00</b>		

## 9. OVERVIEW OF 2023/24 TO 2027/28 BUDGET AND MTEF ESTIMATES

### 9.1. Medium Term Income Estimates

	2020/21 R,000	2021/22 R,000	2022/23 R,000	2023/24 R,000	2024/25 R,000	2025/26 R,000	2026/27 R,000	2027/28 R,000
Levy Income	Based on new grant regulations	227,157	347,078	368,676	379,736	411,564	432,143	453,750
	Administration levy income (10.5%)	28,966	44,848	48,388	49,840	54,017	56,718	59,555
	QCTO income (0.5%)	2,505	1,689	2,208	2,420	2,784	2,840	2,896
	Administration Income (10%)	31,471	43,159	46,180	47,420	51,233	53,878	56,659
	Mandatory grant Income (20%)	54,970	85,385	92,188	94,934	102,891	108,035	113,437
	Discretionary income (49.5%)	136,720	211,497	228,100	234,962	254,656	267,388	280,758
Investment income		19,100	16,284	25,435	25,068	25,944	26,852	27,793
SDL interest & penalties		5,364	5,348	4,307	6,172	6,481	6,740	7,010
Other income			38	290				7,290
Total Estimated Revenue	251,621	363,400	398,708	410,976	443,991	465,736	488,553	512,493

### 9.2. Expenditure Estimates

FP&M SETA	MEDIUM TERM EXPENDITURE ESTIMATES									
EXPENSES	2020/21 R,000	2021/22 R,000	2022/23 R,000	2023/24 R,000	2023/24 R,000	2023/24 R,000	2024/25 R,000	2025/26 R,000	2026/27 R,000	2027/28 R,000
Less Expenses		332,887	385,384	385,125			410,976	443,991	488,553	512,493
Administration expenditure		35,549	38,626	42,615			47,567	50,124	52,840	54,427
QCTO expenditure (0.5%)		2,505	1,689	2,208			2,252	2,784	2,840	2,896

Administration expenditure (10%)		33,044	36,937	40,407	45,315	47,340	50,000	51,531	53,095
Mandatory grant expenses		35,549	65,972	68,198	76,896	72,024	75,624	79,406	83,377
Total discretionary spending / commitments including discretionary and project administration excluding spending on previous year commitments		254,970	280,786	274,312	286,512	321,843	337,271	354,719	373,067
Discretionary expenses on pivotal programmes ( 80% of total discretionary funds received)		237,659	260,810	254,860	212,019	238,163	249,581	262,492	276,070
Discretionary expenses - project costs ( 20% of total discretionary funds received)		-	-	-	53,005	59,542	62,395	65,623	69,017
Discretionary pivotal grant administration expenses 7.5% limit		17,311	19,976	19,452	17,191	19,311	20,236	21,283	22,384
Discretionary project administration expenses 7.5% limit		-	-	-	4,298	4,828	5,059	5,321	5,596
<b>Surplus / (deficit)</b>		<b>-81,266</b>	<b>-21,984</b>	<b>13,583</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Overview of the MTEF expenditure estimates for 2022/23 to 2025/26**

**Note 1:** In order to improve operational and financial performance, the FP&M SETA has implemented dedicated internal projects to address the following:

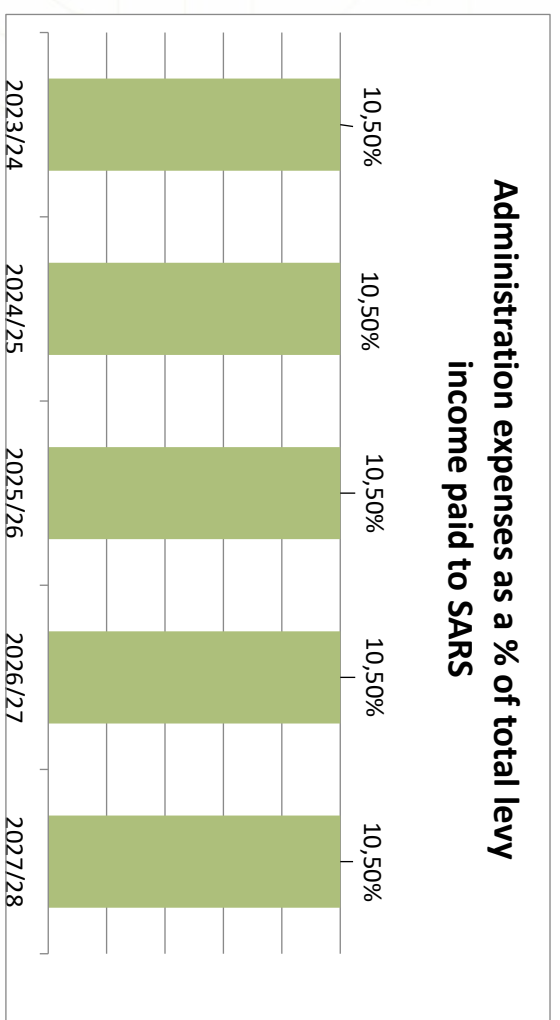
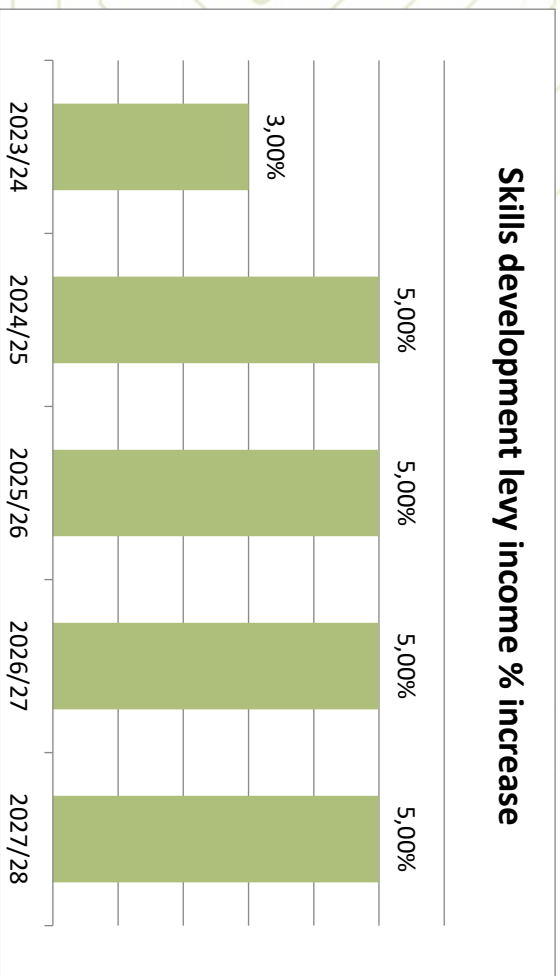
Contract management and payment process deficiencies including mechanisms to address fast tracking of discretionary grant payments in line with timeframes set out in the National Treasury Regulations.

The budget information (Medium term estimate) is done on (cash/accrual) basis.

	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Expenses	Audit Outcome	Audit Outcome	Audit Outcome	Revised budget	Revised budget	Revised budget	Planning Budget Estimate	Planning Budget Estimate
Rand thousand								
Objective/Activity								
Administration	35,549	38,626	42,615	47,567	50,124	52,840	54,427	56,049
Economic classification								



Compensation of employees	17,846	17,085	18,047	20,369	21,897	23,359	25,305	27,203
Advertising	114	47	80	146	152	158	164	171
Audit costs	1,823	2,774	3,601	2,456	2,555	2,657	2,763	2,874
Bank charges	46	39	51	58	60	63	66	68
Board costs	315	361	394	791	823	856	890	926
Communication	577	612	564	636	662	688	716	745
Consultants	660	300	175	156	162	169	175	182
Inventory	18	43	15	145	151	157	163	170
Lease Payments	4,028	4,142	4,940	6,875	6,650	6,917	5,830	4,685
Repairs and maintenance	0	0	5	57	60	62	65	67
Research and development	2,394	4,451	2,799	4,992	5,192	5,400	5,616	5,840
Training and staff development	30	20	374	204	212	220	229	238
Travel and subsistence	2	64	220	54	56	58	61	63
Other general expenses	5,830	5,461	7,605	8,054	8,815	9,292	9,488	9,805
Depreciation	1,866	3,047	3,745	2,574	2,677	2,784	2,896	3,012
Transfers and subsidies	297,338	329,872	342,510	363,409	393,866	412,896	434,126	456,444
Employer Grant (SETAs only)	42,368	65,972	68,198	76,897	72,084	75,624	79,406	83,377
Discretionary Grant (SETAs only)	254,970	280,786	274,312	286,512	321,842	337,271	354,719	373,067
<b>Total Expenditure</b>	<b>332,887</b>	<b>385,384</b>	<b>385,125</b>	<b>410,976</b>	<b>443,990</b>	<b>465,736</b>	<b>488,553</b>	<b>512,493</b>



The total Skills development levy allocation for 2024/25 is projected at a 5% increase on 2023/24. A further 5% increase for all financial years across the MTEF period has been projected.

