



EMPOWERED TO **INFLUENCE** AND **INSPIRE!**

**INSURANCE SECTOR EDUCATION AND TRAINING AUTHORITY
(INSETA)**

ANNUAL PERFORMANCE PLAN

2024 – 2025 FINANCIAL YEAR

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ABBREVIATIONS AND ACRONYMS

AA	Accounting Authority
AI	Artificial Intelligence
ATR	Annual Training Report
APP	Annual Performance Plan
AET	Adult Education and Training
ARC	Audit & Risk Committee
BUSA	Business Unity South Africa
B-BBEE	Broad-Based Black Economic Empowerment
CFI	Cooperatives Financial Institutions
CEO	Chief Executive Officer
CFO	Chief Financial Officer
COO	Chief Operations Officer
COVID-19	Coronavirus disease that was discovered in 2019
CET	Community Education and Training
CPD	Continual Professional Development
GD	Discretionary Grants
DHET	Department of Higher Education and Training
QA	Quality Assurance
EXCO	Executive Committee
ERRP	Economic Reconstruction and Recovery Plan
FINCO	Finance Committee
FAIS	Financial Advisory Intermediary Services
FSCA	Financial Sector Conduct Authority
FSC	Financial Sector Charter
4IR	Fourth Industrial Revolution
GDP	Gross Domestic Product
HEI	Higher Education Institution
HRDS-SA	Human Resource Development Strategy for South Africa
HR Remco	Human Resources & Remuneration Committee
ICT	Information and Communication Technologies
INSETA	Insurance Sector Education and Training Authority
MTSF	Medium Term Strategic Framework
MTEF	Medium-term Expenditure Framework
MG	Mandatory Grants
NDP	National Development Plan
NSDP	National Skills Development Plan
NGP	National Growth Path
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSA	National Skills Authority
NGO	Non-Government Organisation
NSF	National Skills Fund
NT	National Treasury
PIVOTAL	Professional, vocational, technical, and academic learning
PWDs	People with Disabilities
RPL	Recognition of Prior Learning
PFMA	Public Funds Management Act
PESTEL	Political, Economic, Social, Technological, Environmental, Legal
QCTO	Quality Council for Trade and Occupations

SAQA	South African Qualifications Authority
SCM	Supply Chain Management
SDP	Skills Development Provider
SLA	Service Level Agreement
SETA	Sector Education and Training Authority
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SIC	Standard Industrial Classification
SME	Small and Micro-Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities & Threats
TVET	Technical, Vocational, Education and Training
TCF	Treating Customers Fairly
WIL	Work Integrated Learning
WP-PSET	White Paper on Post-School Education and Training
WSP	Workplace Skills Plan

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.



Dr. BE Nzimande, MP Executive Authority of Higher Education, Science, and Innovation

CHIEF EXECUTIVE OFFICER'S FOREWORD

I am pleased to present the Annual Performance Plan for the Insurance Sector Education and Training Authority (INSETA) for the period 2024/25 planning cycle. Improved performance and meeting the needs of our diverse stakeholders are key strategic drivers for INSETA and we are seeing the results. Our performance against our Annual Performance Plan has enjoyed year-on-year growth from 86% in 2021/22 to 91% in 2022/23.

The masterplan for skills is the National Skills Development Plan 2030, which has already been engineered and geared towards creating current and future skills. In addition to this, the response to skills challenges must be aligned to supporting the Economic Reconstruction and Recovery Plan (ERRP) and INSETA incorporated this in the Strategic Plan and Annual Performance Plan. The strategic priorities for skills development in the sector have been articulated in line with the Guidelines for the revised Framework for Strategic and Annual Performance Plans presented by the Department of Planning, Monitoring and Evaluation (DPME).

Whilst the period under review was one of growth and development for INSETA, this took place within a South African context characterised by low economic and GDP growth, rising inflation, steady increases in the prime lending rate, crippling load shedding that continues to impact the economy negatively and the ever-present risks associated with climate change. During the initial months of the period under review, the South African Special Risk Insurance Association (SASRIA) was hard at work finalising claims following the July 2021 riots, having received R33 billion in claims. The critical role of the insurance sector has been elevated in recent times as a result of climate change, the digitisation evolution, and changes in consumer behaviour. This has impacted INSETA's strategic imperatives and hence the nature of the projects and programmes funded.

The board continuously provided clear strategic direction and oversight as per the legislative mandate. Even though INSETA received a qualified audit it managed to achieve an overall annual performance of 91% against its planned targets for 2022/23 financial year. However, in the planning year ahead the INSETA has put in place a turnaround strategy to assist INSETA to achieve sustainable improvement in financial management and governance that will yield to an unqualified audit opinion in the financial year 2023/24 and beyond.

In the previous years, our audited performance results have proven that INSETA staff members are dedicated and committed to the organisation and are willing to adopt emerging operational changes to advance institutional success. On this historical evidence, I rest my confidence that we will implement the 2023/24 Annual Performance Plan successfully.

INSETA remains committed to delivering quality service and value for stakeholders while driving continuous improvement in the implementation of its strategy. We are appreciative of the guidance of the Accounting Authority and the Executive Authority in directing the development and review of this document; and the support of management and staff who have contributed towards the document.

I would like to express my appreciation to all stakeholders and acknowledge them for continuing to pay their levies despite diverse sectoral challenges. Moreover, the rapid changes faced by the insurance industry will require all role players (employers, employees, unions, and beneficiaries) to increase collaboration and form partnerships that advance national priorities and transformation at all fronts.

Signature: _____

Ms Gugu Mkhize
Chief Executive Officer

ACCOUNTING AUTHORITY CHAIRPERSON'S FOREWORD

I have pleasure in presenting the Annual Performance Plan for the Insurance Sector Education and Training Authority (INSETA) for the period 2024/25. The Annual Performance Plan (APP) 2024/25, is compiled by forward-looking INSETA executives and management; -thoroughly interrogated and approved by the INSETA Accounting Authority. The strategic focus for the performance year ahead is framed by the National Skills Development Plan, emergent national priorities, transformation agendas and Insurance sector skills needs as identified in the INSETA Sector Skills Plan (SSP) 2023/24.

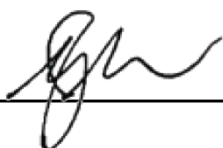
Furthermore, several INSETA policies are instrumental in the achievement of the organisation's mandate and annual performance targets. This includes the mandatory grant policy, discretionary grant policy, financial framework, accreditation policy, rural development strategy, TVET strategy, small business development strategy as well as the expectation from the various stakeholder groupings in the Insurance sector. Also key is the national priorities as outlined in the National Development Plan (NDP), Medium-Term Skills Framework (MTSF), National Skills Development Plan (NSDP), the White Paper for Post-School Education and Training (WPPSET) and the Economic Reconstruction and Recovery Plan (ERRP).

The Accounting Authority and Management Strategic Planning process enabled INSETA to carefully review its operating environment and make choices on the direction in line with the new National Skills Development Plan (2030) towards achieving its purpose and mandate; and plans to support its stakeholders on skills development. This plan aligns with stakeholder priorities as identified in the Insurance Sector Skills Plan and engagements INSETA has had with its various stakeholders and other local and international experts in skills development. The Accounting Authority has approved this Strategic Plan and has oversight into its implementation and how the organisation plans are to reach its goals and achieve its objectives.

Despite the qualified audit that the INSETA has, the SETA achieved 91% performance against target set for the financial year 2022/23. INSETA remains resilient which means adapting to change in the insurance and financial services sector which over the years progressed transformation, however, COVID-19 has increased this pace within the sector. The proliferation of the Fourth Industrial Revolution (4IR), artificial intelligence (AI), and machine learning have revolutionized the landscape forever and with it, the skills requirements. INSETA's role as a SETA is to keep up with the trends and skills requirements of the sector while looking to the horizon of the impact of globalisation. Our priority remains that we ensure INSETA's stakeholders are supported with innovative and relevant skills development programmes.

The INSETA Strategy has been revised and updated in line with the Framework for Managing Programme Performance Information issued by National Treasury in terms of the mandates set out in section 215 and 216 of the Constitution of the Republic of South Africa. The Strategic Plan aims to realise incremental achievements against the set outcomes over the five-year period, from 2020/21 to 2024/25 reviewed annually.

In conclusion, I wish to thank members of the INSETA Accounting Authority and the Department of Higher Education and Training (DHET) for their guidance and support, as well as the INSETA Management and Staff for their continued dedication and hard work. As we look forward and understand the continued need for increased speed of transformation, the impact of automated and digitalized functions, and the growth of new disciplines, skills, and environments – we need to be geared to support these transitions with knowledge, research, and skills.



Mr. Sihle Ngubane
Accounting Authority Chairperson

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the Management of the Insurance Sector and Education and Training Authority (INSETA) under the guidance of the Board.
- Is aligned to all the relevant policies, legislation, and other mandates for which INSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the INSETA will endeavor to achieve over the planned period.

Leslie Kwapeng (Mr) Signature
Executive Manager Operations

Farzana Safla (Ms) Signature.....
Executive Manager Risk Management

Zanele Malaza (Ms) Signature:
Chief Financial Officer

Gugu Mkhize (Ms) Signature:
Chief Executive Officer

Approved by:
Sihle Ngubane (Mr) Signature:
Chairperson: INSETA Board

Introduction of INSETA

The Insurance Sector Education and Training Authority (INSETA) was established in accordance with the provisions of the Skills Development Act (No. 97 of 1998). Its purpose is to serve the insurance and related services sector, operating within the broader framework of the financial services sector. INSETA functions under the supervision of the National Treasury, overseeing performance management and financial administration. Its primary responsibilities encompass the promotion, facilitation, and monitoring of education and skills development initiatives within the insurance and related services sector.

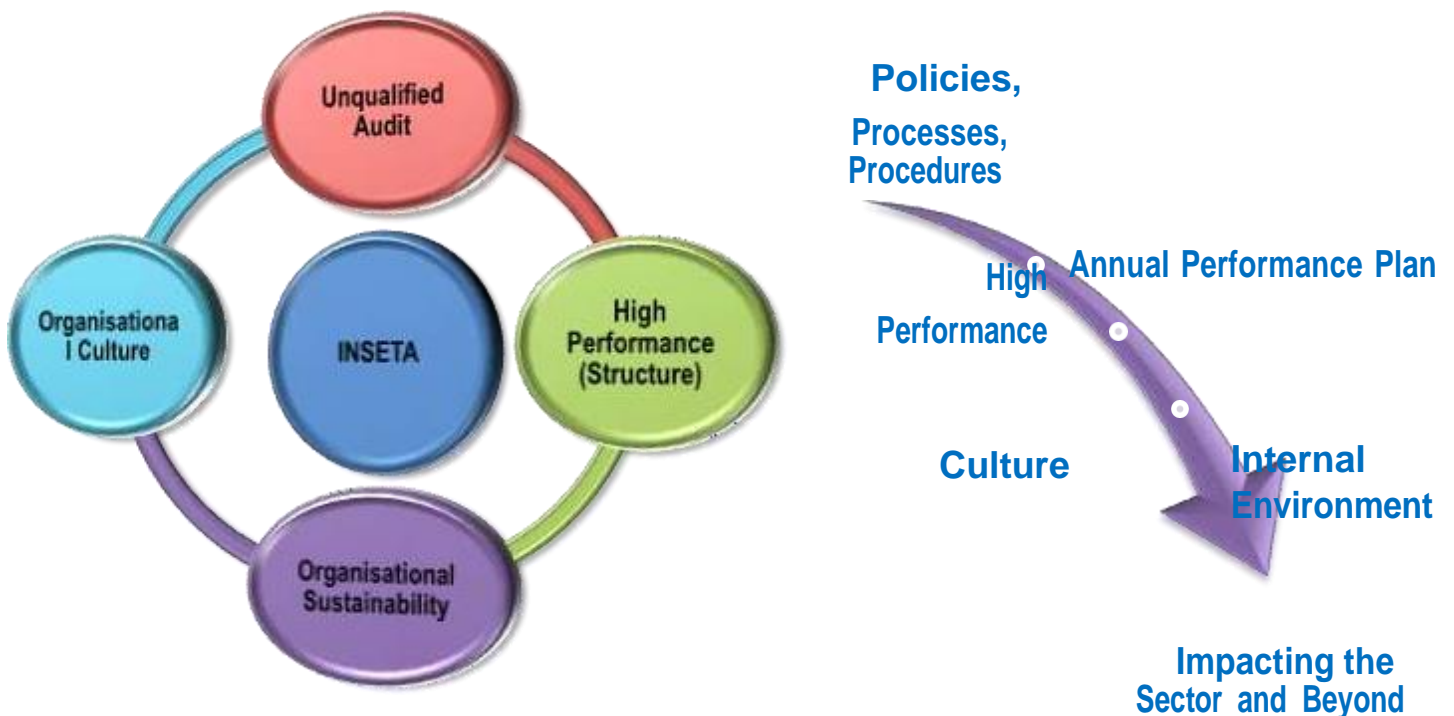
The continuous elevation of professionalism within the sector and the introduction of various compliance mandates have led to heightened entry requirements for the insurance sector. INSETA's strategic focus is on investing in the education and skills development of both new entrants and the existing workforce within the insurance sector. This commitment is aimed at bolstering the sector's economic growth, facilitating the creation of quality employment opportunities, and driving sectoral transformation.

Against the backdrop of recent national disruptions, INSETA is compelled to adopt innovative strategies to effectively address the challenges posed to skills development. Given the nation's prevailing high unemployment rates, there exists a pressing imperative for collaboration between government entities, the private sector, and other stakeholders within the Public Sector Education and Training (PSET) ecosystem. This collaborative effort is essential for fostering economic recovery.

The imperative for the insurance sector to transition towards virtual and hybrid operations has become more pronounced. INSETA is actively engaged in repositioning itself for the future by embracing a hybrid and rotational work model. Consequently, it is of paramount importance that INSETA takes a leadership role in navigating the digital shift and fully leveraging the latest advancements in information and communication technology (ICT) and eLearning.

In the pursuit of excellence in fulfilling its mandate, INSETA's strategic vision is exemplified by the following principles:

Figure 1: Performance excellence



INSETA's Excellence Model

At the heart of its strategic initiatives, the organisation embraces the INSETA Excellence Model—a ground breaking and transformative framework that seeks to propel the entity to unprecedented levels of performance and influence within the dynamic insurance sector. With an unwavering focus on enhancing service delivery to both internal and external stakeholders, the INSETA Excellence Model reflects the organisation's steadfast commitment to achieving operational brilliance and setting extraordinary standards.

At its core, the INSETA Excellence Model encapsulates our resolute dedication to cultivating a culture of excellence—a culture that fuels innovation, galvanizes High Performance Teams and Culture, and serves as a beacon of inspiration for the entire industry. This model is not a static concept but a living, breathing entity that evolves with the changing landscape, driving continuous improvement and sustainable growth.



The Model is divided into 4 sub-models:

1. Founding Model

INSETA remains firmly grounded in its Legislative Mandate, with a steadfast commitment to its Vision, Mission, and Core Values. These foundational pillars serve as the guiding compass, directing the actions and initiatives towards a shared purpose.

2. Customer Model

By intimately understanding the diverse expectations and needs of our stakeholders, INSETA paves the way for authentic engagement and lasting relationships. This component reinforces INSETA's dedication to mutual growth and prosperity.

3. Operating Model

INSETA's operational prowess is magnified through a meticulous examination of key strategies, processes, and methodologies. By optimizing the approach, The INSETA will unlock unprecedented efficiencies and amplify the value they deliver to our stakeholders.

4. Strategic Enablers

These vital capabilities empower the INSETA to fulfill its mission and embrace the opportunities of the future. By harnessing these enablers, the INSETA will become architects of innovation, resilience, and meaningful impact.

Excellence Standards: Guiding the path to greatness

Central to the INSETA Excellence Model are the Excellence Standards—carefully crafted benchmarks that steer INSETA towards unparalleled organisational performance. These standards are not mere goals; they are the embodiment of INSETA’s aspiration to excel in every facet of daily operations. These standards are cornerstones of INSETA’s relentless pursuit of excellence.

The Excellence Model is therefore a product of INSETA’s collective wisdom and dedication. Every member of the INSETA family has contributed to the Excellence Canvas that built this model.

Embedding Excellence Standards within INSETA's Strategic and Annual Performance Plans

In the relentless pursuit of organisational excellence, INSETA is embarking on a transformative approach that places Excellence Standards at the core of the strategic planning frameworks. This strategic alignment will empower the INSETA to not only define the path to excellence but also ensure that every facet of its endeavors, as outlined in the Strategic Plan and Annual Performance Plan, is calibrated towards achieving these excellence benchmarks. This approach guarantees that every action, throughout the year, is aligned with the pursuit of excellence and directly contributes to INSETA’s strategic goals.

The Top 5 Benefits of an Excellence Model and its Effective Implementation



To visualize the key areas and important forces that drive the INSETA.



To gain in-depth understanding of INSETA’s customers and their needs.



Gaining advantage on how the INSETA organizes business to deliver on the value proposition to its internal and external stakeholders.



To attract investment, recruit talent, motivate management and staff.



Understanding relationships to quickly and easily communicate or transfer information.

Part A:

1. OUR MANDATE

The Insurance Sector Education and Training Authority (INSETA) was established in March 2000 in terms of the Skills Development Act 97 of 1998, subsequently amended in December 2008. Together with other SETAs, INSETA has been re-established until 31 March 2030 through the Government Gazette. The next 10 years are critical for impactful, innovative, relevant, and futuristic skills in Insurance and Related Services. Therefore, progressive stakeholder engagement will be imperative to facilitate longer term planning linked to national planning cycles.

INSETA is required to promote, facilitate, and monitor education and skills development provision in the insurance and related services sector. INSETA's Strategic Plan is guided by the Medium-term Strategic Framework (MTSF) which reflects the political, social, economic, technological, environmental, and legal aspects. The INSETA Board, with Executive Management have developed strategic priorities for five years of the SETAs license period. There are clear legislative and policy priorities that have guided INSETA towards the development of this Strategic Plan in support of implementation of its mandate.

The INSETA's strategy is aligned with the government strategic priority of "a skilled and capable workforce to support an inclusive growth path" in the MTSF. INSETA has aligned this strategic plan with the goals of Department of Higher Education and Training (DHET) and the National Skills Development Plan (NSDP 2030).

In implementing the strategy, INSETA will promote developmental and transformational imperatives such as race, class, age, and gender, prioritizing women, youth, and people with disabilities. This will include supporting employed people at risk of losing their employment and communities surrounding Public TVET Colleges located in rural areas. INSETA will employ the MTSF as one of the key means of tracking progress towards achievement of the NSDP 2030.

INSETA will also partner with various subsectors and other organisations in the skills development ecosystem to focus on implementable interventions that address sustainability issues facing the sector, such as transformation, human capital development, support of INSETA-accredited Skills Development Providers to offer online learning, support of learners to access online learning and support of SMEs and CFIs to run sustainable businesses and professionalisation of the sector.

2. STRATEGIC PLANNING PROCESS

Annually, the INSETA Board holds a strategic planning session with INSETA Management to obtain reports from the various constituent groups represented in the Board. These reports include issues of concern as raised by each subsector and highlight challenges that require INSETA's intervention. In addition, areas of governance are raised and deliberated upon to finally identify what will be regarded by INSETA as Key Strategic Focus Areas for the coming year.

These focus areas, together with several possible outcomes of related decisions, find their way into the Strategic Plan document and have an impact on INSETA's overall resources. Implementation of interventions to support these strategic focus areas depend heavily on the overall response of the insurance companies participating in skills development and the adaptability of Skills Development Providers to continuously changing skills development needs.

The INSETA Strategic Plan (SP) covers the five-year period. It describes the situational environment and assesses challenges and opportunities, culminating in the identification of key skills priority actions for the sector. The Sector Skills Plan (SSP) draws on a range of data and information sources, including the data from WSPs sent by insurance companies to INSETA, other relevant research conducted, sub-sector-relevant publications and engagements with key stakeholders. The outcome of this analysis generates significant information to determine skills development needs and priorities in the sector. The SSP is a sector reflective document which is compiled through broad consultations

with stakeholders via the work of different stakeholder workshops.

The completed SSP is used to inform the development and the subsequent annual review of the SP and APP and will be attached as Annexure to this SP.

Legislation like CoFI and Employment Equity Bill affecting the insurance companies create a volatile, uncertain, complex, and ambiguous environment that the INSETA must take into consideration in planning the support it plans to give to its stakeholder and documenting the same in its Strategic Plan for the year ahead.

INSETA's Value Chain anchors the operating model to support planning, research & innovation; to develop occupational qualifications and implement projects. To achieve this, the organisation must be guided by its Vision, Mission and Values which underpin the behavior of the staff and influence the culture of the organisation.

There are 8 main areas which INSETA will focus on in the coming year:



Out of the eight identified priorities to focus on in the upcoming year, three of these priorities consist of sub-focus areas that require specific attention. These sub-focus areas are as follows:

1. **Business Process Reengineering Priority:**

Within this priority, there are distinct sub-focuses that demand consideration. These include:

- Operations and Finance
- End-to-end review of processes
- Alignment to Business Objectives

2. **Enabling Strategies for Responsive Skills Priority:**

This priority also encompasses several sub-focus areas that need to be addressed, which are:

- Occupational Qualifications
- Responsive Skills Development Interventions
- Youth, Workers, SME's (Small and Medium-sized Enterprises)

3. **Enterprise Architecture Priority:**

The Enterprise Architecture priority is divided into various sub-categories, each contributing to the overall framework. These sub-focus areas are:

- Systems
- People
- Processes
- Resources
- Data Management
- Knowledge Management

To achieve these goals, INSETA will ensure that its policies, processes, and procedures are in place and align to impact the sector in the coming financial year and beyond. The strategic planning process which INSETA undertook for 2024/25 highlighted any challenges that might arise from legislation, policies, social and environmental events, including lessons learnt from the past events like COVID-19 pandemic and the various responses to mitigating its negative impact on skills development.

3. UPDATES TO RELEVANT LEGISLATIVE AND POLICY MANDATE

3.1 Disaster Management Act 57 of 2002

The COVID -19 pandemic resulted in the Minister of Co-operative Governance and Traditional Affairs declaring a national state of disaster on 15 March 2020 in terms of the Disaster Management Act. Subsequently, the President announced a 21-day national lockdown period, from 26 March 2020 until 16 April 2020, which was further extended until 30 April 2020. As a result, all Post School Education and Training (PSET) institutions stopped training and closed their sites of learning including workplace-based training sites.

The Disaster Management Act stipulates directions for reopening of institutions offering qualifications registered on the Occupational Qualifications Sub Framework (OQFS), as part of a risk-adjusted strategy for phased-in return of skills development activities.

3.1.1 INSETA has plans in place to:

- Support learners to be safely back into institutions of learning and workplaces.
- Ensure continuance of workplace-based learning programmes by conducting site visits online through taking videos of workplaces to ensure appropriateness of workplaces to host learners.
- Allow for staggered commencement of learning programmes to ensure social distancing of learners in classrooms and workplaces.
- INSETA has fast-tracked and approved policies and procedures for quality assurance of online learning.
- INSETA plans to insource development capabilities, to support sector efforts to deliver learning safely. This should also allow us to deliver (at least some) skills development better, economically, and faster.

3.1.2 Skill Development Providers will be trained on different methodologies to ensure that staff and learners are able to access institutions as safely as possible and ensure that the mitigation of health and safety risks are built into the daily life and work of all INSETA-Accredited Skills Development Providers.

The National State of Disaster was terminated on the 4th of April 2022 which spanned over a period of 750 days from the date it was affected. Even though it is no longer enforceable, the impact which it had on Education the Sector is tremendous, with its effects still felt. The measures which we have put in place to encourage learning in safe and conducive environments, however, still stand. This will allow INSETA to be fully prepared if another disruption to learning arises, be it from a pandemic or any other source. Not only are these measures responding to disasters, but also keeping up with the New World of Learning and Working anchored by the Fourth Industrial Revolution (4IR).

3.2 Skills Development Act 97 of 1998

The Skills Development Act 97 of 1998 is the primary law from which INSETA draws its mandate. This Act gives effect to the establishment and the functioning of the SETAs. The Act prescribes that INSETA should develop the SSP within the framework of the National Skills Development Plan (NSDP). The SSP should be translated into action by the SP and the APP.

The purpose of the Act is to develop the skills of the South African workforce; increase the levels of investment in education and training; encourage employers to use the workplace as an active learning environment; provide opportunities for new entrants to the labour market to gain work experience; encourage workers to participate in learning programmes; improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education; and ensure the quality of learning in and for the workplace.

The current context impacts on achieving these purposes.

- INSETA is exploring extending the current partnerships model, to increase levels of investment.
- Companies may not be able to host learners at the high pre-pandemic levels, due to financial or health and safety concerns. This may impact on our achievement of targets and is reflected in our risks.
- In a post-pandemic landscape, INSETA is concerned we may not be able to sustain our historically very high levels of post-training absorption into employment.

It further requires INSETA to liaise with the National Skills Authority (NSA) regarding implementation of the NSDP as well as to submit to the Director General of the DHET budgets, reports, and financial statements. It requires INSETA to administer Mandatory and Discretionary grants to finance initiatives of employers and public and private institutions of higher learning, targeting skills development training supporting skills priorities as indicated in the INSETA SSP.

INSETA has contributed to Youth initiatives over the last establishment period by supporting PIVOTAL programmes but also through initiatives to launch rural projects for excluded youth, Youth programmes for Actuarial Development and initiatives to drive youth entrepreneurship. These are the areas that INSETA will continue to concentrate on in support of Youth because of the reported positive impact including Youth in rural areas.

Although we met 86% against 2021/22 performance indicators, we are still having a challenge of reporting placement of learners in full time or part time employment. This was evidenced by us not meeting the target against the indicator on placement of learners in employment on completion on learning programmes. This point to INSETA having to maximise strategic partnerships to come up with the mitigation plan in achieving the said target.

INSETA plans to surpass the gender breakdown criteria for Learnerships recipients which was previously set at 54% female representation with 60% of Learnerships funding going to females and 40% to males.

INSETA aims to continue the support of People with Disabilities through the PIVOTAL programmes and continue to pay increased stipend for PWDs unemployed youth. The current context impacts on achieving these purposes.

INSETA will support SMEs, a sub-sector comprising 20% of the workforce of the insurance sector, towards their regulatory compliance through:

- Facilitation of skills programmes delivery
- Preparation for writing Regulatory Examinations (REs)
- Guidance on reporting to the regulator on business compliance
- Skills for Small Business sustainability to comply with Insurance-specific legislative framework
- Relevant digital fluency skills required to support SMEs to stay in touch with their clients and to conduct research to stay relevant to changing customers' needs.

3.3 Skills Development Levies Act 9 of 1999

This Act prescribes and regulates a compulsory skills development levy scheme to fund education and training in businesses across all economic sectors. The Act also makes provision for collection and distribution of skills development levies. The Act also prescribes apportionment of an amount into the account of the National Skills Fund (NSF), payment of a portion to Quality Council for Trades and Occupations (QCTO) and for use of the remainder in terms of the SETA Grant Regulations.

INSETA will support non-Levy-paying Companies and NGOs to submit WSPs and ensure their participation in Discretionary grants towards learning programmes.

In the Board strategic planning session, concerns were raised regarding the negative financial impact of upcoming legislation on SME intermediaries and the requirement for INSETA to craft qualifications that would address relevant skills needs. The focus should be the SMMEs market e.g. independent insurance broker since this is where the financial services sector economy will grow the fastest and in turn push the economy forward. The medium to long term impact of job/business losses due to the pandemic, changes in legislation and technology, may result in significantly lower revenue for INSETA.

3.4 Public Finance Management Act 1 of 1999

This Act regulates the management of finances in public entities, Parliament, provincial legislatures, and constitutional institutions. It sets out the procedures for prudent, efficient, and effective management of all revenue, expenditure, assets, and liabilities.

As a Schedule 3A public entity, INSETA is obligated to perform to standards and legislated requirements of the PFMA (Act 1 of 1999, as amended) in the management of funds to enable the execution of its mandate.

The INSETA Board decided to procure goods and services from Emerging Micro Enterprises (EME), Qualifying Micro Enterprises (QSE) and promote the development of Small and Micro Enterprises (SMEs) as building transformation to improve the BBBEE status from level 5 to an improved contributor level.

To ensure effective Corporate Governance, INSETA will continue to review the SCM policies and procedures in line with the updated NT Instruction Notes and amendments to legislation and resubmitted to INSETA Accounting Authority for approval.

3.5 South African Qualifications Authority Act 58 of 1995

The Act provides for the development and implementation of a National Qualifications Framework, the establishment of the South African Qualifications Authority and matters connected therewith.

Through the delegated quality assurance functions to SETA Quality Assurance divisions by the QCTO, INSETA will continue to accredit, monitor, and verify learning offered by INSETA-accredited SDPs to ensure maintenance of high quality of learning delivery and assessment and the integrity of certification of learners trained by these SDPs.

In addition, the following functions will also be carried out by INSETA, among others:

- recommendation of prospective SDPs that applied to QCTO to deliver training against occupational qualifications.
- registration of qualified Assessors and Moderators working in collaboration with the SDPs to ensure maintenance of a high level of quality of learning in the sector for historical qualifications that are quality-assured by INSETA.
- Implementation of examinations against historical and occupational qualifications.
- Certification of learners against historical qualifications.

INSETA continues to perform functions delegated by the QCTO for the implementation of both historical and occupational qualifications from the QCTO, in terms of the NQF Act. Learners will continue to be registered against historical qualifications until 30 June 2023, after a teach-out period will kick in. The implementation of the registered occupational qualifications by SAQA means that there will be dual streams of learning programmes for historical and occupational qualifications.

INSETA will continue to encourage SDPs to apply for extension of scope to offer occupational qualifications while they are offering historical qualifications too. This will promote smooth transition onto the new landscape against legacy qualifications for the period that the quality assurance function remains delegated to INSETA. This includes the implementation of activities that support the implementation of occupational qualifications and the phasing out of historical qualifications. These activities call for strategic decisions to be made by INSETA regarding increasing human and financial resources to support the implementation of the Service Level Agreement (SLA) between INSETA and the QCTO.

In order not to lose valuable lessons and resources invested in ensuring continuation of learning during the COVID-19 pandemic, INSETA developed an e-Learning policy and incorporated Discretionary Grant policy, provision to fund:

- Purchase of electronic equipment like laptops required for learners to access learning remotely when they cannot physically come into classrooms.
- development and capacitation workshops to support INSETA-accredited SDPs to navigate online learning delivery and online assessments, without compromising the quality of learning.
- Streamlining of processes to ensure that online verification of learning is made possible.

3.6 National Qualifications Framework Act 67 of 2008

This Act provides for the establishment of a single National Qualifications Framework (NQF) which is an integrated system comprising coordinated qualifications sub-frameworks for General and Further Education and Training, Higher Education and Trades and Occupations.

Learner (Youth and Workers) learning achievements continue to be verified and certificated by INSETA and loaded onto the National Learner Record Database hosted by SAQA. This service will continue to be delivered by INSETA through the delegation of the QCTO and in line with the SLA between INSETA and QCTO. In line with the NQF Act, INSETA continues to cultivate relationships between employers and the accredited skills development provider system.

3.7 Financial Advisory and Intermediaries Services Act 37 of 2002

The Act regulates the activities of all Financial Services Providers (FSP) who give advice or provide intermediary financial services and products to consumers. The Act requires that FSPs be licensed to offer financial services; and creates a professional Code of Conduct with specific enforcement measures.

INSETA will continue to support both SMEs and Workers with regulatory compliance preparation towards FAIS licensing exams. This support is in the form of both learning material provision and exam preparation workshops (In -contact and online). For Rural Youth Programmes that are managed centrally by INSETA, the support will include provision of training and preparation for regulatory exams.

INSETA will ensure early consultation with the FSCA to ensure that occupational qualifications that are reviewed or developed are endorsed by the FSCA. This not only ensures uptake of learners against the occupational qualifications developed, but also ensures that learners are offered qualifications that will assist them to be FAIS-compliant.

3.8 Employment Equity Act 55 of 1998

The Act promotes equity in the workplace, ensures that all employees receive equal opportunities and are treated fairly by employers. The law protects employees from unfair treatment and any form of discrimination in the workplace environment.

Through its policies, INSETA continues to promote equity in Staff Recruitment and Career Progression. Internally, we are committed to developing talent through training, coaching, mentoring, and promoting a high-performance culture with clean administration. In addition, INSETA continues to promote employment of youth recruited as interns from UoTs and TVETs as Administrators at the end of their internship programmes.

INSETA has embarked on the Excellence Model as its core which encapsulates our resolute dedication to cultivating a culture of excellence—a culture that fuels innovation, galvanizes High Performance Teams and Culture, and serves as a beacon of inspiration for the entire industry. The excellence model will assist INSETA in improving and making INSETA a client centered organ which will assist INSETA to be better than the previous reporting cycle. The *Operational excellence* of the budgets and funding will also be managed optimally as part of ensuring excellent INSETA.

INSETA will continue to support its external stakeholders to access Discretionary Grant for PIVOTAL programmes that run-in support of EE Scorecards. Annually, INSETA contracts Sector Skills Facilitators to support the sector, especially SMEs, with submission of WSPs and ATRs and providing information regarding the INSETA offerings that they can access through application for Discretionary Grants.

INSETA supports the sector transformation imperatives through its leadership and management development programs that are tailor-made to develop competencies that aid in the career progression of the delegates. Participants are carefully selected in line with employer plans towards fast tracking these individuals into senior management roles in the future.

INSETA has initiated conversations with the Financial Sector Transformation Council to develop a public entity or Chapter 3A entity-specific scorecard that aligns to the SETA mandate. This will contribute to INSETA in improving its BBBEE score. In addition, INSETA has procured a Service Provider who will guide the former towards implementing initiatives that will maximise its BBBEE points.

3.9 SETA Grant Regulations, Notice No. 35940 of 2012

The Skills Development Levies Act provides for the collection of levies from employers and provides directives and/or guidelines on how the funds allocated to Sector Education and Training Authorities (SETAs) should be disbursed.

On 3 December 2012 a revised grant regulation was gazetted (Government Gazette Notice No. 35940), which impacted on the allocation of SETA funding. The intent of the new regulation was to:

- Regulate the proportion of funds available for skills development that is spent on administration costs.
- Make provision for SETAs to contribute to the cost of the work of the Quality Council for Trades and Occupations (QCTO).
- Discourage the accumulation of surpluses and carry-over unspent funds at the end of each financial year.
- Improve the quantity and quality of labour market information received by SETAs through Workplace skills plans, annual training reports and professional, internships, vocational, occupational, technical, and academic learning (PIVOTAL) training reports, which provide a reflection of skills needs and inform planning.
- Promote professional, internships, vocational, occupational, technical academic learning (PIVOTAL) programmes, which are NQF-registered and quality assured, towards addressing priority scarce and critical skills needs in the sector, as identified through Sector skills plans and research.

The INSETA's workers professionalisation support model will incorporate bursary, Retiree Mentorship programmes and other programmes towards attainment of professional designation. These beneficiaries will be funded for multiple years in line with the requirements of the various professions.

The Youth Employability model will incorporate learnerships, internships, Regulatory Examinations, work-readiness as well as other programmes that promote entrepreneurship.

4. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

The INSETA takes into consideration national policies and strategies which directly influence the implementation of its mandate. The following include, but are not limited to:

4.1 National Development Plan (NDP)

The National Development Plan (NDP) identifies skills development and education as a catalyst for economic development and growth. It aims to eliminate poverty (by creating 11 million jobs) and reduce inequality by 2030. South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society.

Youth deserve better educational and economic opportunities, and focused efforts are required to eliminate gender inequality. Promoting gender equality and greater opportunities for young people are integrated themes that run throughout this plan. While the achievement of the objectives of the National Development Plan requires progress on a broad front, three priorities stand out which are raising employment through faster economic growth, improving the quality of education, skills development, innovation, and building the capability of the state to play a developmental, transformative role.

To support the requirements of the NDP, the INSETA will:

- i. Implement innovative programmes for Youth - 60% of whom will be female – through partnerships with Public TVET Colleges and Employers in the sector
- ii. Reskilling people at risk of losing their jobs to retrenchments.
- iii. Build competency of Public TVET Colleges through:
 - Training them on programmes that will enable them to offer Insurance-specific occupational qualifications.
 - Exposing TVET College lecturers to Insurance sector workplaces
- iv. Partner with the QCTO in the development and implementation of occupational qualifications
- v. Partner with the sector, Universities and TVET Colleges to offer Management and Leadership programmes to TVET & CET Lecturers.
- vi. Establish credible Assessment Centres in partnership with the industry.
- vii. Support Public TVET Colleges to become Centres of Specialisation to service the Insurance Sector.

4.2 Human Resources Development Strategy for South Africa (HRDS-SA)

INSETA commits to supporting the sector under the following commitments of the HRDS-SA that have impact on skills development:

4.2.1 HRDS-SA Commitment One: “We will urgently overcome the shortages in the supply of people with priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth”.

Through research, INSETA will identify priority skills in the sector and implement programmes to increase such skills among Youth (especially those in Rural areas), Workers and SMEs. Among the priority occupations identified by the sector, INSETA will focus on Data Analysts, Actuaries and Underwriters initially over the short term; and extend the offerings to include other occupations in line as will be prioritised the sector in the medium and long term. These skills will include soft skills identified by the sector as required to support priority occupations.

4.2.2 HRDS-SA Commitment Two: “We will increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities”.

The Fourth Industrial Revolution (4IR) is currently topical across various sectors. INSETA will support employers through partnerships to develop skills to meet the employment challenges brought about by 4IR. Beneficiaries of this support will be Youth and Workers at risk of losing their employment to the effects of 4IR.