The revised grant regulations allow for the SETA to allocate 10.5% to its administration expenses of which 0.5% must be paid out to the QCTO. FP&M SETA has allocated the full 10.5% skills development levy administration to the administration expense budget. These expenses will be closely monitored during the financial years against approved budgets. Cost containment measures have also been adopted in line with Treasury cost containment measures and expenses have been increased over the MTEF by a conservative inflationary amount of 4%.

The 2024/25 mandatory grant expenses are estimated at 20% of skills development levies received. However, the budget is restricted to a pay-out ratio of 70% (including for the years 2024/25 to 2026/27)

Discretionary grants available for allocation include 49.5% of skills development levies, interest and penalties on skills development levies, 30% (unspent) of mandatory grant income and investment income.

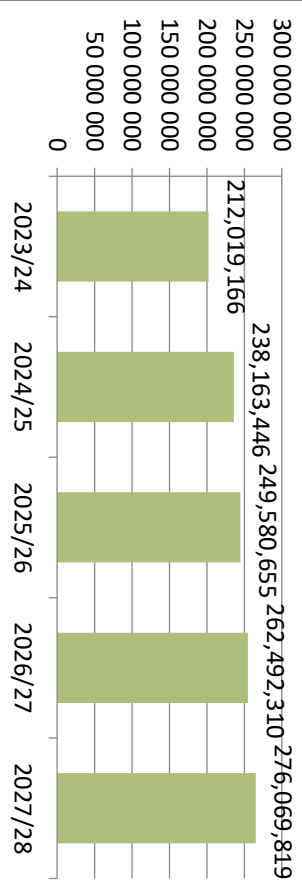
Depreciation and amortization budget is based on the budgeted CAPEX needs of the organization.

Funds available for discretionary grants, project administration costs and special projects which have been allocated in accordance to the strategic objectives and the SETA Grant Regulations of 2012 are reflected in the graphs below:

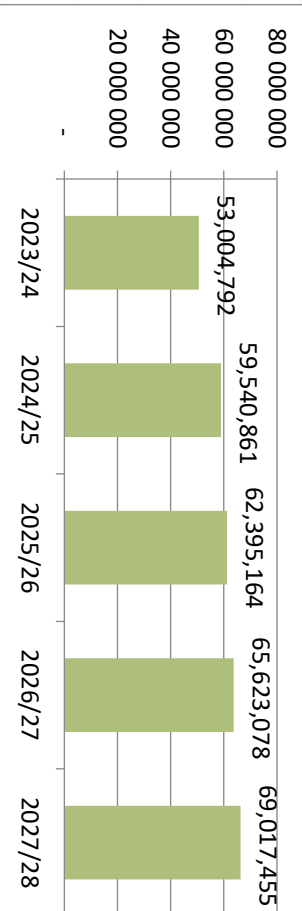
Total Discretionary Grant Budget (2022/23-2026/27) excluding reserves carried over from 2022/23

2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
R274,312,000	R286,512,387	R321,842,494	R337,271,155	R354,719,338	R373,067,323

### Discretionary grant allocations on Pivotal programmes (80%) R'000



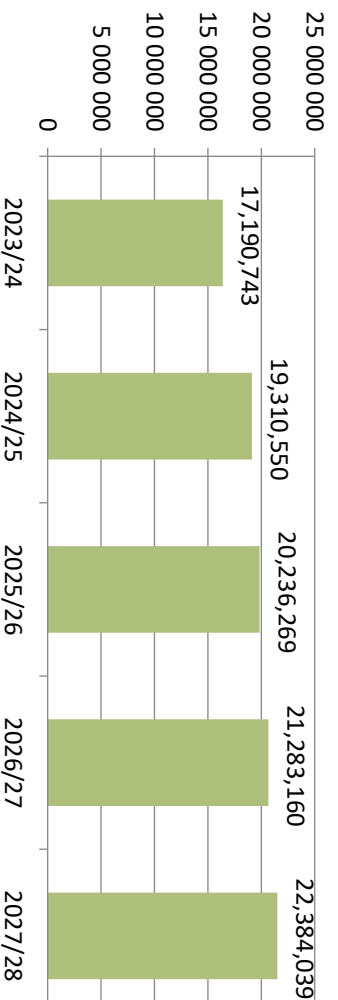
### Discretionary grant allocations on non Pivotal programmes (20%) '000



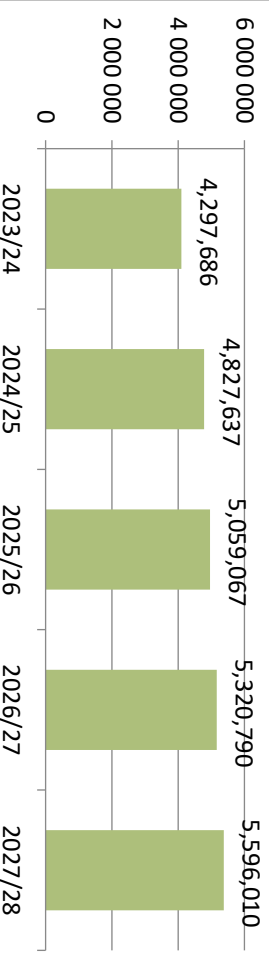
80% of Discretionary grants allocated to PIVOTAL programs that addresses scarce and critical skills in the FP&M sector, 20% of Discretionary grant budget allocated to address other key strategic objectives of the FP&M Sector Skills Plan and Annual Strategic Plan. Pivotal and non-pivotal grant administration has been limited to 7.5% in line with the grant regulations.



## Discretionary grant Admin allocations on Pivotal programmes: 7.5% R'000



## Discretionary grant administration allocations on non pivotal programmes 7.5% R'000



## Part D: Technical Indicator Description (TID)

5.1

Indicator title / objective	(I) Percentage of Key Positions filled
Short definition	Strategic and executive management positions of the staffing structure are filled (permanently or in acting capacity) to ensure service delivery and fulfil the SETA mandate, it is critical that all key positions are filled – these positions are the CEO, CFO, General Managers, and Chief Information Officer positions.
Purpose/importance	To ensure that the FP&M SETA's performance is not compromised or hampered in any way, it is critical that the SETA is adequately resourced at a senior level and has the capacity to deliver on its strategic mandate as contained in the Strategic Plan and APP.
Source/collection of data	Employment Contracts of all key positions are current –All senior management positions (CEO, CFO, General Managers and Chief Information Officer), filled either by permanent or acting personnel.
Method of Calculation / Assessment	100% of key positions filled either in a permanent or acting capacity
Means of verification	Signed employment contracts or signed employee appointment letters that covers the reporting period of 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Resignations will take place: Senior Management positions may become vacant during the financial year and will be filled by acting personnel.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 40% or 2 out of the 6 senior management positions Target for Youth: Not applicable Target for People with Disabilities: Approximately 4% or 1 out of the 6 senior management positions, which will also include women
Spatial Transformation (where applicable)	Not applicable
Calculation type	Non-cumulative
Reporting cycle	Reported annually in Quarter 4.
New indicator	No
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	Human Resources Manager

Indicator title / objective	(iii) Number of Quarterly SETA Good Governance Reports submitted to DHET
Short definition	In terms of the Service Level Agreement (SLA) entered into between FP&M SETA and the Department of Higher Education Training to agree on the targets required by the SETA in performing its statutory functions, the submission of Quarterly SETA Good Governance Reports is a compliance requirement.
Purpose/importance	To improve governance oversight, monitoring and performance of the FP&M SETA.
Source/collection of data	Signed Quarterly SETA Good Governance Report
Method of Calculation / Assessment	4 out of 4 Quarterly SETA Governance Reports submitted to DHET
Means of verification	Proof of submission of Quarterly SETA Governance Reports submitted to DHET for the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Report completed on template Quarterly SETA Governance Report signed by the Chief Executive Officer and submitted to DHET as per required timeframes
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	Yes
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	Human Resources Manager