4.2.3 HRDS-SA Commitment Four: “We will urgently implement skills development programmes that are purposefully aimed at equipping recipients with requisite skills to overcome related scourges of poverty and unemployment”.

INSETA will support provision of programmes that will promote entrepreneurship among Youth and Workers who have lost or are at risk of losing their employment due to economic recession of which 60% of these beneficiaries will be women.

4.2.4 HRDS-SA Commitment Five: “We will ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment”.

INSETA will partner with Public TVET Colleges and Employers to place TVET College learners in workplaces for work-based experience and support Public TVET Colleges learners on WIL programmes to be trained on skills programmes that are based on insurance-specific qualifications; to increase their employability in the insurance sector on completion of the WIL programmes.

INSETA will also source funding from other organisations in the skills development eco system to implement programmes that promote Youth employability and facilitate hosting of the learners in insurance and related services companies.

4.3 The White Paper on Post-School Education and Training (WP-PSET)

The White Paper is a definitive statement of the Government’s vision for the post-school system, outlining main priorities and strategies for achieving the outlines priorities. It is a vision for an integrated system of post-school education and training, with all institutions playing their role as parts of a coherent but differentiated whole. These institutions include the colleges and universities whose main purpose is the direct provision of education and training; and in the case of universities, conducting of research.

These also include institutions that support the education and training processes, such as the Sector Education and Training Authorities (SETAs), the National Skills Fund and advisory, regulatory, and quality assurance bodies such as the South African Qualifications Authority (SAQA) and the Quality Councils.

We envisage a system that is made up of a diverse range of educational institutions and institutional types that will expand over the next twenty years to cater for the millions of people – especially the youth, but also many adults – who need its benefits.

It will also be a system that recognises that the right to access an educational institution is not enough, and that institutions must provide education of a high quality.

In support of WP-PSET, INSETA partner to provide learners with paths for articulation between various qualifications, access to and obtaining of qualifications through Recognition of Prior Learning. These interventions will be made available to Youth, Workers, and People with Disabilities.

4.4 National Skills Development Plan (NSDP)

The NSDP and the new SETA landscape comes into effect from 1 April 2020 and provides SETAs with a ten-years establishment period up to 2030. This plan is aligned to NDP and set out 8 outcomes for post school education and training environment, which have a significant impact on skills development delivery approach.

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. This new dispensation will bring about changes regarding leadership, governance, and quality assurance in skills development. At policy level towards building a responsive PSET system, the plan directs SETAs to build partnerships with workplaces and education and training institutions.

SETAs will remain an authoritative voice for the labour market and experts in their respective sectors. For the country to achieve high levels of economic growth and address unemployment, poverty and inequality, social partners must work together to invest in skills development to achieve the vision set in the NSDP: an educated, skilled, and capable South African workforce.

INSETA plans to align its current planning processes with the goals, objectives, and outcomes of the NSDP 2030. This includes concluding Memoranda of Understanding with Organised Labour and Organised Business to ensure alignment of programmes offered with the critical skills needs of employees. Mentorship programmes will also be implemented to ensure retention of young talent in the sector, utilising retiree intellectual capital to coach and mentor youth.

4.5 Post-Pandemic Policy

The policy landscape is evolving rapidly in response to the pandemic (and possible post-pandemic strategies). In some cases, this has meant some elements of the above policies are being fast-tracked. In other cases, new policies and strategies are emerging. For example, the sustainable Infrastructure Development Strategy has emerged as a key component of a stimulus package to rebuild the economy using green infrastructure development as a platform. INSETA continues to monitor the policy environment and interpret targets in line with these, including collaborating with relevant SETAs and organisations who have green economy as a strategic focus.

4.6 Economic Reconstruction and Recovery Plan

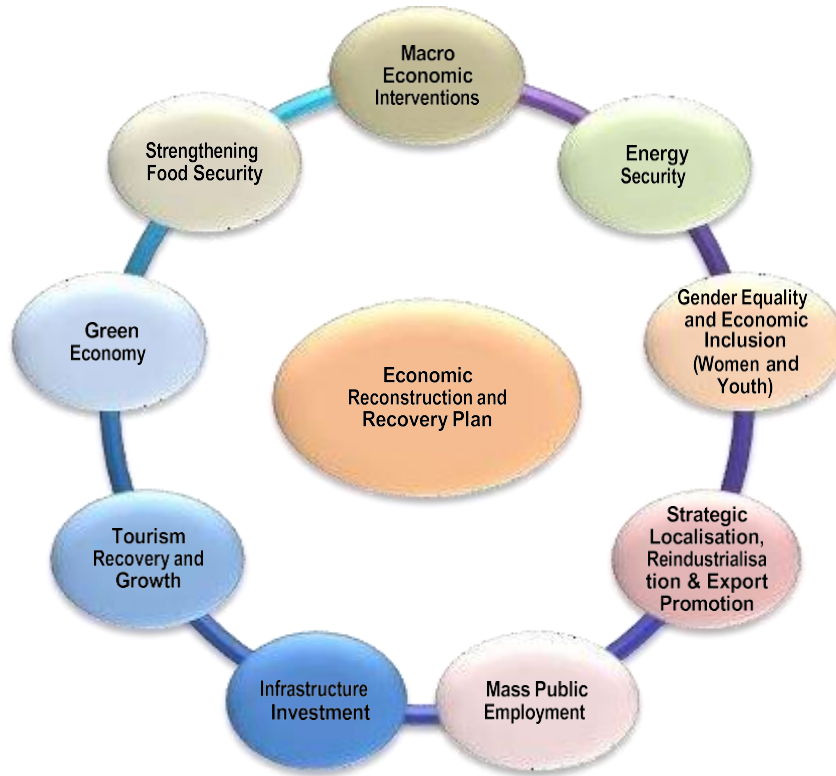
At the advent of the COVID-19 pandemic lockdown, the President announced a three-phased economic recovery response towards implementing an economic strategy to drive the recovery of our economy as the country emerges from the pandemic. This is defined in the Economic Reconstruction and Recovery Plan (ERRP). Several sectors identified as critical for the implementation of the ERRP.

Although the insurance sector is not specifically mentioned among the critical sectors at which the ERRP is aimed, insurance is important to all these sectors. INSETA aims to participate in the ERRP directly or in partnership with other PSET organisations and has identified sectors that will be included in its strategy to support the Government's Economic Reconstruction and Recovery Plan. INSETA will support identified sectors, with a few sectors supported directly and the remainder supported in collaboration with other SETAs and institutions, in line with availability of INSETA budget.

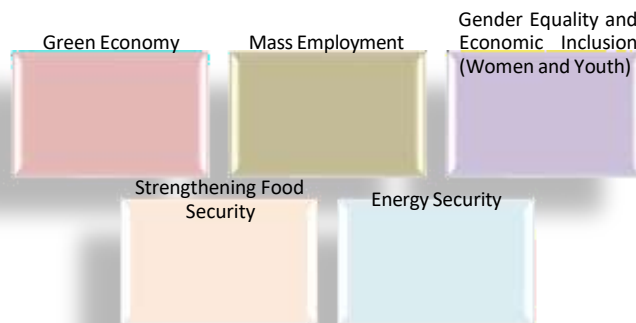
The ERRP aims to build a new economy and unleash South Africa's true potential. The DHET presented to INSETA a refined ERRP approach for the implementation of ERRP-aligned programmes.

The following programmes have been identified:

Figure 2: Economic Reconstruction and Recovery Plan



In supporting the ERRP driven by the Minister of Higher Education, Science & Technology, INSETA decided to include the following elements in its programmes:



In addition, INSETA will support implementation of programmes identified as its strategic focus areas. Through collaboration with other organisations in the PSET system, Professional Bodies and Trade Associations in the insurance sector and Organised labour, INSETA will identify specific projects in support of ERRP in these sectors to maximise impact. These projects will include women, youth, people with disabilities and people in rural areas. These will include the support and re-training of workers to prevent further job losses. The INSETA will support these sectors by ensuring maximisation of skills development opportunities for new entrants to enable them to access labour markets.

Changes in funding policies will be considered in Medium Term Strategic Framework (MTSF) and Annual Performance Plans (APPs) to allow for immediate and short interventions – both accredited and non-credit-bearing interventions.

This will include the development of learning delivery policies that include digitisation and technology as key enablers for successful implementation of this strategy. These changes will ensure that INSETA is able to respond to the short-term needs of the sector and continue to strengthen the system without compromising the quality of offerings.

INSETA will harness the expertise and resources of diverse institutions – public and private education skills development providers, workplaces, other SETAs, and government departments to work in partnership towards greater efficiency and effectiveness.

Research remains a key priority for INSETA to determine the nature of need in each sub-sector and consult the stakeholders on requisite interventions. INSETA would be taking *Leadership* in re-establishing the research committees coupled with comprehensive project planning and management in responding to the need of the sector.

INSETA will partner with the QCTO to promote the fast-tracking of accreditation process for SDPs to obtain accreditation against occupations in high demand. This will include improvement of the planning and funding mechanisms for delivery of programmes through public TVET Colleges and to work towards a demand-led system of skills development. Partnerships will also include providing input into curriculum development of TVET programmes that will enable learners to access insurance qualifications and occupations.

INSETA will facilitate stronger relationships between Public TVET colleges and Public Higher Education Institutions to build competency for conducting research in Public TVET colleges. This will ensure alignment of INSETA with actual skills development needs of TVET Colleges and those of communities around TVET colleges, especially in rural areas. Fostering partnerships between Public TVET Colleges and insurance industry associations will support skills development in outlying areas and placement of learners in SME businesses in rural areas where big employers are scarce.

Programmes to be funded will include work readiness, digital skilling as well as entrepreneurship for self-employment. Entrepreneurship programmes will be implemented in collaboration with other organs of the state, other SETAs, and public education institutions.

4.7 Updates to Relevant Court Rulings

Reference will be made to the court rulings that affect the driving behind the strategy. The outcome of the BUSA Court Case may affect the budgets available for supporting the priorities outlined in the SP and the APP. The extent of this impact is currently unknown, but it has dire consequences for the sustainability of the Seta.

This is the Labour Court Cases (Case No: JR 1110/13) of Business Unity South Africa (BUSA) v the Minister of Higher Education, Science and Technology and others. BUSA applied to the court to set aside the Grant Regulations 2012 citing insufficient engagement of the Minister on amendments of the Grant Regulations. The Minister appealed against the judgment in the Labour Appeal Court. The appeal was dismissed for lack of sufficient consultation with stakeholders pursuant to sections 36 and (5)1(a) (v) of the Skills Development Act.

Based on the above, INSETA will continue in line with the Ministerial Directive 11/2020, to pay 20% Mandatory Grants to the sector, pending the determination and communication by the Minister of Department of Higher Education, Science and Technology, of a Mandatory Grant percentage to be paid to levy-paying companies in the sector.

Part B: Our Strategic Focus

5. UPDATED SITUATIONAL ANALYSIS

5.1 External Environment Analysis

Profile of the Insurance Sector

The table below depicts the various Insurance sub-sectors dependent on INSETA for skills development support.

Table 2. INSETA's Subsectors

SIC Code	Subsector	Category
81901	Unit trusts	Collective investments
81902	Risk management	Various
82100	Insurance & pension funding, except compulsory social security	Life insurance
82110	Life insurance	Life insurance
82120	Pension funding	Life insurance
82131	Health care benefits administration	Non-life insurance
82191	Short-term insurance	Non-life insurance
82192	Funeral insurance	Life insurance
82193	Reinsurance	Non-life insurance
83000	Activities auxiliary to financial intermediation	Various

5.1.2 Key Role-Players

The sector consists of Professional Bodies, active Industry Associations, Financial Service Companies, Trade Unions and Regulatory Bodies that regulate the sector's service offerings and support the insurance sector, its professionals, and clients.

There are other associations with which INSETA is still developing partnerships with, which are not listed below. Each of these role players has a link to the NSDP Outcomes as depicted in the table below:

National Skills Development Plan (NSDP) Key:	
Outcome 1	Identify and increase production of occupations in high demand
Outcome 2	Linking education and the workplace
Outcome 3	Improving the level of skills in the South African workforce
Outcome 4	Increase access to occupationally directed programmes
Outcome 5	Support the growth of the public college system
Outcome 6	Skills development support for entrepreneurship and cooperative development
Outcome 7	Encourage and support worker-initiated training
Outcome 8	Support career development services
Outcome 9	Maintain effective corporate governance

Table 3. Key Role-players in the Insurance Sector

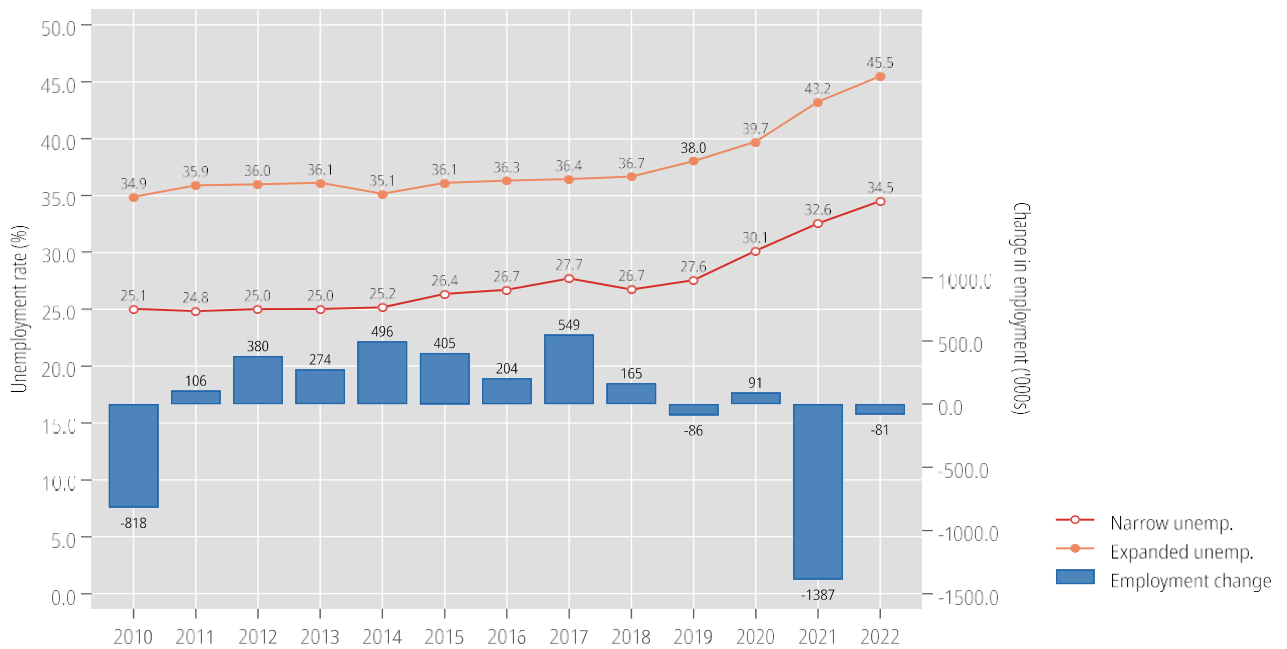
Organisation	NSDP Outcomes
INDUSTRY ASSOCIATIONS	
The Association for Savings and Investment South Africa (ASISA) represents the collective interests of the country’s asset managers, collective investment scheme management companies, linked investment service providers, multi-managers, and life insurance companies. ASISA provides INSETA with insights into the skills development needs of its members through its membership of INSETA committees.	1-8
The Black Insurance Advisors Council (BIAC) aims to provide the insurance industry with skilled, informed, fit and proper financial services providers. Second, BIAC aims to work in collaboration with other insurance industry organisations and statutory institutions to address issues affecting the insurance industry. BIAC provides INSETA with insights into the skills development needs of its members.	1-8
The motto of the Board of Healthcare Funders (BHF) “Serving medical scheme members”— guides how the organisation fulfils its function as a representative body of the healthcare funding industry. BHF provides INSETA with insights into the skills development needs in the healthcare funding sector.	1-8
The Financial Intermediaries Association (FIA) is a trade association for intermediaries, including businesses of all sizes across a wide range of insurance subsectors. The FIA aims to be an effective voice of its members’ businesses by promoting, developing, education, supporting, and protecting the rights of its members. INSETA is represented on the FIA Education committee. The FIA shares insights into the skills development needs of its members.	1-8
The South African Insurance Association (SAIA) is the representative body for the non-life insurance industry, representing the industry to all relevant stakeholders to ensure a sustainable and dynamic industry. The organisation has members from all categories of non-life insurers, including reinsurers. INSETA is represented on the SAIA Skills Development working group to collaborate on Skills for the sector.	1-8
The South African Underwriting Managers Association (SAUMA) protects the rights of the underwriter within their relevant industry. SAUMA provides INSETA with insights into the skills development needs of its members.	1-8
PROFESSIONAL BODIES AND ASSOCIATIONS	
Batseta , the Council of Retirement Funds for South Africa, focuses on the interests of principal officers, trustees, and fund fiduciaries in the retirement industry, and advises INSETA on the development of new qualifications linked to life insurance.	1-8
The Black Brokers Forum (BBF) is a representative body for black financial advisers. The BBF provides INSETA with insights into its members’ skills development needs.	1-8
The Compliance Institute Southern Africa (CISA) is the recognised professional body for the compliance profession. Amongst other objectives, CISA aims to stimulate and promote education, training, and professionalism in the field of compliance to its members and other stakeholders. CISA provides INSETA with insights into its members’ skills development needs.	1-8
The Financial Planning Institute of Southern Africa (FPI) is the recognised professional association for financial planners in South Africa. The FPI is the only institution in the country to offer the CFP® certification and advises INSETA on the development of new qualifications related to financial planning.	1-8
The Institute of Loss Adjusters of Southern Africa (ILASA) controls the professional standards and conduct of loss adjusters. ILASA aims to promote the skill, efficiency, service, and responsibility of the profession, and to maintain high standards of education and knowledge. ILASA advises INSETA on the development of new qualifications relating to claims assessment.	1, 2, 3, 4, 8
The Insurance Institute of South Africa (IISA) is a professional membership institute for the non-life insurance industry. The Institute’s primary responsibility is to promote the	1-8

Organisation	NSDP Outcomes
<p>advancement of knowledge and skills, the maintenance of the highest level of standards and ethics, and professional development within the insurance industry. The IISA assists INSETA with graduate placements and internships.</p>	
<p>REGULATORY AND OTHER PUBLIC SECTOR BODIES</p>	
<p>The twin peaks model reformed the regulatory and supervisory landscape for the financial sector in South Africa. The Financial Sector Conduct Authority (FSCA) is the market conduct regulator for the financial services sector, while the Prudential Authority (PA), located within the South African Reserve Bank, regulates the financial soundness of financial institutions. The regulatory reforms of the FSCA and PA have skills development implications for employees, employers, training providers and INSETA, and these groups have come together with the regulators quarterly to discuss content of training interventions in line with current regulation.</p>	<p>FSCA: 1, 3</p> <p>PA: 1, 3</p>
<p>The South African Reserve Bank (SARB) and Statistics South Africa (Stats SA) are key producers of data used for skills planning research. As the country’s central bank, the SARB aims to achieve and maintain price stability in the interest of balanced and sustainable economic growth. Stats SA is responsible for the collection and dissemination of data and statistics on a wide range of issues, and the Statistician-General has the authority to designate statistics as official statistics.</p>	<p>SARB: 1, 2, 3, 7</p> <p>Stats SA: 1, 7</p>

5.1.2 Labour Market Profile

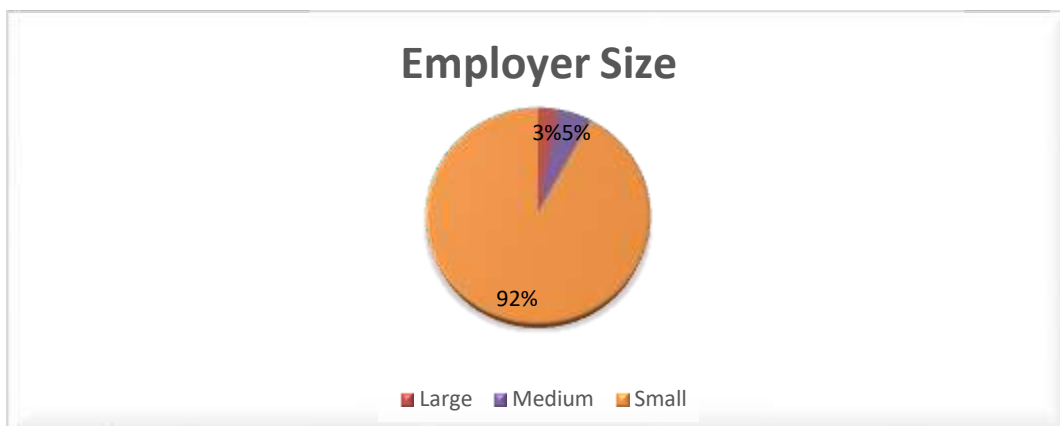
The SSP summarizes the shifts in employment across occupational bands over the past decade, and points to the implications for skills development. The three primary drivers of change identified in the SPP included COVID-19 pandemic; adoption of technology in the sector; and climate change. Emerging data suggests that these are already impacting dramatically on employment nationally and will likely impact also on the demand for labour in the INSETA sector. INSETA remains committed to implementing targets in ways that respond to these pressures.