## 5.2

Indicator title / objective	(i) Percentage of discretionary grant budget allocated at developing high, intermediate, and elementary skills.
Short definition	Discretionary Grants are used to develop skills, focusing on high, intermediate, and elementary skills. The SETA Grant Regulations requires that 80% be spent on PIVOTAL programmes to fund priority programmes. Discretionary grants are allocated and approved by FP&M SETA Board for PIVOTAL Programmes to address high, intermediate, and elementary skills, occupations and qualifications in high demand for the FP&M sector as per budget allocation.
Purpose/importance	The purpose of this performance indicator is to ensure that financial resources and discretionary grant budget provisioning is made available to address PIVOTAL programmes and occupations in high demand.
Source/collection of data	Discretionary Grant Schedule of approved discretionary grants aligned to discretionary grant budget allocation for PIVOTAL Programmes aligned to high, intermediate and elementary skills, occupations and qualifications in high demand for the FP&M sector.
Method of Calculation / Assessment	Discretionary grant allocation/expenditure for all PIVOTAL programmes (high, intermediate, and elementary skills) expressed as a percentage of the total DG budget/spend. This would be a single schedule representing a split between DG approval for PIVOTAL and NON-PIVOTAL programmes expressed as a percentage. It is broken down into three components but will be accounted for and presented as a PIVOTAL schedule.
Means of verification	Pivotal Schedule reflecting DG budget and / or spend on high, intermediate, and elementary skills interventions for the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	There may be deviations in DG budget which can result in a higher or lower allocation for PIVOTAL programmes.
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	Ideally 50% of PIVOTAL projects must support township and rural development.
Calculation type	Cumulative (year-end)
Reporting cycle	Reported annually in Quarter 4.
New indicator	No
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	GM: Projects & Quality Assurance.



Indicator title/objective	(ii) Number of WSPs and ATRs approved for small firms (iii) Number of WSPs and ATRs approved for medium firms (iv) Number of WSPs and ATRs approved for large firms
Short definition	“Regulated timeframes” – as per SETA grant regulations. “WSPs and ATRs” – refers to the mandatory grant application that consists of a non-pivotal and pivotal workplace skills plan (WSP) and non-pivotal and pivotal annual training report (ATR). In order to qualify for the mandatory grant, companies must complete at least the non-pivotal or pivotal WSP and the non-pivotal or pivotal ATR. In the case of first time submissions, only the non-pivotal or pivotal WSP must be completed. “Large firms” – 150+ employees “Medium firms” – 50 – 149 employees “Small firms” – 1 – 49 employees “Approved” – WSPs and ATRs are evaluated against evaluation criteria and are APPROVED for payment. Companies to be categorized as per employment summary on WSP/TR.
Purpose/importance	Skills Planning should be complemented with better data and improved labour market analysis, in order to make accurate labour market projections to inform the FP&M SETA Sector Skills Plan through the identification of the scarce and critical skills gaps within the sector. The rationale is that any human resource/skills planning should be complemented with better data and improved labour market analysis as provided by the WSPs and ATRs
Source/collection of data	Number of WSPs/TRs submitted to FP&M SETA as recorded on the FP&M SETA LMS system and evaluated for approval as per evaluation criteria
Method of Calculation / Assessment	Simple Count of approved WSPs and ATRs submissions.
Means of verification	Approved schedule of submitted WSPs/TRs /PIVOTAL PLANS or SPOI Lists for either small, medium or large skills levy paying companies aligned to the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All WSP/TR submissions captured on FP&M SETA Indidium system. WSP/TR information not pulling through from the MIS module to FP&M SETA Indidium System.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation Type	Cumulative (year-end)
Reporting cycle	Annually, Reported in third and/or fourth quarter.
New indicator	No
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	Skills Planning and Reporting Manager

Indicator title/objective	(v) Number of research agreements signed.
Short definition	Research agreement signed with a higher education institution or research organizations to address sector skills development.
Purpose/importance	To build research capacity for universities/TVETs/research and industry organizations so that they become empowered to participate in the skills agenda of South Africa and in so doing contribute to skills development aligned to the research agenda of the FP&M SETA.
Source/collection of data	Research Agreement
Method of Calculation / Assessment	Simple count of number of research agreements signed
Means of verification	Signed MOAs & Annexures or Formal Commitment with research partners aligned to the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Calculation type	Cumulative (year-end)
Spatial Transformation (where applicable)	Not applicable
Reporting cycle	Annual, reported in Quarter 4
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Skills Planning, Reporting and Research

Indicator title/objective	(vi) Number of sector research agreements signed for TVET growth occupationally directed programmes
Short definition	Research agreement signed with a research organization to address impact of FP&M SETA TVET partnerships for capacity building and growth. The research study can be both independent research or part of the FP&M SETA impact study.
Purpose/importance	NSDP emphasizes partnerships between SETAs and public TVET colleges to create increased capacity to meet industry needs for the supply of skills.
Source/collection of data	Research Agreement
Method of Calculation / Assessment	Simple count of number of research agreements signed addressing TVET partnerships
Means of verification	Signed MOAs & Annexures or Formal Commitment with research partner aligned to the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Availability of DG budget and signed Terms of Reference
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Calculation type	Cumulative (year-end)
Spatial Transformation (where applicable)	Not applicable
Reporting cycle	Annual, reported in Quarter 4
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Skills Planning, Reporting and Research

Indicator title/objective	(vii) Number of research agreements signed to conduct SETA impact study.
Short definition	Research agreement signed to evaluate impact, tracking and tracing of learners and return on investment (including social responsibility) with regard to training interventions implemented in the sector aligned to training interventions such as bursaries, learnerships, work experience/internships, WIL, skills programmes and apprenticeships
Purpose/importance	Impact studies monitor and evaluate how effectively and efficiently skills development projects and their management have promoted the desired change and supported learners in addressing employability and career pathing and employers in promoting productivity and sustainability.
Source/collection of data	Impact Study Research Agreement
Method of Calculation / Assessment	Simple count of number of research agreements signed to conduct the impact study
Means of verification	Signed MoAs & Annexures or Formal Commitment with research partners aligned to the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Calculation type	Cumulative (year-end)
Spatial Transformation (where applicable)	Not applicable
Reporting cycle	Annual, reported in Quarter 4
New indicator	Yes
Desired performance	Actual performance higher than targeted performance is desirable – Between 100-110%.
Indicator responsibility	GM: Skills Planning, Reporting and Research



Indicator title/objective	(viii) Number of established or emergent cooperatives trained on sector and national priority occupations or skills.
Short definition	Focus group training sessions attended by co-operatives on occupations in high demand
Purpose/importance	In order to promote employability, entrepreneurship and enterprise development and address the business capacity and sustainability of co-operatives within the FP&M sector, it is important to address the occupations in high demand and business skills needs of this business entity. This will facilitate discretionary grant funding to co-operatives with the key focus of addressing employability, business expansion and sustainability in the medium to long term.
Source/collection of data	Invitation/Programme and/or attendance registers of workshops or capacity building sessions with co-operatives
Method of Calculation / Assessment	Simple Count of number of co-operatives attended focus group or capacity building sessions as per attendance register
Means of verification	Invitation/Programme and/or attendance registers of workshops or capacity building sessions with co-operatives aligned to the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Focus group engagements with established and emergent co-operatives have taken place.
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Non-cumulative
Reporting cycle	Reported annually by Quarter 4 of each year.
New indicator	Yes
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	Skills Planning and Reporting Manager

Indicator title/objective	(ix) Number of small and emerging enterprises trained on sector and national priority occupations or skills
Short definition	Focus group training sessions attended by small and emerging enterprises on occupations in high demand
Purpose/importance	In order to promote employability, entrepreneurship and enterprise development and address the business capacity and sustainability of small and emerging enterprises within the FP&M sector, it is important to address the occupations in high demand and business skills needs of this business entity. This will facilitate discretionary grant funding to small and emerging enterprises with the key focus of addressing employability, business expansion and sustainability in the medium to long term
Source/collection of data	Invitation / Programme and/or attendance registers of workshops or capacity building sessions with small and emerging enterprises
Method of Calculation / Assessment	Simple Count of number of small and emerging enterprises attended focus group or capacity building sessions as per attendance register
Means of verification	Invitation / Programme and/or attendance registers of workshops or capacity building sessions with small and emerging enterprises aligned to the reporting period 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	Focus group engagements with established small and emerging enterprises have taken place.
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Non-cumulative
Reporting cycle	Reported annually by Quarter 4 of each year.
New indicator	Yes
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	Skills Planning and Reporting Manager

Indicator title / objective	(x) An updated OFO-aligned pivotal list submitted to DHET by 31 <sup>st</sup> August 2023.
Short definition	A PIVOTAL skills list is a list of scarce and critical occupations in demand / occupations in demand in a sector. "Regulated timeframes" – by 31 <sup>st</sup> August.
Purpose/importance	The accuracy of labour market needs within FP&M sectors depends on the reliability and validity of information obtained from interviews and workshops with stakeholders and skills audit survey data.
Source/collection of data	Submitted PIVOTAL skills list.
Method of Calculation / Assessment	Simple Count of available pivotal list
Means of verification	Approved updated OFO-aligned pivotal list submitted to DHET by 31 <sup>st</sup> August 2023 and proof of submission to DHET
Assumptions	Focus group engagements with the sub-sectors would have taken place.
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Non-cumulative
Reporting cycle	Reported annually by end of Quarter 3 of each year.
New indicator	No
Desired performance	Target is set at desirable level, which is 100% of the target.
Indicator responsibility	Skills Planning and Reporting Manager

Indicator title / objective	(xi) Number of unemployed learners who completed work-based-learning programmes (WBL) absorbed into employment or self-employment post training
Short definition	Unemployed learners who completed training interventions such as apprenticeships, learnerships, skills programmes, WIL or work experience/internships should be placed in an employment opportunity (including self-employment) post training
Purpose/importance	The SETA must ensure impact and return on investment on training interventions such as apprenticeships, learnerships, skills programmes, WIL and work experience/internships by determining employment (including self-employment) absorption rates of unemployed learners completing occupational qualifications
Source/collection of data	Placement Report, Project Close-Out report, Letter/E-mail from company confirming learner placement in an employment opportunity
Method of Calculation / Assessment	Simple count of number of unemployed learners (as per schedule) placed in an employment opportunity (including self-employment) as confirmed in a placement report, project close-out report or letter/e-mail confirming learner placement post training.
Means of verification	Placement report, project close-out report or letter/e-mail confirming learner placement post training aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024 (go by date on placement report and not date of actual placement of learner)
Assumptions	DG beneficiaries of WBL programmes commit to an average of 70% of unemployed learners placed in an employment opportunity (including self-employment) post training
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Learners from both urban and rural areas should be targeted for employment
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	Yes
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%
Indicator responsibility	GM: Projects and Quality Assurance



5.3

Indicator title / objective	(i) Number of TVET students entered work-integrated-learning programmes
Short definition	The number of TVET learners who enter or are placed into structured / unstructured experiential learning programmes in FP&M SETA workplaces aligned to their qualifications and an occupation if possible.
Purpose/importance	To provide TVET learners and graduates an opportunity to obtain practical work experience that will either enable them to complete their qualification or to increase their opportunities to find a job placement.
Source/collection of data	Learner agreements - 3/6/12/18 month duration
Method of Calculation / Assessment	Simple count of signed learner agreements. Start date of programme, aligned to reporting year 01st April 2023 to 31st March 2024. A structured / unstructured experiential learning programme would be technical or occupational programmes that are formal or informal that relate to practical on-the-job training or work exposure. These are not necessarily registered or accredited technical or occupational programmes.
Means of verification	Signed learner agreements for WIL aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Mainly learners from rural areas and townships should be targeted
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%
Indicator responsibility	GM: Projects and Quality Assurance

Indicator title / objective	(ii) Number of TVET students completed work-integrated-learning programmes
Short definition	The number of TVET learners who complete structured/unstructured experiential learning programmes in workplaces aligned to their qualifications and an occupation, if possible.
Purpose/importance	To provide TVET learners and graduates an opportunity to obtain practical work experience that will either enable them to complete their qualification or to increase their opportunities to find a job placement.
Source/collection of data	Letter of competence / Certificate / Close-Out Report.
Method of Calculation / Assessment	Simple count of letters of competence / Certificate / Close-Out Report, aligned to reporting year 01st April 2023 to 31st March 2024. A structured / unstructured experiential learning programme would be technical or occupational programmes that are formal or informal that relate to practical on-the-job training or work exposure. These are not necessarily registered or accredited technical or occupational programmes.
Means of verification	Letters of Competence or Certificate or Close-Out Report, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Data limitations	No delays in production of letters of competence, certificates or close-out reports.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

indicator title / objective	(iii) Number of university students entered work- integrated-learning programmes
Short definition	The number of HET learners who enter into or placed in a structured/unstructured experiential learning programmes in FP&M SETA workplaces aligned to their qualifications and an occupation, if possible.
Purpose/importance	To provide HET learners and graduates an opportunity to obtain practical work experience that will either enable them to complete their qualification or to increase their opportunities to find a job placement.
Source/collection of data	Learner agreements.
Method of Calculation / Assessment	Simple count of learner agreements – 3/6/12/18 month agreements. Start date of the programme, aligned to reporting year 01st April 2022 to 31st March 2023. A structured / unstructured experiential learning programme would be technical or occupational programmes that are formal or informal that relate to practical on-the-job training or work exposure. These are not necessarily registered or accredited technical or occupational programmes.
Means of verification	Signed learner agreements for WIL aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	Projects Strategic Support and Regional Managers.

Indicator title / objective	(IV) Number of university students completed work- integrated-learning programmes
Short definition	The number of HET learners who completed structured/unstructured experiential learning programmes in workplaces aligned to their qualifications and an occupation.
Purpose/importance	To provide HET learners and graduates with an opportunity to obtain practical work experience that will either enable them to complete their qualification or to increase their opportunities to find a job placement.
Source/collection of data	Letter of competence / Certificate / Close- Out Report.
Method of Calculation / Assessment	Simple count of letters of competence / certificates / Close-Out Reports, aligned to reporting year 01st April 2023 to 31st March 2024. A structured / unstructured experiential learning programme would be technical or occupational programmes that are formal or informal that relate to practical on-the-job training or work exposure. These are not necessarily registered or accredited technical or occupational programmes.
Means of verification	Letters of Competence or Certificate or Close-Out Report, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Data limitations	No delays in production of letters of competence, certificates or close-out reports.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New Indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.



Indicator title / objective	(v) Number of unemployed learners entered work experience /Internship programmes
Short definition	The number of unemployed learners who enter into structured experiential learning programmes in workplaces aligned to their qualifications and an occupation if possible.
Purpose/importance	To provide unemployed learners and graduates an opportunity to obtain practical work experience that will either enable them to complete their qualification or to increase their opportunities to find a job placement.
Source/collection of data	Signed learner agreements for work experience and internships or signed fixed term employment contracts
Method of Calculation / Assessment	Simple count of signed learner agreements or signed fixed term employment signed for 3/6/12 or 18 months' duration. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024. Structured experiential programmes is a work experience or internship programme that is directly aligned to an occupation offered by the workplaces that could lead to an employment opportunity.
Means of verification	Signed learner agreements for work experience/internships aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New Indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(vi) Number of unemployed learners completed work experience /internship programmes
Short definition	The number of unemployed learners who complete structured experiential learning programmes in workplaces aligned to their qualifications and an occupation if possible.
Purpose/importance	To provide unemployed learners and graduates an opportunity to obtain practical work experience that will either enable them to complete their qualification or to increase their opportunities to find a job placement.
Source/collection of data	Letter of competence / Close-Out Report / Certificate for work experience or internship completed.
Method of Calculation / Assessment	Simple count of letters of competence / certificate or learners completed as reflected on Close-Out Report, aligned to reporting year 01st April 2023 to 31st March 2024. Structured experiential programmes is a work experience or internship programme that is directly aligned to an occupation offered by the work-places that could lead to an employment opportunity.
Means of verification	Letters of Competence or Certificate or Close-Out Report, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of letters of competence, certificates or close-out reports.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New Indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(vii) Number of unemployed learners entered skills programmes
Short definition	Number of unemployed learners that register for technical, occupational, supervisory and management skills programmes or entrepreneurship skills programmes that provides learners with financial and business skills to register their own ventures.
Purpose/importance	The FP&M SSP identified a number of key areas of scarce and critical skills demand in the FP&M sector, all of which affect the efficacy and developmental competitiveness of the sector. These include technical occupational, entrepreneurship, leadership and management skills. There is a clearly expressed need for enhancing leadership (not only in terms of supply, but also in terms of continuity of leadership). The purpose of the indicator is to develop those skills.
Source/collection of data	Learner agreements / Learner Registration Form
Method of Calculation / Assessment	Simple count of learner agreements / Registration Form. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024. Skills programmes will include short occupational programmes registered with FP&M SETA or other SETAs and accreditation agencies/bodies, financial, business or entrepreneurship skills programmes, HIV/AIDS, Occupational Health and Safety or any technical informal programme recognized by industry bodies and education and training institutions.
Means of verification	Signed learner agreements or learner registration forms aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(viii) Number of unemployed learners completed skills programmes
Short definition	Number of unemployed learners that completed technical, occupational and management skills programmes or entrepreneurship skills programmes that provides learners with financial and business skills to register their own ventures.
Purpose/importance	The FP&M SSP identified a number of key areas of critical skills demand in the FP&M sector, all of which affect the efficacy and developmental competitiveness of the sector. These include leadership and management skills. There is a clearly expressed need for enhancing leadership (not only in terms of supply, but also in terms of continuity of leadership). The purpose of the indicator is to develop those skills.
Source/collection of data	Statement of Results /Certificate
Method of Calculation / Assessment	Learner statement of results or certificate, aligned to reporting year 01st April 2023 to 31st March 2024. Skills programmes will include short occupational programmes registered with FP&M SETA or other SETAs and accreditation agencies/bodies, financial, business or entrepreneurship skills programmes, HIV/AIDS, Occupational Health and Safety or any technical informal programme recognized by industry bodies and education and training institutions.
Means of verification	Learner statement of results or certificate, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	No delays in production of statement of results by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance



Indicator title / objective	(ix) Number of unemployed learners entered learnership programmes
Short definition	Number of unemployed learners enrolled into learnership programmes.
Purpose/Importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a minimum qualification at levels 1-8 of the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address technical middle level skills needs within the FP&M sector in the next five years.
Source/collection of data	Learnership agreements
Method of Calculation / Assessment	Simple Count of signed learnership agreements. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024. These would be for all learnerships that are registered by the FP&M SETA or other SETAs and education and training institutions.
Means of verification	Signed learnership agreements. Start date of the programme, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) <u>Target for People with Disabilities: Approximately 4% of the target, inclusive of women</u>
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – Between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(X) Number of unemployed learners completed learnership programmes
Short definition	Number of unemployed learners completed and certificated in learnership programmes.
Purpose/Importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a minimum qualification at levels 1-8 of the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address technical middle level skills needs within the FP&M sector in the next five years.
Source/collection of data	Certificates / Statement of Results / Verification Report issued
Method of Calculation / Assessment	Simple count of number of Certificates / Statement of results that have been issued, aligned to reporting year 01st April 2023 to 31st March 2024. Statement of Results or Certificate, whichever is received first by the SETA for reporting completions. These would be for all learnerships that are registered by the FP&M SETA or other SETAs and education and training institutions.
Means of verification	Certificates / Statement of results that have been issued, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New Indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance, Learning Programmes Manager and Regional Managers.

Indicator title / objective	(i) Number of workers who entered AET programmes.
Short definition	Number of workers who entered AET programmes to improve their numeracy and literacy.
Purpose/importance	To assist workers to complete AET programmes that will give them access to middle level skills occupational programmes. Many South African learners are poorly prepared to undertake further learning when they leave school and cannot access post-school education and training opportunities. To provide young employed youth with basic and intermediate skills in order to access further technical and occupational training.
Source/collection of data	Learner agreements or signed learner registration form
Method of Calculation / Assessment	Simple count of number of learner agreements or signed learner registration forms. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024. These would be ABET and foundational learning programmes.
Means of verification	Signed learner agreements or learner registration form as per start date of the programme, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New Indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(ii) Number of workers who completed AET programmes.
Short definition	Number of workers who completed AET programmes, to improve their numeracy and literacy.
Purpose/importance	To assist workers to complete AET programmes that will give them access to middle level skills occupational programmes. Many South African learners are poorly prepared to undertake further learning when they leave school and cannot access post-school education and training opportunities. To provide young workers with basic and intermediate skills in order to access further technical and occupational training.
Source/collection of data	Statement of Results or Certificates
Method of Calculation / Assessment	Simple count of statement of Results / Certificates, aligned to reporting year 01st April 2023 to 31st March 2024. These would be ABET and foundational learning programmes.
Means of verification	Statement of Results / Certificates, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation Type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New Indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

5.5

Indicator title / objective	(i) Number of workers entered learnership programmes
Short definition	Number of employed learners entered into learnership programmes.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a minimum qualification at level 2- 4 of the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address technical middle level skills needs within the FP&M sector in the next five years.
Source/collection of data	Signed Learnership agreements
Method of Calculation / Assessment	Simple count of signed learnership agreements. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024. These would be for all learnerships that are registered by the FP&M SETA or other SETAs and education and training institutions.
Means of verification	Signed learnership agreements as per start date of the programme, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly on SQMR.
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	G.M: Projects and Quality Assurance and Regional Managers.
Indicator title / objective	(ii) Number of workers completed learnership programmes



Short definition	Number of employed learners completed learnership programmes.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a minimum qualification at level 4 of the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address technical middle level skills needs within the FP&M sector in the next five years.
Source/collection of data	Learnership certificates or Statement of Results.
Method of Calculation / Assessment	Simple count of learner certificates / Statement of Results, aligned to reporting year 01st April 2023 to 31st March 2024. Statement of Results or Certificate, whichever is received first by the SETA for reporting completions. These would be for all learnerships that are registered by the FP&M SETA or other SETAs and education and training institutions.
Means of verification	Learner certificates / Statement of Results, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance, Learner Programmes Manager and Regional Managers.

Indicator title / objective	(iii) Number of workers entered bursary programmes
Short definition	Number of employed learners who entered Bursary Programmes.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a higher level qualification on the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address high level skills needs within the FP&M sector in the next five years from higher education institutions.
Source/collection of data	Signed Learner agreements - Learners will be reported on the last signed date on the bursary agreement.
Method of Calculation / Assessment	Simple count of signed learner agreements, aligned to reporting year 01st April 2023 to 31st March 2024. Learners will be reported on the last signed date on bursary agreement. Bursary programmes ideally must be aligned to the FP&M sector industry scope and occupations offered in the sector.
Means of verification	Signed learner agreements, as per the last signed date on bursary agreement aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	G.M.: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(iv) Number of workers completed bursary programmes
Short definition	Number of employed learners who have completed bursary programmes.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a higher level qualification on the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address technical high level skills needs within the FP&M sector in the next five years from higher education institutions.
Source/collection of data	Statement of Results / Certificates.
Method of Calculation / Assessment	Simple count of statement of results / certificates where learner has obtained the qualification aligned to reporting year 01st April 2023 to 31st March 2024. Statement of results or certificates, whichever is received first by the SETA for reporting completions. Bursary programmes ideally must be aligned to the FP&M sector industry scope and occupations offered in the sector.
Means of verification	Statement of results / certificates where learner has obtained the qualification aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(v) Number of workers entered skills programmes
Short definition	Number of employed learners that register for technical, occupational and management skills programmes or entrepreneurship skills programmes that would provide learners with financial and business skills to register their own ventures.
Purpose/importance	The FP&M SSP identified a number of key areas of critical skills demand in the FP&M sector, all of which affect the efficacy and developmental competitiveness of the sector. These include technical occupational, leadership and management skills. There is a clearly expressed need for enhancing leadership (not only in terms of supply, but also in terms of continuity of leadership). The purpose of the indicator is to develop those skills.
Source/collection of data	Learner agreements / Learner Registration Form
Method of Calculation / Assessment	Simple count of learner agreements / Learner Registration forms. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024. Skills programmes will include industry technical programmes, occupational health and safety, HIV-Aids, financial, production, supervisory and team leader programmes amongst other learning programmes as well.
Means of verification	Signed learner agreements / learner Registration forms as per start date of the programme, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements / registration forms are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(vi) Number of workers completed skills programmes
Short definition	Number of employed learners that completed technical, occupational and management skills programmes or entrepreneurship skills programmes that would provide learners with financial and business skills to register their own ventures.
Purpose/importance	The FP&M SSP identified a number of key areas of critical skills demand in the FP&M sector, all of which affect the efficacy and developmental competitiveness of the sector. These include leadership and management skills. There is a clearly expressed need for enhancing leadership (not only in terms of supply, but also in terms of continuity of leadership). The purpose of the indicator is to develop those skills.
Source/collection of data	Statement of Results / Certificates
Method of Calculation / Assessment	Simple count of learner statement of results / certificates, aligned to reporting year 01st April 2023 to 31st March 2024. Skills programmes will include industry/technical programmes, occupational health and safety, HIV-Aids, financial, production, supervisory and team leader programmes amongst other learning programmes as well.
Means of verification	Learner statement of results / certificates, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.