Figure 3. South African Labour Market Trends, 2010-2022



5.1.3 Employer Profile

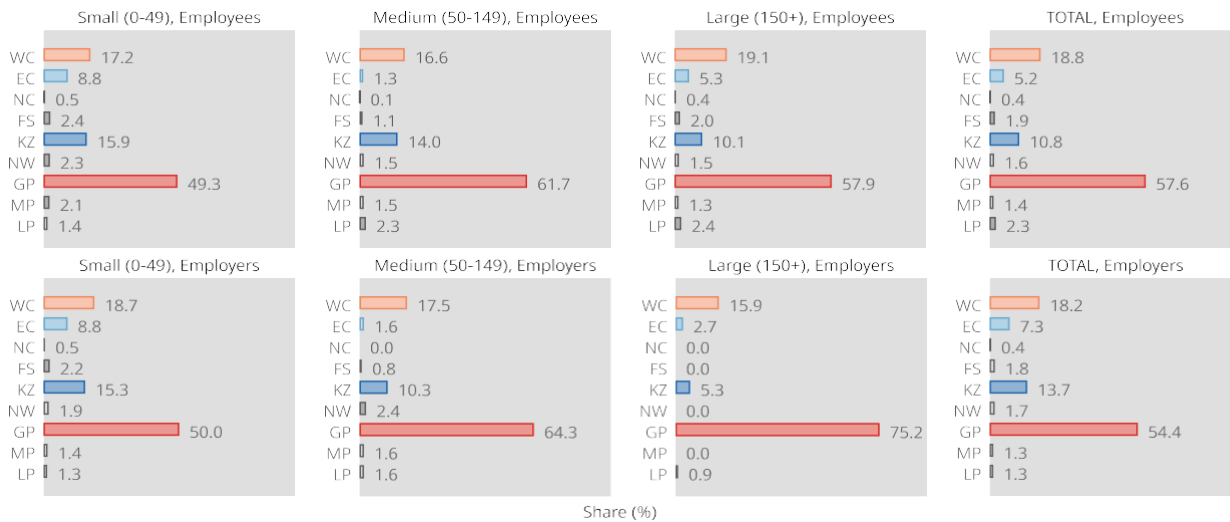
In terms of employer size, 92% of the companies registered with INSETA are small businesses, followed by 5% being medium and 3% being large. Small businesses are known to be one of the biggest contributors to job creation and poverty alleviation hence the need for INSETA to support SMEs.



5.1.4 Provincial distribution of Employers

Geographically, the sector has both employers and employees concentrated within two or three provinces. Almost three-fifths of employees and just over half of employers in the insurance sector are located within Gauteng. The Western Cape accounts for an additional 18.8 percent of employees and 18.2 percent of employers, while KwaZulu-Natal is in third place with 10.8 percent of employees and 13.7 percent of employers. Employers in Gauteng and the Western Cape are relatively large, compared to those in KwaZulu-Natal and the Eastern Cape.

Spatial Distribution of Insurance Sector Employers and Employees by Firm Size.



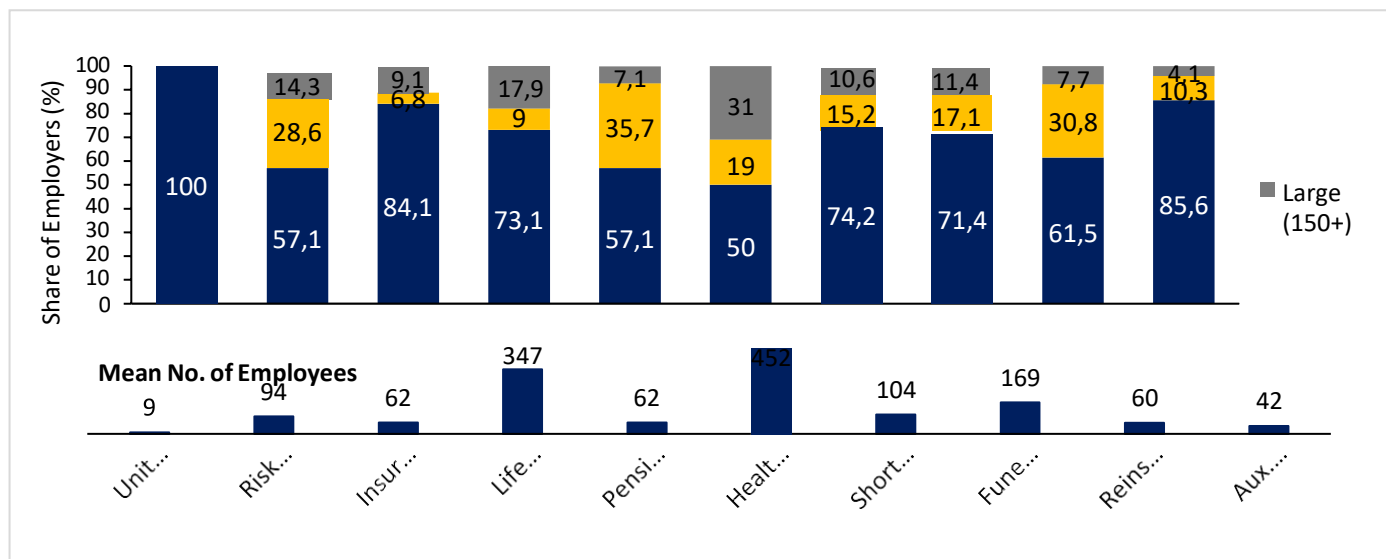
Source: INSETA, WSP 2023/24

INSETA will continue to pursue partnerships within the Post Education sector like other SETAs and TVET Colleges, to increase its national presence. Where partnerships are a challenge, INSETA will train and place Career Guidance Practitioners at TVET Colleges in the other less active provinces to ensure that skills development opportunities reach remote areas.

Most of the employers are based in Gauteng, followed by Western Cape and then KwaZulu Natal. The Eastern Cape appears to be a growing business hub and INSETA intends to continue to have representation at public TVET colleges in this province.

INSETA will continue to pursue partnerships within the Post Education sector to increase its national presence. Where partnerships are a challenge, INSETA will train and place Career Guidance Practitioners at TVET Colleges in the other less active provinces to ensure that skills development opportunities reach remote areas.

5.1.5 The employer breakdown per sub-sector



Source: INSETA Calculations, ATR/WSP 2023/24

The sector is also concentrated geographically in terms of employers. Figure 5 illustrates that just over half of employers in the insurance sector are located within Gauteng. The Western Cape accounts for an additional 18.8% of employees and 16% of employers, while KwaZulu-Natal is in third place with 15.1% of employers.

While most small employers are not levy payers, there is a dire need for INSETA to support them to ensure their sustainability in the insurance and related sectors.

The insurance sector is characterized by a high degree of concentration of employees within a small number of employers. Large employers account for 85% of employees, medium employers account for 7.7% while small employers account for 7.3%.

5.1.6 Employee Profile

Employee Distribution

According to the Workplace Skills Plans for 2022/23 financial year, received from insurance companies, the distribution of employees by company size is as follows:

Table 4. Employees in the Insurance Sector by Race, Gender, Disability Status, and Occupation, 2022

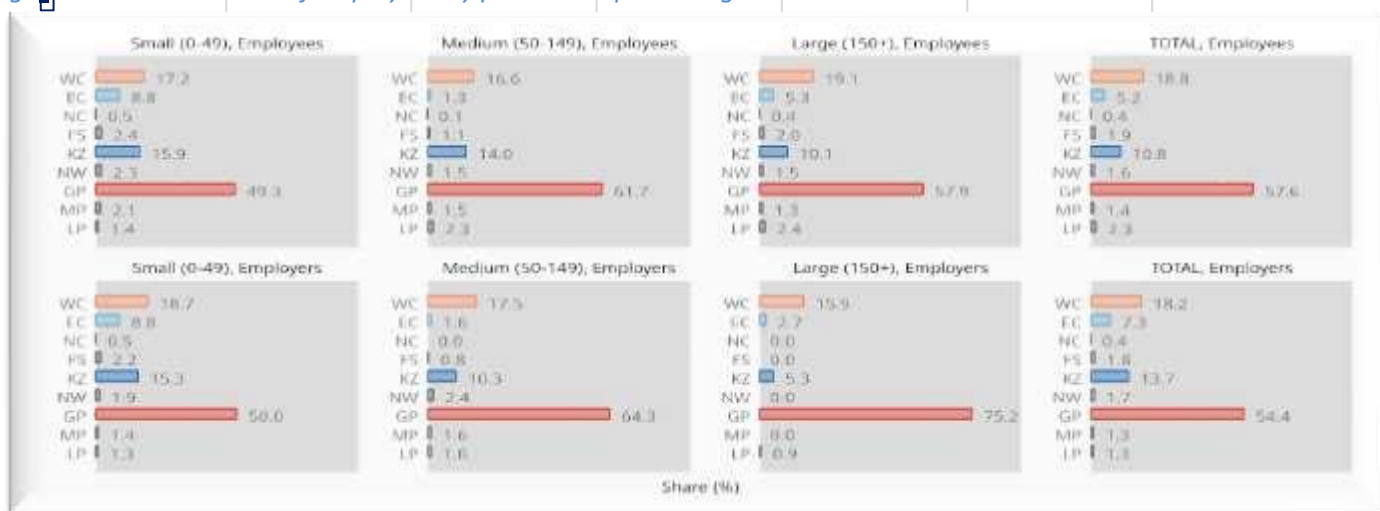
Occupation	Total ('000s)	Share (%)							
		African	Coloured	Asian	White	Other	Male	Female	Living with Disability
High Skill Occupations	66.3	47.7	14.4	10.7	27.1	1.1	45.3	54.7	0.9
Managers	23.1	38.9	14.0	13.0	34.0	1.1	46.1	53.9	0.9
Professionals	43.2	52.5	14.6	9.5	23.4	1.1	45.0	55.0	0.9
Skilled Occupations	119.3	63.8	13.8	7.1	15.3	0.6	35.0	65.0	1.1
Technicians & Assoc. Prof.	71.4	66.4	9.6	7.0	16.9	0.8	36.9	63.1	0.6
Clerks	40.5	56.0	22.1	7.8	14.2	0.4	28.9	71.1	2.0
Service & Sales Workers	6.7	80.8	9.1	4.9	5.2	0.5	46.3	53.7	0.1
Skilled Agricultural, Craft & Related Trades	0.1	68.8	8.4	3.2	19.5	0.6	57.1	42.9	0.6
Operators & Assemblers	0.5	90.2	4.2	2.1	3.4	0.4	90	10	0.0
Low Skill Occupations	1.7	89.5	8.7	0.5	1.3	1.6	20.1	79.9	0.8
Elementary Occupations	1.7	89.5	8.7	0.5	1.3	1.6	20.1	79.9	0.8
Total	187.2	58.4	14.0	8.3	19.3	0.8	38.5	61.5	1.0

Source: Own calculations, WSP 2022/23

This section presents a description of employees in the insurance sector, with a specific focus on demographic and educational characteristics, as well as the occupational breakdown of employment. Table 6 presents various information on the race, gender, and disability status of employees in the insurance sector, disaggregating them across occupation and skill levels. Of the 150 400 employees in the insurance sector, it is estimated that 58.4% are African, and a further 19.3% are White. Coloureds account for 14.0% of employment in the sector, while 8.3% are Asians. This very aggregated level indicates that Africans are significantly under-represented within the sector. For example, it is estimated that Africans accounted for 67.1% of employment in the broader finance industry and 75.1% in the tertiary (services) sector in the first quarter of 2022 (own calculations, Statistics South Africa, 2022).

5.1.7 The distribution of employees by province in percentages

Figure 6: The distribution of employees by province in percentage

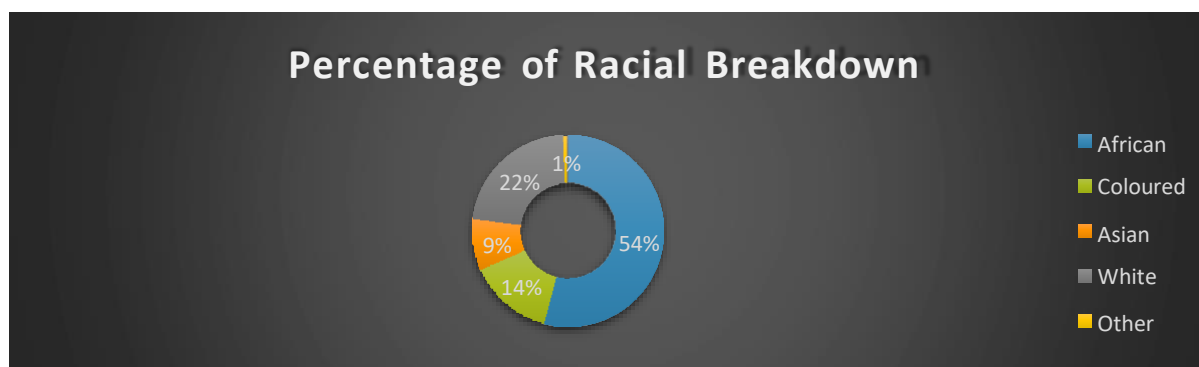


Source: WSP 2022-2023

About 59.5% of insurance employees are in Gauteng, 18.9% in the Western Cape, 9% in KZN, and 4.9% in the Eastern Cape. These provinces make up 92.7% of the workforce. It is a highly concentrated sector. The remaining provinces are made up of intermediaries and small brokerages that are served by the Head Office, which is mostly in Cape Town.

5.1.8 The workforce race profile

Figure 7: The workforce race profile

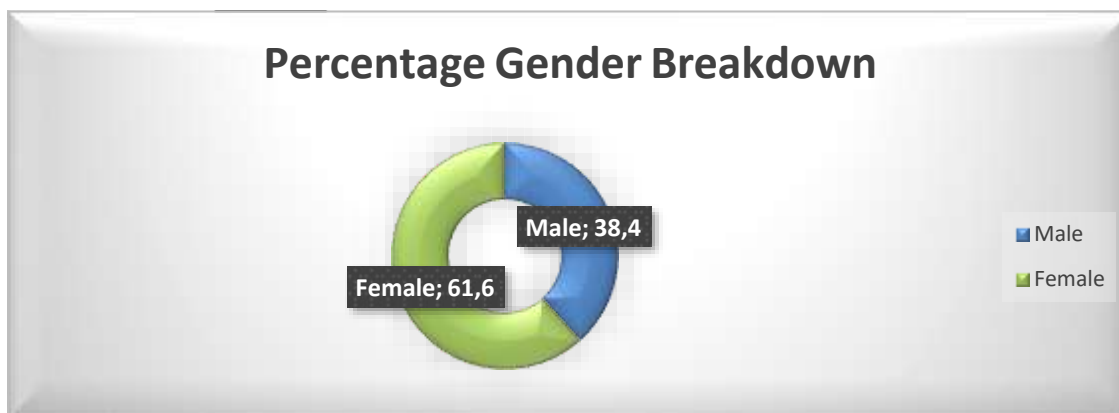


Source: WSP 2022-2023

The percentage of Black employees in the sector is 77,9% (Africans, Coloureds and Indians). Others refers to individuals who have not identified themselves with any racial group.

5.1.9 The workforce gender profile

Figure 8: Gender breakdown



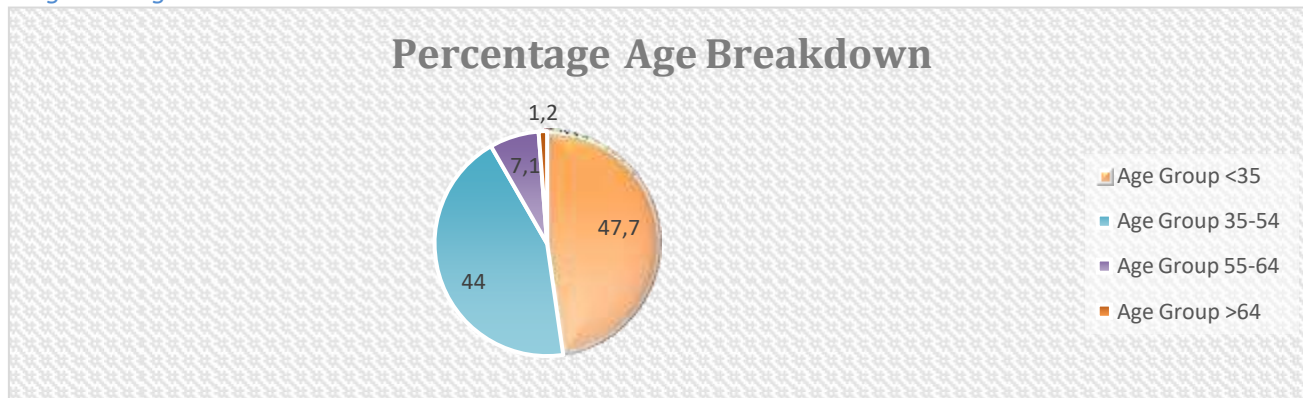
Source: WSP 2022-2023

Females make up 61.6% of the sector compared to 38.4% males. The sector has exceeded the 54% female norm, showing a move in positive direction as regards transforming the gender profile of the sector.

While women dominate within total employment in the sector, they are less likely to be employed in high skill occupations. 78% of elementary workers in the sector are women, as are 70.7% are clerks. In contrast, women account for 54.2 percent of those in high skill occupations.

5.1.10 The workforce age profile

Figure 9: Age breakdown



Source: WSP 2022-2023

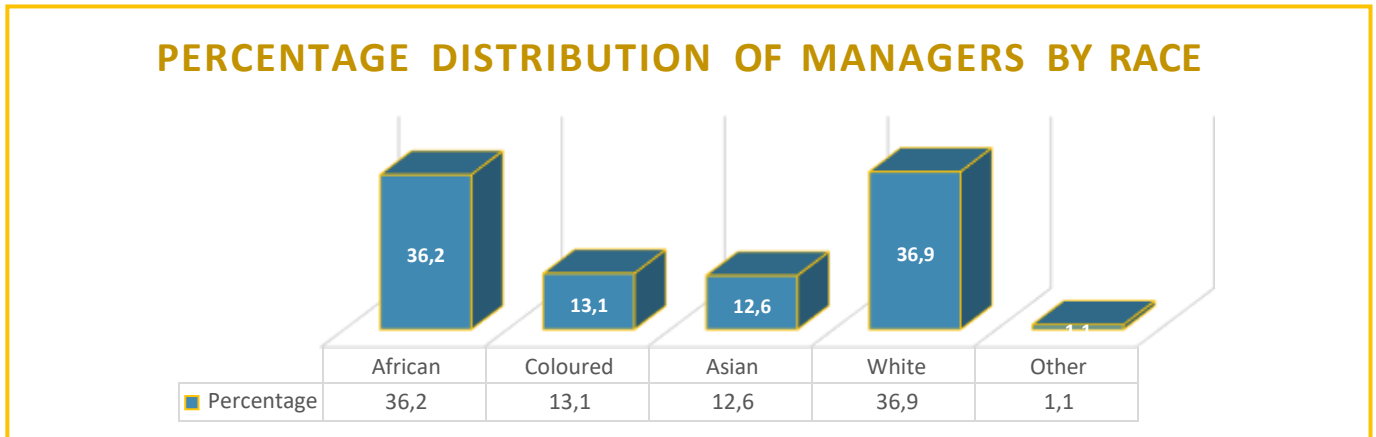
Almost half of the workforce is under 35 years. 7.1% of the workforce in the 55 – 64 ear age categories provide potential demand for labour due to retirement. The high percentage of youth below 35 years of age may require different HR strategies. INSETA works closely with stakeholders in the sector to understand and respond to these issues.

5.1.11 Distribution of Managers by Race

In the year under review, Africans comprised 36.2% followed by Whites at 36.9%. Indians also increased from 10.8% to 12.6% and 0.8% decrease in the number of Coloureds from 13.9% to 13.1%. Historically, Africans comprised a small percentage at the managerial level, however, this number has increased progressively over the

years.

Figure 10: The distribution of managers by race group



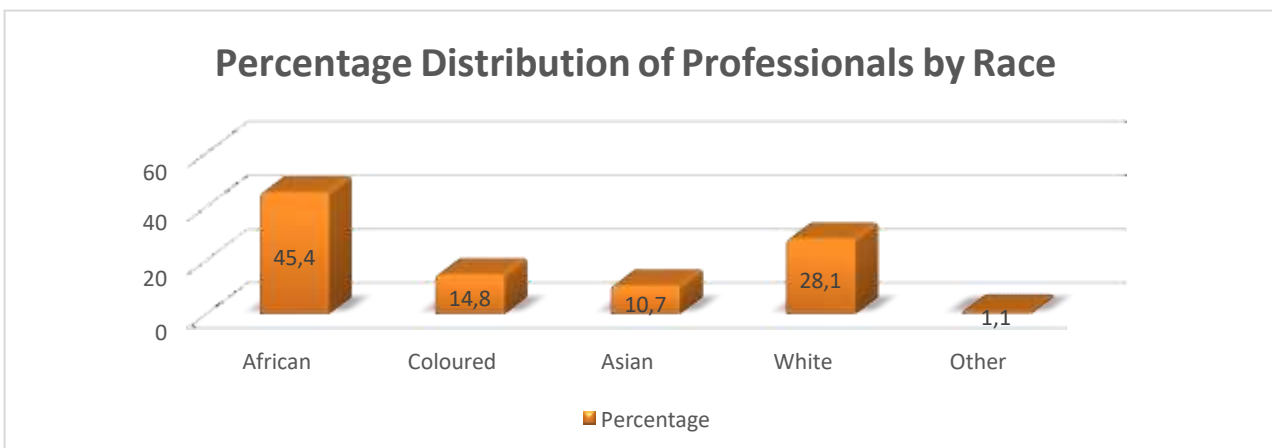
Source: WSP 2022-2023

There is an indeterminate number of workers living with disability in the insurance sector, with relatively little variation across occupations. There are several occupations in the insurance sector that would be suitable for various occupations in the insurance sector. INSETA needs to conduct a tracer study to determine the number of learners leaving with disability that employed in the sector on completion of their learning programmes. In addition, research needs to be conducted to determine the positions/occupations held by people with disabilities in the sector and their numbers.

INSETA also decided to fund assistive devices to support people living with disabilities to cope with learning and development. This support includes paying a higher stipend to learners with disabilities. INSETA also needs to support other types of disabilities to increase the pool of people with disabilities in the sector.

5.1.12 Distribution of Professionals

Figure 11: The distribution of professionals by race group



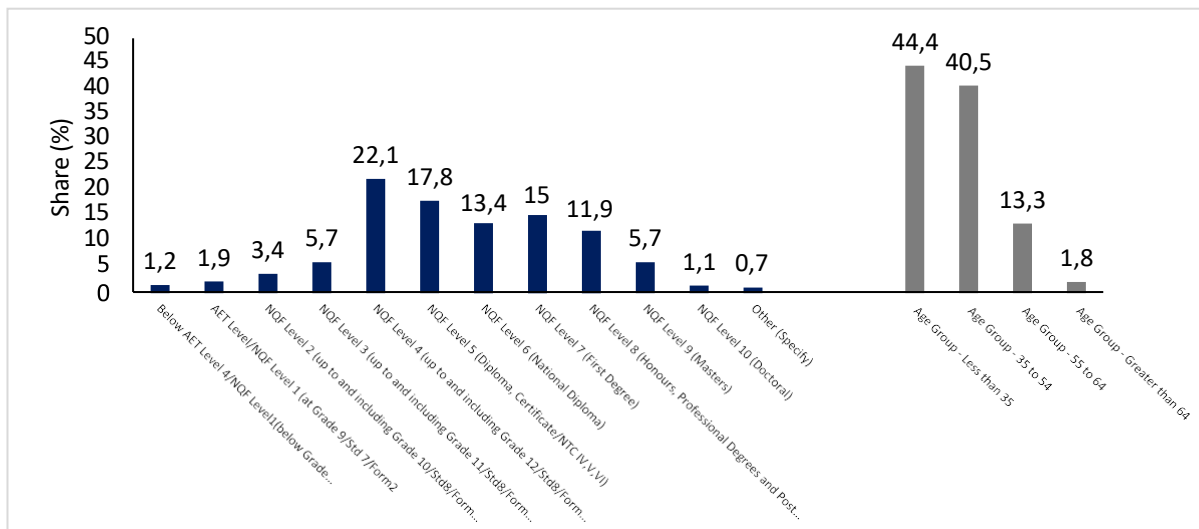
Source: WSP 2022-2023

The percentage of professional Africans increased from 41.6% to 45.4% which is a 3.8% increase from the previous year. Whites decreased from 32.7% to 28.1%. Coloureds increased to 14.8% from 13.7%, and Indians decreased to 10.7% from 12% in the previous year. There is evidence of racial transformation in the sector.

5.1.13 Qualifications of Employees

Figure 12: The qualifications of the workforce

Source: WSP 2022-2023



The relatively skilled occupational structure of employment in the insurance sector described above is reflected in the distribution of employees across qualification levels. As Figure 7 illustrates, nearly six out of ten employees in the sector have National Qualifications Framework (NQF) Level 4 qualifications, the equivalent of a matric certificate. In contrast, just 2.1% have lower-level qualifications (NQF 1-3). Nearly one-fifth (19.1%) of employees have either NQF Level 5 or 6 qualifications: 13.1% have NQF Level 5 qualifications, which include diplomas and certificates, while 6.0% have national diplomas (NQF Level 6). This means that another 17.1% of employees have higher-level qualifications. Of these, around two-thirds have a first degree (NQF Level 7), and one-quarter have the equivalent of an Honours degree (NQF Level 8). This concentration of employment at higher NQF levels has important implications for the skills development interventions demanded within the sector.

The insurance sector is essentially a tertiary education sector since most occupations in the sector require higher levels of education to acquire competence and manage the various complexities. As a result, most employees access occupations in the sector at NQF Level 4 qualification and progress to higher education over the duration of their careers in the insurance sector.

With the advent of 4IR, the sector is influenced by skills-based technological change. This implies that INSETA will support the sector employees with higher level skills, obtaining of professional designation through Candidacy programmes, coupled with other critical soft skills that will enable them to be well-rounded in performing their work (increasingly with and through, technology).

5.1.14 Employment Challenges and Educational Profile

Middle-level workers such as clerks and sales and service workers are increasingly being replaced by technology in the form of Artificial Intelligence, automation, digitisation, and other IT enablers. In addition, the convergence of insurance, banking and financial services means that insurance products are being sold in banks and non-banking organisations such as retail outlets; and over the counter for insuring purchases such as motor vehicles, electronic equipment, and household appliances.

There is a growth in the number of IT Technicians in the insurance sector who are representative of IT Professionals, an indication of the shift towards digitisation of services. As the sector adopts digital platforms, social media marketing channels, AI and informatics, there is a fast-growing demand for IT professionals such as

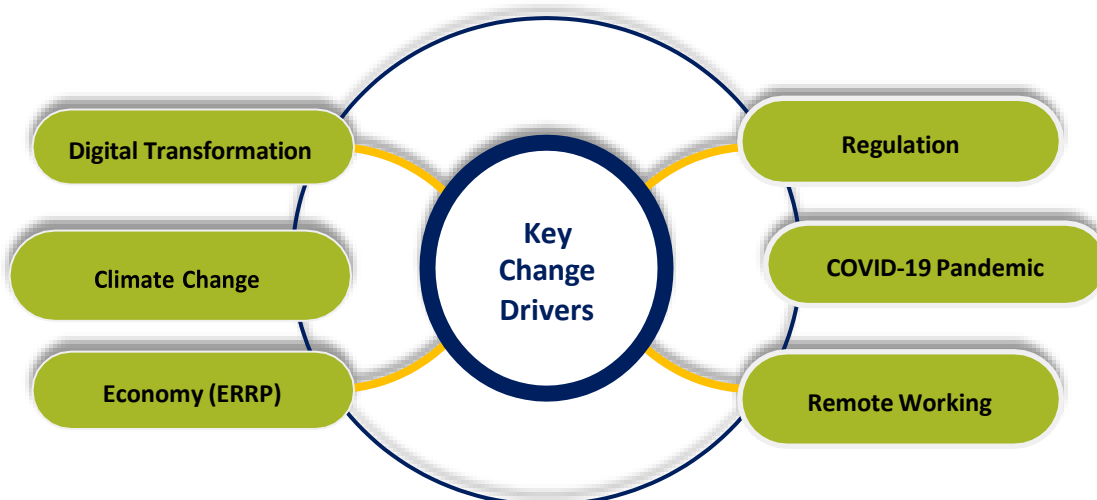
Software Developers, Systems Analysts, Data Analysts, IT Technicians, Database Administrators and Network Professionals.

The rapid pace of technological change makes it difficult for INSETA to respond via conventional routes of designing qualifications, accrediting skills development providers and training learners. INSETA is therefore planning to support the capacitation of public TVET colleges to provide innovative and technology-driven solutions.

INSETA has started engagements with employers and Unions that have representation in the sector to identify and rank skills development interventions in order of their urgency, and to assist retrenched workers. In addition, apart from reskilling programmes that INSETA is implementing with employers to ensure support of retrenched workers; INSETA has partnered with Technology Innovation Agency (TIA) to implement an innovation project that will support retrenched workers who have innovative ideas to be trained in managing sustainable businesses and assist them promote their innovation ideas nationally.

5.1.15 Change Drivers in the External Environment

INSETA has identified the following external change drivers as impacting on skills demand and supply in the sector: *Figure 13: Change drivers*



INSETA is fully aware of the volatile environment the country and the PSET system must work in and has decided to embark on a scenario planning exercise. This has enabled INSETA to make informed decisions to be more robust and relevant in our response to possible future external environments and mitigate the impact of job losses. This includes making proactive decisions, allowing us to identify early opportunities to influence the external environment and explore how to maximise the opportunities.

Overall, INSETA wants to ensure its plans and programmes reflect an awareness of-and responsiveness to the possible impact of the landscape on its revenue as it pertains to skills development priorities, and how to continue to support the sector within the parameters of its mandate.

All the above-mentioned change drivers are projected to have a significant impact on the insurance industry, employment and skills needs over the life of this strategy and possibly beyond. INSETA will continue to assess the landscape and adapt its support to the sector accordingly. INSETA will also harness the strategic partnerships it has built with the sector and other role players in the PSET system to maximise the intended positive impact to the sector.

5.1.15.1 Regulatory Environment

The Insurance Act came into effect from 1 July 2018 and will eventually replace the Long-term and Short-term Insurance Acts.

The National Treasury has established a working group to develop the Conduct of Financial Institutions (CoFI) Bill. It will provide the framework for licensing of financial services providers based on the type of activity, i.e., financial services offered.

Secondary legislation under the Financial Sector Conduct Authority (FSCA) will include Insurance Notices, Policyholder Protection Rules (PPRs), other Regulations and Conduct Standards. As of 1 April 2018, South Africa adopted the Twin Peaks regulatory model under the Financial Sector Regulation (FSR) Act, resulting in the following two organs regulating the financial services sector:

1. The Prudential Authority (PA) – responsible for maintaining stability in the financial sector system.
2. The Financial Sector Conduct Authority (FSCA) – responsible for market conduct and consumer protection. The Twin Peaks model will be implemented in two phases with primary and secondary legislation to be published under both regulators.

Implications for Skills Development

INSETA intends to support employees in the sector to understand and respond to legislative and policy changes through Continuous Professional Development (CPD) interventions. This will include continued support of the sector to ensure compliance with FAIS.

Implications for Skills Development

The following were COVID-19 implications for PSET:

- Public budget cuts for PSET provision,
- Reprioritization of spending by PSET institutions such as SETAs,
- Reduced skills development levy income due to reduction in levy paying companies in the sector,
- Growing shift to online learning, blended learning, and other hybrid forms,
- Need for curriculum development to serve multiple learning delivery channels,
- Scarcity of employment openings,
- New occupations will emerge,
- Requirement of reskilling, upskilling and multiskilling of workforce; and
- Intermediaries will need to be trained to sell products remotely/online.

Implications for Skills Development

- INSETA plans to insource eLearning development capabilities to enhance employees' digital, competency – working remotely, especially in the usage of digital and screen-sharing tools.
- Employees should be developed to use the benefits of flexibility, time management, and job satisfaction to ensure high productivity levels through non-credit-bearing learning programmes.
- Managers will also need to be trained to manage remotely from anywhere instead of micro-managing staff.
- In partnership with the sector, post-pandemic strategies will require *costly recalibration* to ensure that skills development is delivered to re-orientate the workforce.

5.1.15.2 Economy

The South African economy had been performing poorly even before COVID-19 and the pandemic pushed the unemployment rate to a record level of 32.5% by the end of 2020. While the SARB (2021) predicts that the economic situation will improve in 2021 and is set to keep improving in 2022 and 2023, there is a long road ahead in terms of economic recovery. INSETA will respond to the government's effort to boost the economy and curb unemployment through participation in interventions under the ERRP as indicated in earlier sections of this document.

Implications for Skills Development

There should be a focus on retrenchment mitigation in collaboration with Organised Labour, through multi-skilling and reskilling the workforce to enable employees to work effectively in a post-COVID-19 pandemic world. These skills include training in technology for employees at all levels and reskilling for competencies in job roles that have changed or new jobs that have emerged.

Shrinking insurance markets are therefore likely to impact on the profitability and employment in the sector, independently of the job loss expected due to automation in the insurance industry itself. Relevant short skills training courses are needed to enable employees to work effectively in a post-COVID world.

5.1.15.3 Climate Change

Since climate change is linked to the rise in frequency and severity of natural disasters, it is one of the main change drivers for insurers. The following is expected to emerge in the next five years for the global insurance sector:

- Disclosure of climate-related financial information is a prerequisite for financial firms, not only to manage and price climate risks appropriately; but also, to make lending, investment, or insurance underwriting decisions.
- Regulators are urging disclosure of climate change assessment metrics, risk management strategies and climate change risk reporting.

Implications for Skills Development

- Reskilling is required to factor climate change in the following areas: liability, underwriting, marketing, risk management, regulations, investment, strategic, operational, reputational, pricing and asset risks.
- Review of insurance qualification curricula to include climate change issues impacting on the sector.
- Skills to develop climate change assessment metrics, risk management strategies and climate change risk reporting.
- Increases research on climate change and its impact on the insurance sector.

5.1.15.4 Digital Transformation

This disruption in how work and business has operated in the past is part of the 4th industrial revolution and involves the application of artificial intelligence, robotics, big data, digitisation, digital marketing, blockchain, predictive analytics, and machine learning. The COVID-19 pandemic has increased the pace of technological change in the sector.

Digital transformation presents opportunities for first-time entrants into the insurance sector to acquire in-demand skills and pursue non-traditional career paths. This also means reskilling the current workforce to be able to cope with the new way of doing business.

Implications for Skills Development

There are attractive career opportunities for graduates who can work in these emerging technology occupations. INSETA has identified some of these needs and continues to research the priority skills required. Bursary programs will be focused on building the skills pipeline into the sector. INSETA aims to partner with companies with HR capabilities in the sector to provide uptake of such skills, to support the technology changes taking place in the industry.

The critical success factor for insurance companies is to develop their workforce with skills that can use “big data” to manage client relationships, design new insurance products, reach new markets and digitise business operations while mitigating cyber-security risk. Training of learners in basic computer skills will also be considered to ensure narrowing of the digital divide.