## 5.6

Indicator title / objective	(i) Number of learners entered apprenticeship programmes
Short definition	Number of learners who have enrolled and signed agreements into artisan programmes.
Purpose/importance	To promote artisan development within the FP&M sector and track the extent the sector is responding to middle level technical skills needs in the economy.
Source/collection of data	Signed DG MoAs and Apprenticeship Agreements / ARPL Agreements
Method of calculation / Assessment	Simple count of number of Apprenticeship / Learnership agreements or ARPL agreements. Commencement date of the programme, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024. These would relate to the FP&M SETA registered trades and the registered trades of other SETAs, more especially the generic priority trades of the MERSETA.
Means of verification	Signed Apprenticeship / Learnership agreements or ARPL agreements as per commencement date of the programme, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance, Learner Programmes Manager and Regional Managers.

Indicator title / objective	(ii) Number of learners completed apprenticeship programmes
Short definition	Number of learners completed and been certificated in artisan programmes
Purpose/importance	To promote artisan development within the FP&M sector and track the extent the sector is responding to middle level technical skills needs in the economy.
Source/collection of data	Certificates / Statements of Results issued
Method of Calculation / Assessment	Simple count of number of certificates / statements of results / Trade Test Report that have been issued. Aligned to reporting year 01st April 2023 to 31st March 2024. Trade Test Report or Trade Test Certificate, whichever is available. These would relate to the FP&M SETA registered trades and the registered trades of other SETAs, more especially the generic priority trades of the MERSETA.
Means of verification	Certificates / statements of results / Trade Test Report that have been issued aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of trade test results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Means of verification	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	Learning Programmes Manager and Regional Managers.

Indicator title / objective	(iii) Number of unemployed learners entered bursary programmes as first-time entry learners
Short definition	Number of unemployed learners who have enrolled in bursary programmes for the first time, were previously not funded by either the SETA or NSFAS.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a higher level qualification on the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address technical high level skills needs within the FP&M sector in the next five years at higher education institutions.
Source/collection of data	Signed Learner / Bursary agreements between learner and SETA or its contracted agent.
Method of Calculation / Assessment	Simple Count of Learner / Bursary agreements aligned to reporting year 01st April 2023 to 31st March 2024. Learners will be reported on the last signed date on the Learner / Bursary agreement. Bursary programmes ideally must be aligned to the FP&M sector industry scope and occupations offered in the sector.
Means of verification	Signed Learner / Bursary agreements as per last signed date on the Learner / Bursary agreement aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP & M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	Yes.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(iv) Number of unemployed learners entered bursary programmes as continuing learners
Short definition	Number of unemployed learners who have enrolled in bursary programmes as continuing learners that were previously funded by the FP&M SETA or NSFAS.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a higher level qualification on the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address high level skills needs within the FP&M sector in the next five years at higher education institutions.
Source/collection of data	Signed Learner / Bursary agreements between learner and SETA or its contracted agent.
Method of Calculation / Assessment	Simple Count of Learner / Bursary agreements aligned to reporting year 01st April 2023 to 31st March 2024. Learners will be reported on the last signed date on the Learner / Bursary agreement. Bursary programmes ideally must be aligned to the FP&M sector industry scope and occupations offered in the sector. Learners must have been previously funded by either the FP&M SETA or NSFAS.
Means of verification	Signed Learner / Bursary agreements as per last signed date on the Learner / Bursary agreement aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

Indicator title / objective	(v) Number of unemployed learners completed bursary programmes
Short definition	Number of unemployed learners who have completed bursary programmes.
Purpose/importance	The objective of this programme is to provide access (and funding) to adults and youth to education and training opportunities that will enable them to acquire a higher level qualification on the National Qualifications Framework (NQF) in order to access occupationally-directed programmes to address high level skills needs within the FP&M sector in the next five years at higher education institutions.
Source/collection of data	Statement of Results and/or Certificates
Method of Calculation / Assessment	Simple count of statement of results and/or Certificates where learner has obtained the qualification, aligned to reporting year 01st April 2023 to 31st March 2024. Statement of Results or Certificate, whichever is received first by the SETA for reporting completions. Bursary programmes ideally must be aligned to the FP&M sector industry scope and occupations offered in the sector.
Means of verification	Statement of results and/or Certificates where learner has obtained the qualification, aligned to reporting year 01 <sup>st</sup> April 2024 to 31 <sup>st</sup> March 2024.
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.



Indicator title/objective	(vi) Number of learners entered RPL programmes
Short definition	Learners entered occupational programmes and assessed through recognition of prior learning methodologies.
Purpose/importance	Recognition of Prior Learning is a practice that gives currency and recognition to a person's previous learning, regardless of how and where that learning was acquired.
Source/collection of data	Signed learner agreements between learner and SETA or its contracted agent.
Method of Calculation / Assessment	Simple Count of learner agreements aligned to reporting year 01st April 2023 to 31st March 2024. Learners will be reported on the last signed date on the Learner agreement.
Means of verification	Signed Learner agreements aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance

Indicator title/objective	(vii) Number of learners completed RPL programmes
Short definition	Learners completed occupational programmes and assessed through recognition of prior learning methodologies.
Purpose/importance	Recognition of Prior Learning is a practice that gives currency and recognition to a person's previous learning, regardless of how and where that learning was acquired.
Source/collection of data	Learner RPL Statement of Results / Certificate.
Method of Calculation / Assessment	Simple count of the Learner RPL Statement of Results / Certificate aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Means of verification	Statement of Results / Certificate aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	No delays in production of statement of results / certificates by FP&M SETA service providers and programme completes within financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Learning Programmes Manager

Indicator title/objective	(viii) Number of TVET and/or CET DG partnership agreements signed
Short definition	Capacity building and partnerships with TVET/CET colleges. Partnerships to focus on: TVET/CET lecturer development programmes, Work-Integrated-Learning projects to facilitate TVET/CET graduate placement, re-tooling and re-skilling of unemployed TVET/CET graduates – Work Experience & Internship projects rolled out, TVET/CET Colleges supported through DG projects for skills programmes, learnerships, apprenticeship, re-tooling and re-skilling of unemployed TVET/CET graduates – Work Experience and Internship projects rolled out
Purpose/importance	NSDP emphasizes partnerships between SETAs and public TVET/CET colleges to create increased capacity to meet industry needs for the supply of skills. The National Certificate Vocational (NCV) and N-courses are recognized by employers as important base qualifications through which young people are obtaining additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment. SETAs identify TVET/CET colleges with relevant programmes and put in place partnerships to offer vocational / occupational courses and work experience for college learners.
Source/collection of data	Signed DG MoAs and MoUs with TVETs/CETs
Method of Calculation / Assessment	Simple count of number of signed MoAs and MoUs with TVETs/CETs, aligned to reporting year 01st April 2023 to 31st March 2024.
Means of verification	Signed DG MoA or MoU or Formal Commitment with a TVET College or CET aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Cumulative (year-end)
Reporting cycle	Reported annually in Quarter 4
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator Responsibility	GM: Projects and Quality Assurance and Regional Managers

Indicator title / objective	(ix) Number of HEI partnership agreements signed
Short definition	This indicator refers to the number of capacity building and partnership agreements with Universities. Partnerships to focus on direct DG funding for lecturer development programmes, Work-Integrated Learning projects to facilitate HEI graduate placement, re-tooling and re-skilling of unemployed HEI graduates – Work Experience and Internship projects rolled out and student bursary programmes.
Purpose/importance	NSDP emphasizes partnerships between SETAs and universities to create increased capacity to meet industry needs. SETAs to identify universities with relevant programmes and put in place partnerships to offer vocational courses, WIL, bursary programmes and work experience for learners.
Source/collection of data	Signed MoAs/MoUs with HEIs.
Method of Calculation / Assessment	Simple Count - Number of signed MoAs/MoUs with HEIs aligned to reporting year of 01st April 2023 to 31st March 2024.
Means of verification	Signed DG MoA or MoU or Formal Commitment with a HEI aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Cumulative (year-end)
Reporting cycle	Reported annually in Quarter 4
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers

Indicator title/objective	(x) Number of SETA Employer partnership agreements signed
Short definition	Capacity building and partnerships between FP&M SETA and Employer Organizations / Associations and Bargaining Councils within the FP&M sector.
Purpose/Importance	NSDP emphasizes partnerships between SETAs and employer organizations to create increased capacity to meet industry needs for the demand and supply of skills. SETAs must put in place partnerships with Employer Organizations / Associations and Bargaining Councils to offer capacity building and occupational programmes to promote employability of learners.
Source/collection of data	Signed DG MoAs or MoUs with Employer Organizations / Associations and Bargaining Councils
Method of Calculation / Assessment	Simple count of number of signed MoAs and MoUs with FP&M SETA and Employer Organizations / Associations and Bargaining Councils within the FP&M sector, aligned to reporting year 01st April 2022 to 31st March 2023.
Means of verification	Signed DG MoA or MoU or Formal Commitment with an Employer Organization aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Cumulative (year-end)
Reporting cycle	Reported annually in Quarter 4
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator Responsibility	GM: Projects and Quality Assurance and Regional Managers