INSETA will expand the program to include intermediary, advanced and specialised Digital skills programs, such as:

- a. Data Analytics/Data Cleaning
- b. Cloud Computing
- c. Cyber Security
- d. Mobile/App Development; and
- e. Digital Project Management

5.1.16 PESTEL Analysis used to Monitor External Factors driving change in the Insurance Sector

Political

The current stable Political Environment will enable INSETA to carry out its Mandate through the implementation of this strategy. The current political problems in neighbouring countries may lead to spillage and increase migration from the SADC regions into South Africa, which will put a strain on the delivery of public services. The failure of the state to adequately address corruption has resulted in low levels of business confidence in the government.

Economy

The South African economy has been performing poorly over the last decade. South Africa's sovereign credit rating was downgraded to junk status by all rating agencies at the end of March 2020. For 2022, the rating agency Moody's upgraded its outlook on South Africa from “negative” (which meant the next step could potential be another downgrade) “to stable”. While government bonds are still rated as “junk”, Moody's say South Africa's fiscal position has “markedly improved”.

The COVID-19 pandemic has worsened the economic situation, leading to job losses and business closures, with SMEs in the insurance sector being particularly hard-hit. This means that the sales of insurance products are on the decline year-on-year. Because insurance has always been regarded as grudge purchase, payment of insurance premiums is always first to be cut from household expenses affected by retrenchments, and purchase of new insurance products is not thought of.

The COVID-19 pandemic lockdowns have necessitated a different approach toward conducting business, looking towards harnessing technology to remain in touch with stakeholders and continue to conduct business. It is at times like these that stakeholders can feel isolated from peers and unsure of whether information they receive is authentic or not. INSETA will also assist SMEs with IT skills that will enable SMEs to stay connected to clients and stay in business.

INSETA will continue to conduct online information-sharing sessions/webinars to keep stakeholders posted on developments in the skills development space into the foreseeable future. The Government's commitment to

implementing National Health Insurance is expected to impact negatively on the private health care insurance market.

Social

According to Stats SA, Youth unemployment in SA is at 66% which constitutes a high risk to national stability due to the high crime rate, which impacts the Insurance sector negatively. In addition, Insurers must keep up with the rapidly changing consumer needs and expectations that come with new generations. Graduate unemployment rate remains relatively low in South Africa at 2.7% and other tertiary is at 7.5%.

In response to the above, INSETA had a combined target of 2110 unemployed young people, which is made up of unemployed youth enrolled in Internship programs as well as unemployed youth completing their internship programs as reflected in Table 15 below. Both targets were not achieved, Internship enrolled being missed by 61 learners (95% achieved) and the Internship completed target being missed by 379 learners, thus achieving 56%. The indicator was over targeted as the throughput rate for completions on this program stands at 50% (*of the learners initially enrolled*).

For INSETA, this has necessitated the re-skilling and re-purposing of retrenched workers to increase their potential to be re-employed or to start their own businesses, based on their newly acquired skills.

To address youth unemployment, INSETA has changed its Bursary model to accommodate learners who would be recruited by employers in the insurance sector to study at universities. These partnerships will ensure that learners can access workplaces for vacation work while studying and ultimate employment on completion of their studies. In addition, INSETA will include laptops for learners in the bursary amount.

INSETA will continue to fund learners through bursaries as most education institutions are able to:

- comply with requirements for access to online learning; and
- provide learner support and online assessments.

Technology

Technology is disrupting the insurance companies and the sector. This disruption is referred to as the 4th Industrial Revolution and involves the increasing use of artificial intelligence, robotics, big data, digitisation, digital marketing, blockchain, predictive analytics and machine learning. For the Insurance Industry in particular, this is an environment that is volatile, uncertain, complex, and often ambiguous.

Before the COVID-19 pandemic, a shift to digitalization was underway but current events have accelerated the shift and brought it to acute focus. This necessitated the requirement for companies to be agile and adapt to new ways of conducting business.

To remain competitive and differentiated in an increasingly fluid society and marketplace that has been majorly impacted by the effects of digitalization, Insurance companies need to be trailblazers in developing and launching innovative and responsive products that are easily accessible technologically. Because customers require seamless, quick, and transparent interactions, this requires a new kind of salesperson with a tech-savvy skill set.

In addition, companies need to offer faster service and more affordable products; create online tools to increase their distribution channels; develop digital portals, customer self-service and automation of back-end processes. Financial institutions are looking to gain a competitive advantage while also trying to mitigate the threats posed by social media, like reputational risk from disgruntled previous stakeholders, and many companies are now using social media to revolutionise traditional business models.

INSETA is cognisant of social divide that may be increased through the offering of higher-level technological skills while leaving behind a large portion of the community that would benefit from basic computer skills. In addition, partnerships with public higher education institutions that provide internet data will be pursued in consideration of zero-rated websites that they provided to Youth for specific learning websites. Also, partnership with public higher education institutions that require support to obtain such resources will be considered.

Environmental

Climate change is one of the most significant challenges facing the insurance sector and has immediate as well as long term impact. As climate change may be tied to the rise in frequency and severity of natural disasters, this is a core issue for insurers. Climate changes do not only impact the environment but have recently caused the increase of Human-Wildlife Conflict, which necessitates new products and skills sets in the Insurance Sector.

Short-Term Insurance is mainly affected by climate change, with resultant rise of premiums. A case in point is the recent floods in KZN.

Legislative

The Insurance Sector is highly regulated, and insurers are impacted by several pieces of legislation, such as the Insurance Act, the FAIS Act, and Twin Peaks; to name a few. In addition, the Employment Equity and CoFi Bill will be coming into effect in 2023, which will have a direct impact on SMEs and Reinsurance companies. These impact on the way insurers conduct businesses and usually necessitate the need to develop new skills that will help Insurance Companies to remain in business.

Given this comprehensive analysis, INSETA undertook an evaluation of the external landscape, categorizing pertinent factors as Opportunities and Threats. Subsequently, the team formulated a cohesive set of strategic measures aimed at mitigating these factors, thereby fostering an environment conducive to sustained growth and success.

Political

1. Form collaborative strategic partnerships with key stakeholders for funding and implementation of skills training programs.
2. Actively participate in policy development discussions to influence favorable policies.
3. Develop targeted skills interventions to address potential disruptions from political instability.
4. Design specialized programs to address challenges arising from socio-political unrest.
5. Create skills training initiatives to navigate uncertainties associated with coalition governance.

Economic

1. Implement economic transformation programs for SMMEs and co-operatives.
2. Leverage online platforms for efficient and accessible skills training.
3. Develop contingency plans to address energy-related disruptions.
4. Foster inclusivity through targeted skills interventions.
5. Monitor economic trends and adapt training budgets to mitigate inflation effects.
6. Invest in infrastructure improvements to ensure effective training delivery.

Socio-Cultural

1. Collaborate with public and private entities to enhance skills development initiatives.
2. Implement safety measures to ensure a secure training environment.
3. Design targeted youth-focused skills development programs.
4. Tailor skills interventions to respect diverse cultural and social contexts.
5. Leverage corporate social responsibility efforts to support training programs.

Technological

1. Enhance digital literacy through training programs and resources.
2. Partner with network providers to expand broadband and fiber connectivity.

3. Address connectivity challenges by providing alternative learning options.
4. Implement robust cybersecurity measures to safeguard online training platforms.
5. Develop specialized courses for improving digital skills among learners.

Environmental

1. Develop skills training programs aligned with green economy principles.
2. Collaborate with Independent Power Producers (IPPs) to support training initiatives.
3. Design programs that address climate change challenges and promote sustainability.
4. Develop responsive training strategies to adapt to health pandemic situations.
5. Incorporate environmental awareness into training curricula.

Legal

1. Utilize strong legislative systems to support effective skills development initiatives.
2. Develop strategies to navigate compliance challenges and ensure adherence to regulations.
3. Adapt training programs to overcome barriers posed by regulations.
4. Align skills training with international insurance standards and regulations.
5. Ensure alignment of training programs with legal requirements.
6. Establish monitoring mechanisms to track compliance with industry standards.

PESTEL: EXTERNAL ENVIRONMENT

EXTERNAL ENVIRONMENT			
PESTEL	STRENGTHS	WEAKNESSES	RESPONSE
Political	<ul style="list-style-type: none"> • NSDP 2030 mandate on Strategic partnerships • Political impact influencing legislations and national policies 	<ul style="list-style-type: none"> • Instability in political space • Socio-political unrest • Coalition Government 	<ul style="list-style-type: none"> • Formation of collaborative Strategic partnerships to facilitate the funding and implementation of skills training in the sector. • Tap into the alternative revenue streams available for extra funding. • Target specific skills intervention for the affected in the insurance sector • Active participation in policy development that affect the sector.
Environmental	<ul style="list-style-type: none"> • Green economy • Independent Power Producers (IPP's) 	<ul style="list-style-type: none"> • Climate change • Health pandemics 	<ul style="list-style-type: none"> • Use our research chairs for the research and innovative on opportunities identified Partnerships with another Seta on targeted intervention • Responsive skills interventions relevant to green economy and climate change for the sector.
Social	<ul style="list-style-type: none"> • Public-private partnerships on skills development • Corporate social responsibility 	<ul style="list-style-type: none"> • Safety and security (high levels of crime) • Uprising caused by youth unemployment 	<ul style="list-style-type: none"> • Career guidance and career pathing interventions (Occupational Qualifications) • Curriculum Overhaul to align to insurance specific curriculum. • Entrepreneurship programme for the youth • Using the INSETA learning committees to assist with the alignment the scarce and critical skills and immediate skills

Technological	<ul style="list-style-type: none"> • Improved Digital Fluency • Making the Broadband and Fiber connectivity available to our learners/interns 	<ul style="list-style-type: none"> • Inadequate access to connectivity • Cybersecurity 	<ul style="list-style-type: none"> • Partner with network providers to provide broadband connection for the learners/interns. • TVET/CET/High School STEAME initiative, to equip grade 10-12 learners with ICT and Mathematics.
Economic	<ul style="list-style-type: none"> • Economic impact influencing legislative framework. • Economic Transformation for SMME and co-operatives • Online technological platforms to provide training 	<ul style="list-style-type: none"> • Energy crisis (loadshedding) • Economic exclusion (barriers to entry) • Inflation • Dilapidated infrastructure 	<ul style="list-style-type: none"> • Development/Leadership initiative for transformation in the sector • Rural skills training interventions for rural youth (DDM and ERRP) • International Executive Programmes to assist with transformation. • Stakeholder Engagements/Forums (bridging the gap in the sector) • Collaboration on co-funding for the skills interventions
Legal	<ul style="list-style-type: none"> • Sound Legislative Systems 	<ul style="list-style-type: none"> • Compliance regulations in the insurance sector • Rigid barriers created by the legislative systems. • International insurance standards being implementing in our sector. 	<ul style="list-style-type: none"> • Benchmarking local and international insurance standards • Exchange knowledge with international institutions • Research Colloquiums

To ensure optimal performance of its mandate, INSETA will continue to monitor and improve on the plans it proposes to put in place in support of the insurance sector and the government’s transformation agenda.

5.2 Sectoral Occupations for 2023/2024 financial year

INSETA is continuing to research occupations in high demand and what impact the change drivers have affected on the make-up of such occupations. Although the names of occupations may remain unchanged, the skills that the people in these occupations must possess to be fully competent is what INSETA will continue to research and support the sector to implement.

The following is the list of top 10 sectoral occupations identified:

INSETA is continuing to research occupations in high demand and what impact the change drivers have affected on the make-up of such occupations. Although the names of occupations may remain unchanged, the skills that the people in these occupations must possess to be fully competent is what INSETA will continue to research and support the sector to implement.

The following is the list of top 10 sectoral occupations identified:

OFO CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE
332101	Insurance Agent	Insurance Client Services Agent Commercial Underwriter
212101	Actuary	Actuary Manager Average Adjuster
251201	ICT Software Developer	Software Architect Software Designer
332102	Insurance Broker	Short Term Insurance Consultant
251203	Developer Programmer	ICT Programmer Applications Developer
331503	Insurance Loss Adjuster	Accident Claims Officer Insurance Loss Assessor
431204	Insurance Claims Administrator	Insurance Claims Clerk Claims Analyst
242207	Compliance Officer	Financial Markets Compliance Officer Compliance Officer (Financial Sector)
241301	Financial Investment Advisor	Financial Planner Financials Advisor Financial Analyst
122101	Sales and Marketing Manager	Insurance Sales and Marketing Manager Key Account Manager

5.3 INSETA Focus

Research and Innovation

INSETA views research as the basis for the success of its stakeholder support strategy and decided to partner with public Higher Education Institution and other reputable research organisations in this regard. Pertaining to the development of qualifications, this is done with a view that universities will start taking an interest in developing and offering insurance-specific sector qualifications and programmes.

The recently approved Research Agenda for 2024/25 financial year will have deliverables coming out of the current research contracts with the Universities and will span over a period of two years. These will be used to direct the development of qualifications aligned to occupations in the sector and assist INSETA to better understand how to support the sector going forward. INSETA will invest in areas where impact will be maximized for the benefit of the sector. In response to a request from DHET, INSETA plans to focus some of this research capacity on innovations to the national skills development system.

Research will also be conducted on TVET curriculum to develop and register an insurance occupational qualification that will be offered through TVET colleges as part of TVET courses that learners can choose from, when applying to study through TVET colleges. The insurance TVET curriculum will be developed in collaboration with the subject matter experts in the sector.

In addition, INSETA aims to have an adaptive approach to Research, which will incorporate the entire ecosystem, i.e., Higher education institutions and other research institutions to conduct research in partnership TVET colleges to build the competency of TVETs in conducting research.

5.3.1 Transformation and Professionalisation of the Sector

South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of upward mobility of the workforce, especially among Black Africans. INSETA plans to increase financial support towards the development of future skills. This will be focused at, among others, increasing the number of Black African employees receiving qualifications at higher levels and supporting them through Bursaries to obtain professional designations.

Worker programmes supported will include RPL, reskilling and upskilling of workers who are at risk of losing or have lost their employment in the insurance sector due to automation of processes and digitalization.

These interventions will be prioritised in the short- and medium-term to reposition workers or support the previously employed to become employable in other sub-sectors of the insurance sector or to start their own businesses.

New opportunities presented the increased need for new occupations like Fraud Examiners and Data Analysts as reflected in the latest sector priority occupations list.

INSETA will continue to fund RPL and Candidacy programmes that enable workers to obtain professional designations through Professional Bodies to bring about transformation of the sector with successful candidates progressing to higher levels in their occupations.

5.2.1 Strategic partnerships for impactful and responsive skills

Through strategic partnerships INSETA will implement the following:

- Development and review of occupational qualifications
- Creating additional funding to support learners in need of financial assistance
- Conduct research required by the sector
- Sharing of human and physical resources with other SETAs
- Collaborate on implementation of career guidance activities
- Collaborate with public TVET colleges to increase national presence; and
- Collaborate with other SETAs in the implementation of learning programmes that support the development of artisanal skills.

5.3.3 Support the Sector with Digitisation

E-Learning refers to learning conducted through electronic media. It is a web-based system which results in a shift from traditional training to a comprehensive, web-enabled system which ranges from provision of information and administers training to simulated instructor-led courses. It is a multi-purpose training delivery methodology that opens learning regardless of location. E-learning in South Africa is to be encouraged as it has far reach and allows for access to learning for communities that might not otherwise have access.

INSETA has invested in an online solution for learners to determine their readiness to access RPL assessment for completion of their qualifications. This will be supported by the approved INSETA eLearning policy and procedure to ensure proper quality assurance of eLearning. Further investment will be made to procure a service provider to manage learner information on this online solution.

5.3.4 Support of SMEs and CFIs

Small and Micro Enterprises (SMEs) constitute the biggest part of the economy and have the potential to create a significant number of jobs in SA, which would help to reduce poverty, unemployment, and inequalities under the right conditions, they can enhance competition, innovation, and entrepreneurship.

Smaller businesses in SA contribute only 65% to employment, compared with a worldwide average of 95%, indicating the potential of sustainable black enterprise development to facilitate inclusive growth.

Thriving SMEs are a means of creating an inclusive economy and a transformed society.

The research conducted by BUSA in 2015 with support from the International Labour Organization, identified among others, the following as key obstacles to the development of small businesses and their incorporation into the formal economy:

- Underdeveloped entrepreneurship and business support services in SA
- Lack of relevant skills development in the workplace
- Lack of support regarding accessing finance and market opportunities
- Lack of coherent definition and legislative treatment for SME businesses that will ensure policy alignment across institutions.
- Lack of support that targets the needs of specific kinds of small businesses.
- Too many procedures to register a business or to access development support from government.
- Many SMEs do not know what support is available or how to navigate the bureaucracy around accessing it.

Because of the unique nature and challenges of the SME and CFI sector, it is important to research the specific skills needs of small businesses before implementing any skills development interventions to ensure alignment and relevance of interventions to the SMEs and CFIs skills needs. INSETA's consultations and partnerships with the various representative groups of SMEs and CFIs contribute towards the alignment of INSETA offerings with the requirements of the SMEs and CFIs, including offering them in order of their priority.

Research of suitable interventions and skills development support will include engagements with SMEs and CFIs regarding entrepreneurship and cooperative activities required to assist them to run sustainable businesses.

Programmes identified through research to support SMEs and CFIs will be implemented in collaboration with public Higher Education institutions, Professional Bodies and Trade Associations, other SETAs, and entities with which INSETA has MoUs. These organisations will also be supported to host unemployed youth for workplace-based learning opportunities.

In partnerships with the FSCA, INSETA will continue to conduct compliance information sessions that assist SME Brokers to remain compliant with their registration as Financial Services Providers. Information sessions will be offered to Co-operative Financial Institutions (CFIs) to understand the requirements to become registered Financial Services Providers (FSP).

Guidelines or manuals that will guide the SMEs and CFIs regarding accessing skills development funding opportunities from INSETA will be made available. Basic computer skills and the use of technology to operate businesses and stay in contact with clients has been identified as an urgent skill required for SMEs and CFIs.

Strict transformation targets on Executive Programmes for Women will be focused on; with emphasis on mentoring and transferring of skills by employees who are due for retirement. Closer alignment with business needs necessitates support of non-accredited programmes, including regulatory and Candidacy programmes.

Re-purposing "at risk" employees to become small businesses in support of our sector through training lay-off schemes and partnerships with other government organisations. Programme on how to build and sustain a small business is currently a high priority requirement of SMEs and CFIs as determined from consultations with various SMEs and CFIs in the insurance sector.

Enterprise development and drawing informal enterprises into the formal economy are major opportunities to achieve the employment and growth objectives of the NDP. INSETA will support SMEs and CFIs through programmes for business incubation, business growth plans and sustainability. The Broker Development Programme has proven successful in the past and will be implemented again in the medium- and long-term.

5.3.5 Career Guidance and Career Pathing

To attract young entrants to the insurance sector and empower incumbents and already-employed people, INSETA will partner with the sector to give Career Guidance content that is accurate and that will align with Top 10 Occupations in the insurance sector. This will include giving guidance on career pathways and education institutions at which learners can study.

To measure impact of the above-mentioned interventions in the medium- and long-term, INSETA will invest in a system that will allow for tracking and updating of learner information post training (Alumni Portal), loading learner CVs, matching of work profiles to CV uploads. This will be done in partnership with Higher Education institutions and Employers through which learners are funded.