Indicator title / objective	(i) Number of learners entered entrepreneurial and/or business coaching & mentoring programmes
Short definition	Number of employed and/or unemployed learners enrolled into new venture creation, business entrepreneurship and or business coaching & mentoring learning programmes
Purpose/importance	To promote the establishment of small enterprises and co-operatives so that learners have opportunities of becoming employers and create employment opportunities for others.
Source/collection of data	FP&M SETA uses standardized learner agreements or attendance registers for employed and unemployed learners registered on learning programmes to collect data for reporting purposes.
Method of Calculation / Assessment	Simple Count of signed learner agreements or attendance registers. Start date of the programme, aligned to reporting year 01st April 2023 to 31st March 2024 or attendance registers. These programmes would include start-up business programmes, new venture creation programmes, business coaching and mentoring programmes.
Means of verification	Signed learner agreements as per start date of the programme or attendance registers, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements or attendance registers are received by FP&M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 50% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers

Indicator title / objective	(ii) Number of CBOs, NGOs and/or NPOs supported with training interventions or funding
Short definition	Partnerships and up-skilling of learners from CBOs, NGOs and / or NPOs to promote community training initiatives to address entrepreneurship, occupational development.
Purpose/Importance	This programme aims to provide support to CBOs, NGOs and / or NPOs through the funding of skills development and training projects to expand the business and technical skills capacity of the learners from these organizations and to contribute to sector economic and employment growth by creating opportunities for the creation of new ventures.
Source/collection of data	Signed DG MoAs or Formal Commitments for Discretionary Grant Projects or workshop meeting attendance registers for capacity building, aligned to reporting year 01st April 2023 to 31st March 2024.
Method of Calculation / Assessment	Simple count of the number of signed MoAs with CBOs, NGOs and / or NPOs or number of CBOs, NGOs and / or NPOs attended workshop / meeting for capacity building as per list/schedule.
Means of verification	Signed DG MoA or MoU or Formal Commitment with a CBOs, NGOs and/or workshop meeting attendance registers for capacity building, aligned to reporting year 01st April 2023 to 31st March 2024
Assumptions	DG Budget availability
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers

Indicator title / objective	(iii) Number of rural development projects funded
Short definition	Funding of skills development and training interventions in order to contribute to socio-economic development in rural and semi-rural areas.
Purpose/importance	To ensure that FPM/SETA impacts national priorities of Government in rural areas through skills development to address poverty alleviation and inequalities.
Source/collection of data	Discretionary Grant Agreements / Signed MoAs
Method of Calculation / Assessment	Simple count of number of agreements / signed MoAs addressing rural development initiatives funded – initiatives located in rural areas or semi-rural areas. Aligned to reporting year 01st April 2023 to 31st March 2024.
Means of verification	Signed DG MoA or MoU or Formal Commitment for projects located in a rural area aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	DG Budget availability
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	100% beneficiaries from rural areas to be targeted
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers

Indicator title / objective	(iv) Number of Co-operatives supported with training interventions or funded (v) Number of Small Business supported with training interventions or funded
Short definition	Capacity building of co-operatives and small enterprises. The FP&M SSP identified a number of key areas of critical skills demand for co-operatives and small enterprises, all of which affect the efficacy and sustainability of these enterprises.
Purpose/Importance	This programmer aims to provide support to co-operatives and small enterprises through the funding of skills development and training projects to expand the business and technical skills capacity of the learners from these organizations and to contribute to sector economic and employment growth.
Source/collection of data	Signed DG MoAs for Discretionary Grant Projects or workshop / meeting attendance register for capacity building, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Method of Calculation / Assessment	Simple count of the number of signed MoAs with co-operatives and small businesses or number of organizations attended workshop / meeting for capacity building as per list/schedule.
Means of verification	Signed DG MoA or MoU or Formal Commitment with a co-operative or small business or workshop / meeting attendance register for capacity building, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	DG Budget availability
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance and Regional Managers.

## 5.8

Indicator title / objective	(i) Number of trade unions supported through skills training interventions or funding
Short definition	Funding support for trade unions to upskill their workers in order to promote worker and workplace development so that workers can have a better understanding of the economic and social challenges of the FP&M sectors.
Purpose/importance	This programme aims to provide support to unions through the funding of skills development and training capacity building initiatives to contribute to sector economic and social development.
Source/collection of data	Signed DG MoAs for Discretionary Grant Projects or workshop meeting attendance registers for capacity building, aligned to reporting year 01st April 2023 to 31st March 2024.
Method of Calculation / Assessment	Simple count of the number of signed DG MoAs with trade unions or workshop / meeting attendance registers for capacity building.
Means of verification	Signed DG MoAs/Formal Commitment for Discretionary Grant Projects or workshop meeting attendance registers for capacity building, aligned to reporting year 01 <sup>st</sup> April 2023 to 31st March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Not applicable
Calculation type	Cumulative (year-end)
Reporting cycle	Reported annually in Quarter 4
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM: Projects and Quality Assurance



Indicator title / objective	(i) Number of career development events conducted in urban areas
Short definition	Promoting Career and Vocational Guidance at special and vocational/ career events held in urban and township areas.
Purpose/importance	For FP&M sector learners to succeed they need to be guided prior to enrolment on both best match of their interest and their abilities to occupational requirements, as well as best prospects for employment and decent remuneration. Information gathered and support services generated need to be synchronized centrally and made available nationally. To this end, the FP&M SETA must participate in or initiate identified career exhibitions across the provinces in urban and township areas and must make information available on career opportunities for occupations and qualifications in high demand in the FP&M sector to the youth.
Source/collection of data	Invitations and/or programmes of Career Events confirming FP&M SETA participation Attendance registers as proof participation (DHET requirement)
Method of Calculation / Assessment	Simple count of number of career exhibitions/events attended in urban areas and townships, aligned to reporting year 01st April 2023 to 31st March 2024.
Means of verification	Invitations and/or programmes / photos of Career Events. Attendance registers as proof participation (DHET requirement) aligned to reporting year 01st April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	FP&M SETA receives overwhelming number of invites to participate in career events and exhibitions in urban areas
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	100% Career Events in Urban Areas and Townships to be targeted.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM Planning, Reporting and Research and External Branding and Stakeholder Engagement Manager.

Indicator title / objective	(ii) Number of career development events conducted in rural areas on occupations
Short definition	Promoting Career and Vocational Guidance at special and vocational/ career events held in rural and semi-rural areas.
Purpose/importance	For FP&M sector learners to succeed they need to be guided prior to enrolment on both best match of their interest and their abilities to occupational requirements, as well as best prospects for employment and decent remuneration. Information gathered and support services generated need to be synchronized centrally and made available nationally. To this end, the FP&M SETA must participate in or initiate identified career exhibitions across the provinces in rural and semi-rural areas and must make information available on career opportunities for occupations and qualifications in high demand in the FP&M sector to the youth.
Source/collection of data	Invitations and/or programmes of Career Events confirming FP&M SETA participation Attendance registers as proof participation (DHET requirement)
Method of calculation	Simple count of number of career exhibitions/events attended in rural / semi-rural areas, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Means of verification	Invitations and/or programmes / photos of Career Events. Attendance registers as proof participation (DHET requirement) aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	FP&M SETA receives overwhelming number of invites to participate in career events and exhibitions in rural areas
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	100% Career Events in rural areas / semi-rural areas to be targeted.
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported quarterly.
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM Planning, Reporting and Research and External Branding and Stakeholder Engagement Manager.

Indicator title / objective	(iii) Number of workshops on career development services implemented
Short definition	Promoting FP&M sector occupations in high demand and career and vocational guidance to SDFs and/or career development and counselling practitioners through career events, workshops and seminars. These workshops will include mandatory and discretionary grant workshops for companies.
Purpose/importance	For FP&M sector learners to succeed they need to be guided by experienced career guidance practitioners and educators prior to enrolment on both best match of their interest and their abilities to occupational requirements, as well as best prospects for employment and decent remuneration. To this end, the FP&M SETA must hold career events or capacity building workshops or seminars to train SDFs and career development practitioners on available career opportunities and occupations in high demand in the FP&M sector.
Source/collection of data	Invitations and/or programmes of Career Development Workshops Attendance registers as proof participation (DHET requirement)
Method of Calculation / Assessment	Simple count of number of career events, workshops and seminars held that were attended by SDFs or career development practitioners as per attendance register and issued with occupations in high demand / career opportunities brochure, aligned to reporting year 01st April 2023 to 31st March 2024.
Means of verification	Invitations and/or programmes / photos of Career Development Workshops. Attendance registers as proof of attendance aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	50% Urban and 50% Rural areas to be targeted
Calculation type	Non-cumulative
Reporting cycle	Reported annually in Quarter 4
New indicator	No.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	GM Planning, Reporting and Research and External Branding and Stakeholder Engagement Manager.