INSETA will make Career Guidance and development accessible to people in rural areas to promote Rural Development through skills development. INSETA will, in partnership with high schools, identify learners in grade 9 that have chosen Mathematics and Science as their main subjects to introduce them to the insurance sector during school open days. Adopting schools that are in the lower quintiles, i.e., 1 to 5 for skills

development support will be considered.

Technology will be used to evoke interest in learners by presenting insurance careers using animated career guidance series and other media. In addition, INSETA will use easy access technology like radio and TV to reach all learners, especially in outlying areas.

Youth that started careers in insurance and are currently progressive and successful and will be nominated as INSETA Ambassadors and to also speak to learners and in Career Guidance sessions.

Training of the TVET Career Guidance Practitioners to promote insurance as a career in TVET colleges and support TVET college learners on how to access programmes in the insurance sector.

5.3.6 Employability and work readiness

The importance of focusing efforts on attracting Youth to the insurance sector and offering them appropriate support to encourage retention and progression in the sector cannot be over-emphasised. INSETA continues to explore the impact of technology on employment and skills in the sector. Since many of these changes are employer-specific, INSETA is focusing on building the general foundational skills, then supporting the employer-specific training through other mechanisms.

With Youth unemployment at 66%, including unemployment even among graduates, INSETA will craft projects that will increase employability of youth to create a pipeline of new entrants into the insurance sector, from academic learning to professional designations.

Through partnering with Public TVET colleges and other government organisations, INSETA will support innovative programmes that will create business incubation hubs in support of TVET college graduates to start their own businesses.

PIVOTAL programmes will remain in place, with INSETA's commitment to long-term support of learners from learnership to internship to professional designation, with mentorship programmes included throughout the duration of the programmes.

It is envisaged that supporting Youth learners to be FAIS-compliant will give insurance sector employers an incentive to employ these learners on completion of PIVOTAL programmes. Learners on TVET WIL programmes will be supported with skills programmes that are crafted from registered insurance qualifications. This will make learners more attractive to the employers to retain and give the former opportunities to complete insurance qualifications once in employment. Increase the development of insurance short courses and qualifications in partnership with public Higher Education Institution.

Bursary for Youth will be offered in collaboration with employers and will include upfront selection of bursary beneficiaries by employers and build in vacation work and mentorship. Wrap-around support will be offered to learners funded through Bursaries, aimed at increasing the pass rate of learners studying qualifications in high demand.

5.3.7 Support of Public TVET & CET System

The NDP positions TVET Colleges as critical pillars for social and economic development. Countries with a strong Public TVET college system have good relationships between industry and the TVET colleges. This is the model INSETA wants to copy and replicate though all provinces to support youth who are not in education, employment, or training (NEET).

INSETA has opened offices in TVET colleges that support career guidance activities for TVET colleges learners

and communities around TVET colleges.

In partnership with the sector, INSETA has solicited subject matter experts under various insurance sub sectors to participate in the development of TVET curriculum that includes insurance. This endeavor will allow TVET college learners to choose insurance as a major course in their career path. INSETA has developed an occupational qualification (Insurance Protégé) that will be offered through Public TVET colleges that are accredited by the QCTO.

In addition, TVET college lecturers will be trained on insurance-specific skill programmes and facilitate placement in workplaces to get exposure to the insurance sector. This is done in preparation for TVET colleges to offer the above-mentioned occupational qualification once it is registered.

Apart from supporting TVET college learners through placement in WIL programmes, INSETA-accredited Public TVET colleges will be procured to offer skills programmes to small business and cooperatives located in communities where the TVETs are situated.

INSETA will be offering Management and Leadership training to public TVETs and CET Managers to be able to implement governance principles and improve financial management at their colleges. In response to an appeal by DHET, INSETA will be providing financial and risk training to staff employed at TVETs. INSETA proposes to do so by embedding the skills training in performance management and organisational development strategies, to improve the impact of the intervention.

Through partnerships with the insurance sector, INSETA intends to explore expanding CET provision that will benefit communities around the CET colleges; for example, programmes that will include responses to green economy, innovation and closing the digital divide.

5.3.8 Pursuing alternative sources of funding.

In March 2021, INSETA conceptualised the Insurance Sector Student Fund (ISSF) to respond to the direct crisis of funding in higher education institutions and to increase the opportunities for those who wish to pursue academic studies at universities and universities of technology (HEIs), and Technical, Vocational Education and Training (TVET) colleges. The ISSF concept was approved by the INSETA Board as a concept that would position the Insurance Sector as a strategic contributor to the socio-economic challenges to build current and future skills capabilities.

The ISSF concept is the co-funding model where companies in the insurance sector are encouraged to contribute to the funding and INSETA reciprocate by matching the amount contributed by companies and funding the same for learners hosted by the co-funder.

Furthermore, after having experienced the huge number of applications for funding that far exceeded the available budget, INSETA decided to source additional funding that will be used to support learners through Learnerships and Internships.

INSETA aims to support learners from the “Missing Middle” economic sector through Bursaries sourced from other funding organisations e.g., Unemployment Insurance Fund (UIF) and National Skill Fund (NSF). Funding learners from missing middle will avoid creating another group of learners without financial support for skills development. In partnership with this external funders INSETA considering learners to enroll in Science, Technology, Entrepreneurship, Mathematics (STEM) in high schools. These programmes will increase the pipeline of new entrance to the insurance sector.

5.3.9 Economic Reconstruction and Recovery Plan (ERRP)

INSETA has considered the request from the DHET to support the ERRP in respect of the two critical projects. Under these Ministerial projects, INSETA will contribute to the ERRP with the following programmes:

- Internships programmes for unemployed youth from public Universities, Universities of Technology and learners who completed Learnerships in the insurance sector. The internship programmes will be for 12 months, depending on the requirements of the host employers.
- Unemployed youth who have completed N6 Nated Programmes at TVET Colleges will be supported through Work Integrated Learning programmes and placed in workplaces in and outside the insurance sector, to obtain their Diplomas on completion of WIL programmes. The TVET WIL programmes will be for 18 months in line with the requirements of the TVET Nated Programmes.

Specific focus will be on learners from Rural areas. Where there are no sufficient Insurance employers to host these learners, they will be placed in other industries.

INSETA has started the drive to encourage as many employers as possible to host learners funded under the ERRP project.

In addition, Youth employability programmes will include the following components:

- i) Work Readiness Programme for TVET WIL programmes that is crafted from Insurance-specific qualification, to make the learners more attractive to employers.
- ii) Digital Skills
- iii) Entrepreneurship skills

In implementing Internships and TVET WIL programmes, INSETA has over the years encouraged TVETs and varsities to host INSETA-funded Interns and will continue to do so under the 2022/23 programmes. This will include the hosting of Interns from Community Education Training Colleges.

INSETA will ring-fence a percentage of funds under this strategic focus area to support other skills development interventions for sectors that have been identified as critical under the ERRP, likely through strategic partnerships.

5.3.10 Monitoring & Evaluation (M&E)

The purpose of M&E is to assess impact made and improve future offering against these focus areas. M&E ensures INSETA's compliance with its performance objectives, determines impact of implemented learning programmes, and assesses the quality of INSETA's service delivery against the outcomes of its Strategic and Annual Performance Plans.

INSETA's objectives in conducting Monitoring and Evaluation are:

- Monitor compliance with the INSETA policies and procedures.
- Monitor alignment of core activities with the Strategic Plan.
- Monitor the suitability of workplaces where the learners are hosted and their compliance with safety-related legislation.
- Confirm existence of learners applied for as beneficiaries of Discretionary Grants.
- Monitor attendance of learners at learning sites.
- Monitor that the allocated funding is used for the purpose for which it was allocated.
- Monitor the payment of the prescribed stipends to learners in line with INSETA's Discretionary Grant (DG) procedure.

- Monitor employer compliance to the requirements of learning programmes in regard to the mentoring of learners in workplace-based learning programmes.

In addition, the monitoring of INSETA-accredited SDPs is conducted by the Quality Assurance division. The purpose of this angle of monitoring is to ensure that quality learning is presented to the learners registered against qualifications that are quality-assured by INSETA.

5.3.10.1 INSETA's approach to Monitoring and Evaluation

INSETA has a structured M&E Unit that reports to the Risk Executive Manager. Currently, monitoring of learning programmes is done by the M&E team through physical site visits at the businesses that are hosting the learners. INSETA's Monitoring and Evaluation progression is as follows:

- Relevant Research that culminates into the Sector Skills Plan (SSP).
- Development or review of Strategic, Annual Performance and Annual Operational Plans that are aligned to the SSP.
- Development and approval of Monitoring and Evaluation Policy and Procedure.
- Development and implementation of programmes/projects that are in line with identified strategic focus areas.
- Monitoring and evaluation of all the above, including the use of approved funding allocated.
- Monitoring of performance against targets set in the SP and APP.
- Reporting on Monitoring and Evaluation and making recommendations for improvement of processes and updating of policies and procedures.

INSETA conducts tracer and impact studies annually. The findings obtained from these studies are used to inform skills priority actions in chapter six of the SSP.

5.3.10.2 Use of Monitoring and Evaluation data

INSETA uses the recommendations obtained from M&E to improve the effectiveness and efficiency of its learning programmes and their implementation. These recommendations are applied in a strategic and practical manner to:

- Monitor progress of individual projects and evaluate collectively projects that support set targets and the overall INSETA's strategy. This is done to assess the relevance and effectiveness of projects implemented by INSETA and guide direction of future strategy;
- Review and evaluate all evidence-based communications, reports and data that are produced during M&E activities and engage with stakeholders for efficient use of available information;
- Ensure that the M&E of the INSETA Strategy is adequately supported and financed; and
- Foster a culture of M&E among internal and external parties by outlining the importance of M&E, positioning it as an important tool to gauge performance and to guide future skills development interventions.

Evaluation assists INSETA to make strategic decisions regarding:

- Increasing the number of new youth entrants into the insurance sector, thereby ensuring return on investment for INSETA and the insurance sector;
- Promoting INSETA's engagements with the insurance sector to establish new methods of addressing skills development needs and new skills that resulted from the identified key change drivers;
- Expanding INSETA's reach to supporting a greater range of learners, especially in rural areas;
- Crafting learning programmes and programme delivery modes that will appropriately support various stakeholder groupings, such as SMEs; and promoting increased focus for online learning and related policies;
- Developing strategy to improve organisational performance against APP targets; and
- Developing service standards to improve INSETA's service delivery to its stakeholders.

In conclusion, INSETA believes there is a strategic link to M&E in supporting research and skills planning as the outcomes of M&E inform INSETA's decisions regarding what, where and how to improve the process and quality of learning programmes and/or projects on an ongoing basis, to meet stakeholders' expectations. This elevates M&E to a strategic level, reinforcing the culture of M&E, and elevates its importance if INSETA is to successfully meet its objectives and deliver on its mandate.

Monitoring and Evaluation of projects funded through Discretionary Grants assists INSETA to account for money spent, ensure that money is spent for the intended purpose and enhance the quality of the learning experience for learners. To increase impact, INSETA will be shaping our grant allocations and interventions in ways that embed skills development for employed workers in organisational development strategies.

INSETA will continue to monitor activities outlined in this Strategic Plan and align them to existing approved policies. The impact of the work done in alignment to this Strategic Plan will be evaluated, with adjustments and improvements made to mitigate all risks.

5.4 Internal Environment Analysis

Our organisational structure is influenced by our legislative mandate, our vision, mission, values, and Organisational Strategy. The structure itself is developed to support business processes and implementation of the organisation's mandate. The INSETA is governed by Board comprising six constituent nominees who represent the interest of business, six constituent nominees who represent the interest of labour, one member representing Professional Bodies, one member representing Community Organisations and one Independent Chairperson.

The INSETA Board provides strategic direction to Management and plays a crucial oversight role. The INSETA Accounting Authority has its sub-committees, i.e., EXCO, FINCO, HR & Remco and ARC; each operating within their approved charters that respectively outline their functions, roles, and responsibilities. These have been instrumental in informing the development and review of the Strategic Plan.

INSETA promotes appointment of women, youth, and people with disabilities, although the latter group has not been well represented. This is evidenced by the appointment of three women at executive levels, i.e., CEO, CFO and EMCS. In response to financial instabilities, INSETA is expanding partnerships model to leverage sector resources and increase levels of investment in skills development.

INSETA has managed to obtain a Level 5 BBBEE status verified against the Financial Sector Code, in compliance with BBBEE Act. As a public entity charged with transformation, INSETA is committed to obtaining higher levels of the BBBEE status through the application of more relevant assessments and as such, INSETA and other SETAs have engaged the DTI with a view to develop a SETA specific transformation code that will better challenge and reflect the status of the SETAs transformation initiatives.

In addition, INSETA decided to contract companies with higher levels of BBBEE status, i.e., those owned by women and persons from HDIs, to promote transformation.

5.4.1 Staff Complement

Our organisational structure is influenced by our legislative mandate, our vision, mission, values, and Organisational Strategy. The structure itself is developed to support business processes and implementation of the organisation's mandate. INSETA currently has no people living with disabilities and will work towards specifying such in its recruitment advertisements. INSETA has a permanent Staff complement of 75 as at the end of August 2023. The following is the designations breakdown:

LEVELS	PERMANENT								TOTALS
	AFRICAN		COLOURED		INDIAN		WHITE		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Top management	1	2	-	-	-	1	-	-	4
Management	4	3	-	-	-	1	-	-	8
Skilled	6	14	-	1	1	2	1	1	26
Semi-skilled	6	28	-	1	-	-	-	-	35
Unskilled	-	2	-	-	-	-	-	-	2
Total	17	49	-	2	1	4	1	1	75

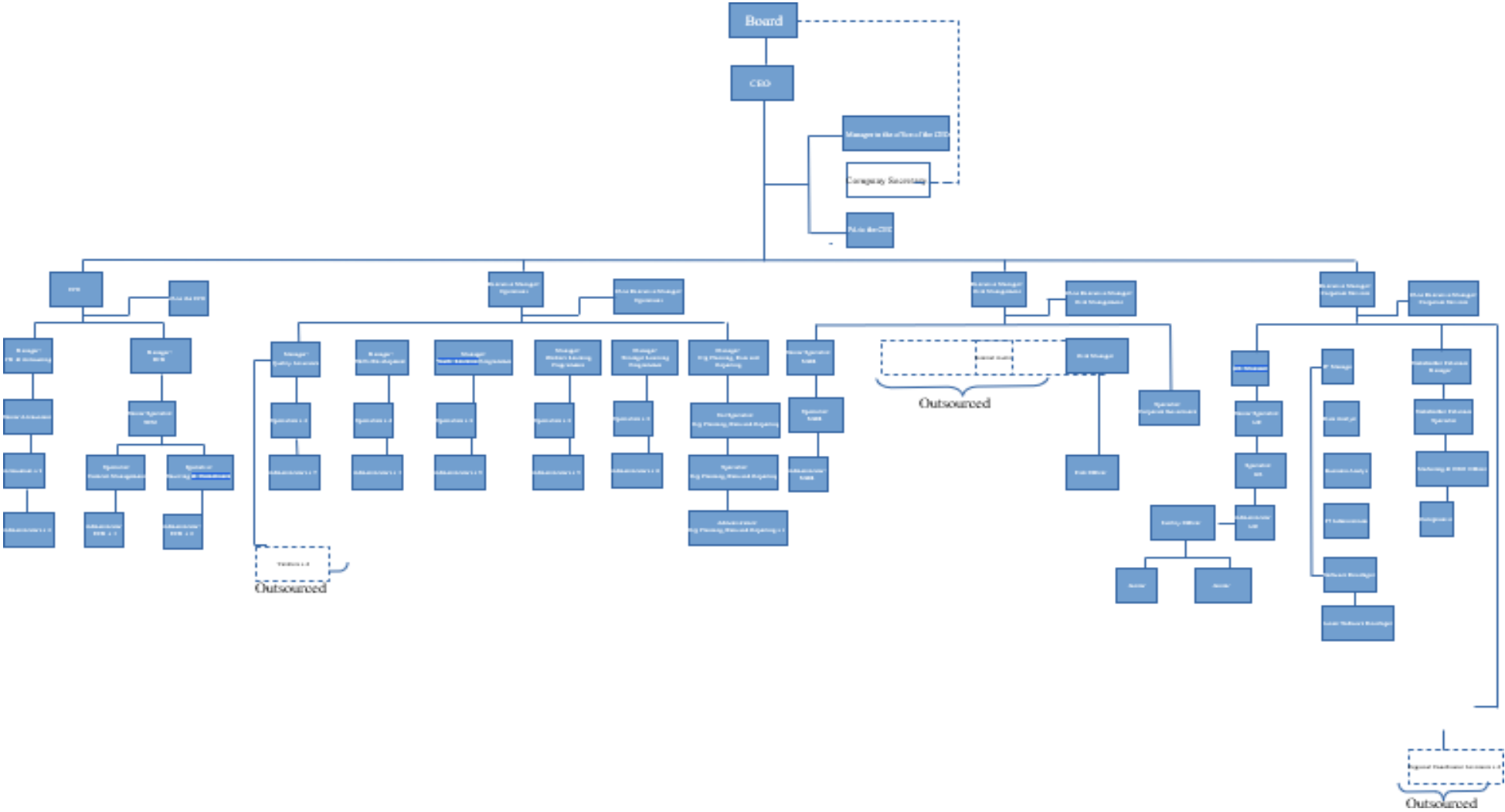
INSETA employs 15 fixed term contract employees at various times of the financial year to assist with the implementation of various projects. The number of fixed-term contract employees decreased due to the placement of the fixed term on vacant post in response to the revised organizational structure.

The number of fixed term contract employees will vary from time to time, depending on the completion of projects for which additional human resources are required; or increase to ensure capacity to deliver on the Strategic Plan and to improve on the organization's impact on the mandate of the SETAs.

INSETA is currently hosting 16 Interns internally and paying stipends, to enable them to meet the workplace requirement of their qualification to be awarded National Diploma, 5 in Learning Youth, 5 in Learning Workers 2 Office of the CEO, 2 IT interns and 2 Quality Assurance department. Most of the Interns are absorbed when the junior positions are advertised internally.

To make the TVET Interns attractive to the sector for employment on completion of the WIL programmes, INSETA is funding short skills programmes based on a registered insurance qualification to give the interns insight into the insurance sector.