## 5.10

Indicator title/objective	(i) Number of CSTO offices established and maintained in TVET colleges
Short definition	Number of Co-ordinating SETA-TVET Offices to promote the mandate of SETAs for priority technical and/or occupational programmes and qualifications established at TVET Colleges.
Purpose/importance	Co-ordinating SETA-TVET Offices function as a TVET-SETA liaison offices to promote project partnerships between SETAs and TVET Colleges for occupational programmes and work placement and WIL opportunities for TVET learners.
Source/collection of data	Recognition certificates/MoA/ or a letter or agreement confirming CSTO status.
Method of Calculation / Assessment	Simple count of TVET college recognition certificates, MoAs/Agreements signed or signed CSTO letters issued and aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Means of verification	Signed Recognition certificates/MoA/ or a letter or agreement confirming CSTO status aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	50% Urban and 50% Rural areas to be targeted
Calculation type	Non-cumulative
Reporting cycle	Reported annually in Quarter 4
New indicator	Yes.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	General Manager: Projects and Quality Assurance .

Indicator title/objective	(ii) Number of TVET Centres of Specialization funded
Short definition	FP&M SETA must partner with TVET Colleges that are Centres of specialization to promote the 13 priority trades to increase the availability of intermediate level technical skills.
Purpose/Importance	Centres of Specialization (Cos) is a national programme aimed at producing: A skilled and capable workforce to support inclusive economic growth, Increased availability of intermediate-level technical skills, Increased delivery of qualified artisans in 13 priority trades, Improved capacity of public TVET colleges to train in skills in demand by industry.
Source/collection of data	Signed DG MoAs with TVET Centres of Specialization
Method of Calculation / Assessment	Simple Count of MoAs/Agreements signed with TVET Centres of Specialization and aligned to reporting year 01st April 2023 to 31st March 2024.
Means of verification	Signed DG MoAs or Formal Commitments with TVET Centres of Specialization aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	Availability of DG budget
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	50% Urban and 50% Rural areas to be targeted
Calculation type	Cumulative (year-to-date)
Reporting cycle	Reported annually in Quarter 4
New indicator	Yes.
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	General Manager: Projects and Quality Assurance .



Indicator title / objective	(iii) Number of TVET and/or CET Lecturers entered industry development programmes
Short definition	Number of TVET/CET lecturers entered industry capacity building programmes e.g. Assessor or Moderator or Coaching & Mentoring Programmes, SDF Programmes) or industry workshops or mentorship programmes to support institutions and/or lecturers to complete an intervention or event that will contribute to their continued professional development in accordance with FP&M SETA industry standards.
Purpose/importance	Continued professional development of lecturers for vocational, education and industry-based programmes
Source/collection of data	FP&M SETA uses standardized learner agreements for employed and unemployed learners registered on learning programmes to collect data for reporting purposes.
Method of Calculation / Assessment	Count of number of signed TVET /CET lecturer learner agreements, aligned to reporting year 01st April 2023 to 31st March 2024.
Means of verification	Signed TVET /CET lecturer learner agreements, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Assumptions	All projects and programmes are activated and commence within the financial year and signed learner agreements are received by FP &M SETA from DG beneficiaries within the financial year.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Approximately 60% of the target Target for Youth: Approximately 90% of the target (between the ages of 18 and 35 years, inclusive of women) Target for People with Disabilities: Approximately 4% of the target, inclusive of women
Spatial Transformation (where applicable)	Ideally 50% of learners targeted should come from rural areas and townships.
Calculation type	Non-cumulative
Reporting cycle	Reported annually in Quarter 4
New Indicator	Yes
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	General Manager: Projects and Quality Assurance .

Indicator title / objective	(iv) Number of FP&M SETA occupational qualifications registered by QCTO during the year.
Short definition	Developed occupational qualifications submitted to the QCTO for registration of occupationally-directed programmes aligned to QCTO requirements – registered on QCTO register.
Purpose/Importance	To measure the development of occupationally-directed qualifications in order to ensure that the FP&M SETA has current and fit for purpose occupationally-directed programmes that will address intermediate and middle level scarce and critical skills or occupations in high demand in the sector.
Source/collection of data	Proof of submission of occupational qualifications with QCTO.
Method of calculation / Assessment	Simple count – number of qualifications submitted to QCTO for registration and registered by QCTO on their register, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Means of verification	Signed QCTO acknowledgement letter of submission/registration, aligned to reporting year 01 <sup>st</sup> April 2023 to 31 <sup>st</sup> March 2024.
Data limitations	None
Assumptions	FP&M SETA occupationally-directed qualifications are current, relevant and fit-for-purpose and meets the submission requirements of QCTO.
Disaggregation of Beneficiaries (where applicable)	Target for Women: Not applicable Target for Youth: Not applicable Target for People with Disabilities: Not applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation type	Non-cumulative
Reporting cycle	Reported annually in Quarter 4
New indicator	No
Desired performance	Actual performance higher than targeted performance is desirable – between 100-110%.
Indicator responsibility	General Manager: Projects and Quality Assurance.

## ANNEXURE A: ACRONYMS

ACRONYM	FULL DESCRIPTION
ABET	Adult Basic Education and Training
AET	Adult Education and Training
AMSA	Apparel Manufacturers of South Africa
APP	Annual Performance Plan
ATR	Annual Training Report
CBO	Community Based Organisation
CEO	Chief Executive Officer
CFO	Chief Financial Officer
Clotex	Western Cape Clothing and Textile Service Centre
COMP	Completed
CPUT	Cape Peninsula University of Technology
CSIR	Council for Scientific and Industrial Research
CTFL	Clothing, Textiles, Footwear, and Leather
DAFF	Department of Agriculture, Forestry, and Fisheries
DG	Discretionary Grant
DHET	Department of Higher Education and Training
DTI	Department of Trade and Industry
DUT	Durban University of Technology
ECSA	Engineering Council of South Africa
EMP	Employed
ENT	Entered
ETQA	Education and Training Quality Assurance
EXCO	Executive Committee
FIETA	Forestry Industries Education and Training Authority
FITPA	Forest Industry Training Providers Association
FLC	Foundational Learning Certificate
FP&M	Fibre Processing and Manufacturing
HEI	Higher Education Institution
HET	Higher Education and Training
HR	Human Resources
INT	Internship
ISOE	Institute of Sector or Occupational Excellence

IT	Information Technology
KZN	KwaZulu-Natal
M&E	Monitoring & Evaluation
MAPP	Media, Advertising, Publishing, Printing and Packaging Management Information System
MIS	Memorandum of Agreement
MOA	Memorandum of Understanding
MOU	Memorandum of Understanding
MTEF	Medium Term Economic Framework
NAMB	National Artisan Moderating Body
NCV	National Certificate Vocational
NEET	Not in employment, education or training
NGO	Non-Governmental Organisation
NLPE	Non-levy Paying Entity
NMMU	Nelson Mandela Metropolitan University
NOPE	National Occupational Pathways Framework
NPO	Non-Profit Organisation
NOF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSDP	National Skills Development Plan
NULAW	National Union for Leather and Allied Workers
OFO	Organising Framework for Occupations
PAMSA	Paper Manufacturers Association of South Africa
PIVOTAL	Professional, Vocational, Technical and Academic Learning
QCTO	Quality Council for Trade and Occupations
RPL	Recognition of Prior Learning
SABMEO	South African Blanket Manufacturers Employers Organisation
SACTWU	Southern African Clothing and Textile Workers Union
SAFCA	Southern Africa Forestry Contractors Association
SAIChe	South African Institute of Chemical Engineering
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SDL	Skills Development Levy
SETA	Sector Education and Training Authority

SIP	Strategic Infrastructural Programme
SLA	Service Level Agreement
SLO	SETA Liaison Officer
SMME	Small, Medium and Micro Enterprises
SPU	Skills Planning Unit
SSP	Sector Skills Plan
TIA	Technology Innovation Agency
TVET	Technical and Vocational Education and Training
UJ	University of Johannesburg
UNEMP / UNE	Unemployed
UNIVEN	University of Venda
US	University of Stellenbosch
W&R SETA	Wholesale and Retail SETA
WCPI	Western Cape Furniture Initiative
WIL	Work Integrated Learning
WSP	Workplace Skills Plan