INSETA ORGANOGRAM



PFILMS - INTERNAL ENVIRONMENT

INTERNAL ENVIRONMENT			
PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Personnel	<ul style="list-style-type: none"> • Skilled, diligent, and committed personnel. • Vibrant and youthful staff component. • An empowered work force. • Low staff turnover. 	<ul style="list-style-type: none"> • Competency gaps and skills 	<ul style="list-style-type: none"> • Prioritize the filling of the positions that are still vacant. • Mandatory training for staff • Coaching and mentoring interventions.
Finance	<ul style="list-style-type: none"> • Financial viability. 	<ul style="list-style-type: none"> • Inefficiencies in the finance value chain. • Inadequate mandate funding • Inefficient internal controls 	<ul style="list-style-type: none"> • Reviewing the finance-related processes to ensure compliance with related alignment legislation. • Active sourcing of additional revenue to support the high demand of skills development funding and implement the mandate of the INSETA.
Infrastructure	<ul style="list-style-type: none"> • ICT infrastructure. • Strong ICT governance systems. 	<ul style="list-style-type: none"> • Underutilization of available platforms to enhance business efficiency. • State of readiness of MIS to support the mandate of the INSETA. 	<ul style="list-style-type: none"> • Finalization of development of MIS and ERP • Continuous training of staff on ICT systems and services
Leadership	<ul style="list-style-type: none"> • Effective leadership culture. • Effective governance structures. • Clearly defined and documented strategy. • Collaboration with strategic partners. 	<ul style="list-style-type: none"> • Qualified audit opinion • Delegation of authority not empowering management • Inadequate and undocumented processes • Inadequate consequence management. 	<ul style="list-style-type: none"> • Crafting and implementation of audit action plan to attain unqualified audit. • Expand delegation of authority • Monitor combined assurance activities. • Implementation of consequence management to correct non-compliant behaviour by employees
Management	<ul style="list-style-type: none"> • Commitment to the INSETA values. • Effective and efficient management team. 	<ul style="list-style-type: none"> • Lack of mentorship and coaching for managers 	<ul style="list-style-type: none"> • Coaching and mentoring to improve the effective decision making and overall performance of managers.

Systems	<ul style="list-style-type: none"> • Structured system of disbursing Discretionary and Mandatory Grants. 	<ul style="list-style-type: none"> • Implementation of policies and procedures. • Inadequate enforcement of internal controls. • Delays in the approval process of Discretionary and Mandatory Grants. 	<ul style="list-style-type: none"> • Review policies and procedures. • Training staff on reviewed policies and procedures • Improved systems and processes
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5.4.3 PFILMS - Internal Environment SWOT Analysis

This PFILMS (Internal) PESTEL (External) was done to analyze INSETA's ability to leverage and build on its strengths in support of this strategy; optimize the opportunities identified; to remedy or manage its weaknesses and to mitigate risks brought about by the threats. This exercise has contributed to the success of INSETA in implementing its mandate in line with its Organisational Strategy, meet set targets, achieve unqualified audits for 2022/2023 and maintaining a clean audit thereafter for three years in succession.

5.4.3.1 Summary of Decisions on PFILMS

As an integral component of the strategic assessment, INSETA conducted a thorough analysis encompassing various facets of its internal environment. This structured evaluation tool - PFILMS, delved into key domains such as Personnel, Finance, Infrastructure, Leadership, Management, and Systems. Through this comprehensive scrutiny, aimed to unveil insights into the organisational strengths and weaknesses, ultimately guiding the formulation of strategic responses to enhance the operational effectiveness.

Personnel

1. Leverage skilled, diligent, and committed personnel to drive organisational goals.
2. Tap into the fresh perspectives and innovative ideas of the vibrant and youthful staff component.
3. Build on the sense of ownership and empowerment among the workforce.
4. Maintain a stable and experienced workforce to reduce recruitment and training costs.
5. Prioritize filling vacant positions promptly to ensure operational effectiveness.
6. Implement mandatory training programs to address competency gaps and enhance skills.
7. Establish coaching and mentoring interventions to bridge skills gaps and foster development.

Finance

1. Maintain financial viability and stability.
2. Review and optimize finance-related processes to eliminate inefficiencies.
3. Actively source additional revenue to support skills development funding and INSETA's mandate implementation.
4. Strengthen internal controls for financial accuracy and transparency.
5. Explore alternative funding sources and partnerships to bridge funding gaps.
6. Conduct a comprehensive review of finance processes to ensure compliance with alignment legislation.
7. Streamline processes to improve efficiency and accuracy.

Infrastructure

1. Maximize utilization of available ICT infrastructure and platforms for enhanced business efficiency.
2. Strengthen ICT governance systems to ensure effective management and utilization of technology resources.
3. Address underutilization of platforms and explore opportunities for increased efficiency.
4. Enhance the state of readiness of Management Information Systems (MIS) to align with INSETA's mandate.
5. Finalize the development of MIS and Enterprise Resource Planning (ERP) systems to support organisational needs.
6. Provide continuous training for staff to improve proficiency in utilizing ICT systems and services.

Leadership

1. Maintain and foster an effective leadership culture that inspires and guides the organisation.
2. Sustain robust governance structures and mechanisms to ensure accountability and decision-making.
3. Continuously define, document, and align organisational strategy to guide direction and actions.
4. Strengthen collaboration with strategic partners to leverage synergies and achieve shared goals.
5. Craft and implement an audit action plan to achieve an unqualified audit opinion and address deficiencies.
6. Expand delegation of authority to empower management and improve decision-making.
7. Establish clear guidelines and documentation for processes to enhance consistency and efficiency.
8. Implement consequence management measures to address non-compliant behavior and enforce accountability.
9. Monitor combined assurance activities to comprehensively assess risk management.
10. Foster a culture of fair and consistent enforcement of consequences for violations.

Management

1. Maintain a strong commitment to INSETA values and principles.
2. Sustain an efficient and effective management team to drive organisational success.
3. Implement coaching and mentoring initiatives to enhance managerial decision-making and overall performance.

Systems

1. Maintain and enhance a structured system for disbursing Discretionary and Mandatory Grants to ensure consistent funding allocation.
2. Review, improve, and implement policies and procedures to enhance operational efficiency and adherence.
3. Strengthen internal controls to ensure consistent enforcement and compliance with established guidelines.
4. Streamline and expedite the approval process for Discretionary and Mandatory Grants to reduce delays.
5. Provide training to staff on reviewed policies and procedures to ensure understanding and consistent application.
6. Implement technological solutions and process improvements to enhance overall systems and processes.

Continuous improvement of processes and building the competency of INSETA Staff is critical for sustained high performance and value offerings by INSETA. The INSETA intends to strengthen the role of Monitoring and Evaluation function to align the organisation's performance with the NSDP outcomes to maximise impact.

6. BUDGET PER PROGRAMME STRUCTURE FOR THE 2024/25 FINANCIAL YEAR

The projected levies revenue for the 2024/25 financial year indicates the capability for INSETA to respond to its legislative mandate. This will enable INSETA to allocate and secure commitments against the Discretionary Grant projects with an annual allocation amount of R424 million. This amount includes a 7% project administration costs for Learning Programmes 3 and 4.

Programme #	Programme Name	Programme Budget	2024/25 Budget Allocation	2025/26 Budget Allocation	2026/27 Budget Allocation
1	Administration	Administration	87 097 893	92 933 452	99 161 172
2	Skills Planning	DG Funding	3 680 019	3 926 580	4 184 948
3	Learning Programmes		290 010 131	309 440 810	329 801 924
4	Quality Assurance		146 676 321	156 503 635	166 801 528
Sub – Total			527 464 364	562 804 477	599 949 572
	Mandatory Grants	MG Funding	164 696 760	175 731 443	187 329 718
Total			692 161 124	738 535 920	787 279 290

6.1 BUDGET - 2023/24 FINANCIAL YEAR

	Audited Outcomes				Approved	Medium Term Expenditure Framework		
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
INCOME								
Levy income (80%)	477 332 000	339 480 000	510 324 000	549 725 000	541 244 263	583 949 969	623 074 617	664 197 542
Administration (10.5%)	70 363 000	49 122 000	74 186 000	82 119 000	80 060 925	87 059 634	92 892 629	99 023 543
QCTO Income (0.5%)	3 350 619	2 339 143	2 537 000	3 777 288	3 812 425	4 711 254	5 026 908	5 358 684
Administration (10%)	67 012 381	46 782 857	71 649 000	78 341 712	76 248 500	82 348 380	87 865 721	93 664 859
Mandatory (20%)	133 981 000	93 537 000	179 249 000	156 359 000	152 497 000	164 696 760	175 731 443	187 329 718
Discretionary (49.5%)	332 445 000	231 562 000	324 399 000	387 224 000	377 430 075	407 030 646	434 301 699	462 965 611
Levy interest and penalties	10 906 000	14 381 000	6 676 000	6 142 000	11 317 188	12 222 563	13 041 475	13 902 212
Interest income	36 366 000	18 967 000	19 415 000	37 273 000	19 584 742	21 151 521	22 568 673	24 058 206
Other income	514 000	1 302 000	1 601 000	1 323 000	-	-	-	-
Total income	584 575 000	408 871 000	605 526 000	670 440 000	640 889 930	692 161 124	738 535 920	787 279 290
EXPENDITURE								
Administration expenditure	60 686 000	58 053 000	78 557 000	95 097 000	80 060 925	87 097 893	92 933 452	99 161 172
QCTO expenditure	3 354 000	3 533 000	2 537 051	3 777 288	3 812 425	4 711 254	5 026 908	5 358 684
Administration expenditure	57 332 000	54 520 000	76 019 949	91 319 712	76 248 500	82 386 639	87 906 544	93 802 488
Mandatory Grant Expenses	120 583 000	84 749 000	129 540 000	136 640 000	137 247 300	164 696 760	175 731 443	187 329 718
Discretionary expenditure	423 684 000	355 070 000	255 543 000	425 073 000	423 581 705	440 366 471	469 871 025	500 788 400
Pivotal (80:20 2023/24)	-	-	204 601 800	340 058 400	338 865 364	352 293 177	375 896 820	400 630 720
Non pivotal (80:20 2023/24)	-	-	50 941 200	85 014 600	84 716 341	88 073 294	93 974 205	100 157 680
Total Expenditure	604 953 000	497 872 000	463 640 000	656 810 000	640 889 930	692 161 124	738 535 920	787 279 290
SURPLUS / (DEFICIT)	(20 378 000)	(89 001 000)	141 886 000	13 630 000	-	0	0	0

6.2 2024/25 BUDGET ASSUMPTIONS

6.2.1 REVENUE

The budget for the 2024/25 financial year being prepared with the following underlying assumptions:

1. An over-recovery in levies is anticipated due to normal economic conditions and growing insurance market in South Africa.
2. The interest rate on investments has been estimated at 5% per annum.
3. Business activities are planned under normal operating conditions without any government pandemic restrictions.
4. INSETA is in the process of implementing a new organisational structure mainly in its core divisions. This new organisation structure is expected to increase efficiency and service delivery to the sector.
5. A prospect of new partnerships with businesses which will result in expanding INSETA's revenue base and enhance the revenue generation to fund more impactful activities to the Insurance sector.

6.2.2 EXPENDITURE

Discretionary and Mandatory Grant expenditure

Both Discretionary and Mandatory grant payments will be restricted to the amounts that are determined as a percentage of levies guided by the Grants Regulations.

Administration Expenditure

The 2023/24 approved budget was used as a base for the 2024/25 budget and projections thereof to operate within this projected budget, the following will happen:

1. Salary increases will be strictly linked to CPI and affordability.
2. The entity is currently implementing a new organisational structure mainly in the core divisions. The cost of these salaries will be absorbed in the project administration budget and budgeted for.
3. INSETA has applied stringent activity-based costing to ensure that only essential and unavoidable items are budgeted for and procured.
4. INSETA will reduce the use of consultants and temporary staff as the new organisational structure is being implemented.
5. There will be a cost-effective placement of advertisement of bids.
6. Controlled use of lawyers and stringent authorization of referral of matters will be implemented.
7. The Board and its sub-committee meetings will be kept to a minimum and in line with the Constitution. The use of cost-effective methods of engaging with Board members who stay outside the Gauteng province will be implemented.
8. Enhance and improve INSETA's internal controls environment to ensure that no staff member or department is involved in incurring irregular, fruitless and wasteful expenditure.

7. MATERIALITY FRAMEWORK - 2024/25 FINANCIAL YEAR

7.1 BACKGROUND

Treasury Regulation Section 28.3.1 – “For purposes of materiality [sections 55(2) of the Public Finance Management Act (PFMA)] and significance [section 54(2) of the PFMA], the accounting authority must develop and agree on a framework of acceptable levels of materiality and significance with the relevant executive authority.

The purpose of this document is to record the level and reasoning for the suggested levels of materiality and significance for consideration by the governance structures of the Seta and for submission to and approval by the executive authority.

7.1.1 Guidance

International Standard on Auditing (ISA) 320, paragraph .02 and the statement of Generally Recognized Accounting Practice (GRAP) 1, paragraph .05 define materiality as follows: omissions or misstatements of items are material if they could, individually or collectively, influence the decisions or assessments of users made based on the financial statements.

In terms of GRAP 1, materiality depends on the nature or size of the omission or misstatement judged in the surrounding circumstances. The nature or size of the information item, or a combination of both, could be the determining factor. Accordingly, materiality will be determined based on qualitative as well as quantitative factors.

As a guideline, National Treasury’s Practice Note on Application under Section 54 of the PFMA, suggests that all transactions be deemed “significant” where the rand value exceeds any of the following in relation to the entity’s audited annual financial statements:

Element	% Range to be applied against R-Value
Total Assets	1% - 2%
Total Revenue	0.5% - 1%
Profit after tax	2% - 5%

Materiality has been conservatively set at 0.5% of total revenue, being the lower end of the total revenue per the guidance above. The following factors have been considered:

7.1.2 Nature of business

Funding is from levies collected by the Department of Higher Education and Training’s through SARS as well as interest earned on investments in call deposits. Approximately 89.5% of levies received are routed back to the sector through mandatory and discretionary grants. The SETA can therefore be seen as a conduit for the redistribution of funds received for learning needs back into the sector. INSETA’s activities are therefore driven by revenue, hence the selection of total revenue as a basis for materiality.

7.1.3 Regulatory environment

INSETA was formed to give effect to the Skills Development and Skills Development Levies Act and has been listed as a Public Finance Management Act (PFMA) Schedule 3A public entity. As the entity is governed by various pieces of legislation, the lower end of the materiality basis (Total revenue) has been preferred to reduce the acceptable level of misstatement in financial information to the lowest acceptable level.

7.2. QUANTITATIVE ASPECTS

The overall materiality figure for the 2024/25 financial year is as per the calculations below and has been determined by using an average of audited figures for 2022/23 and 2024/25 respectively.

As each class of transactions is susceptible to different risks, each class of transactions will have a different materiality figure as shown in the calculations below.

Description	Projected budget 2024/25	Projected budget 2025/26	Projected budget 2026/27
Levy income (80%)	583 949 969	623 074 617	664 197 542
Administration (10.5%)	87 059 634	92 892 629	99 023 543
QCTO Income (0.5%)	4 711 254	5 026 908	5 358 684
Administration (10%)	82 348 380	87 865 721	93 664 859
Mandatory (20%)	164 696 760	175 731 443	187 329 718
Discretionary (49.5%)	407 030 646	434 301 699	462 965 611
Levy interest and penalties	12 222 563	13 041 475	13 902 212
Interest income	21 151 521	22 568 673	24 058 206
Total income	692 161 124	738 535 920	787 279 290

7.3 QUALITATIVE ASPECTS

Materiality is not merely related to the size of the entity and the elements of its financial statements.

Misstatements may also be qualitatively material. Qualitative factors include amongst others:

- Changes in legislation affecting operations,
- Significant relationships entered,
- Unusual, non-recurring transactions entered that may affect decisions taken by users of the financial statements,
- Litigation and claims that may affect the entity,
- Matters that create reputational risk for the entity.

7.4 STATUTORY APPLICATION

Section 55 (2)	The annual report and financial statements must - (b) include particulars of – (i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year.	Both quantitative and qualitative aspects as referred to in sections 2.1 and 3 define materiality for purposes of losses through criminal conduct. All losses relating to irregular and fruitless and wasteful expenditure are regarded as material due to the application of the nature of these losses (qualitative aspects).
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<p>Section 54 (2)</p>	<p>Information to be submitted by accounting authorities.</p> <p>(1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction</p> <p>(a) establishment or participation in the establishment of a company.</p> <p>(b) participation in a significant partnership, trust, unincorporated joint venture, or similar arrangement</p> <p>(c) acquisition or disposal of a significant shareholding in a company</p> <p>(d) acquisition or disposal of a significant asset</p> <p>(e) commencement or cessation of a significant business activity; and</p> <p>(f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture, or similar arrangement.</p>	<p>Specific level of significance defined per subsection:</p> <p>Any transaction to establish a company.</p> <p>Where participation exceeds 20% of voting rights</p> <p>Any transaction to acquire or dispose of shareholding in a company.</p> <p>The cost of the asset acquired or disposed exceeds 15% of the total cost of assets.</p> <p>Any transaction where the income from or the investment in the business activity exceeds the amount determined in section 2.1 and section 3.</p> <p>Where the change in the interest results in a change in the accounting treatment of the arrangement</p>
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7.5 Programmes

The table below sets out the programmes per goal, trends, and resource considerations as per ENE.

PROGRAMME	OUTCOME	RESOURCE CONSIDERATIONS	BUDGET (Includes 7% Project Admin)
Programme 1: Administration	Effective Corporate Governance	<p>INSETA has 4 Executive Managers who report directly to the CEO. One is the CFO, who is responsible for Financial Management and Reporting requirement as well as Efficient, Effective and Economical Supply Chain Management for INSETA. The EMO is responsible for the organisational performance in response to the INSETA Strategy and the DHET SLA.</p> <p>The Executive Manager: Corporate Services is responsible for Human Resources, ICT, Governance Secretariat and PR & Marketing functions.</p> <p>The Executive Manager: Risk Management is responsible for the Enterprise-Wide Risk Management function.</p>	<p>R87 097 893</p> <p>Note: Percentage breakdown of budget in terms of Discretionary / Mandatory / Administration is detailed in the Annual Performance Plan.</p>
Programme 2: Skills Planning	Occupations in high demand identified and their production increased	<p>INSETA has paired Skills Planning with Research in the Skills Unit, which is manned by a Manager, Research Specialist, Skills Planning Specialists, Contracted Research and SSP Service Provider and Administrators</p> <p>Various Service providers with the required technical expertise are contracted as and when required to assist stakeholders with submission of WSPs & ATRs to INSETA</p> <p>7% of the budget reflected in the adjacent column is used for, among others, project resources.</p>	<p>WSP/ATR process funded from the INSETA admin budget.</p> <p>Skills Planning: R3 680 019</p>

PROGRAMME	OUTCOME	RESOURCE CONSIDERATIONS	BUDGET (Includes 7% Project Admin)
<p>Programme 3: Learning Programmes</p>	<p>Education and the workplace linked</p>	<p>INSETA has two Learning Units, one responsible for the implementation of Youth Programmes and the other responsible for Workers Programmes. Each division is manned by a Manager, Specialists, Administrators, and Interns.</p> <p>The Monitoring & Evaluations Division supports the implementation of learning programmes and is also responsible for performance reporting. It is manned by a Manager, Specialists and Administrators.</p> <p>INSETA programmes are fully resourced with full resource planning done in line with the project management scoping sessions. Various Service providers with the required technical expertise are contracted as and when required according to the project requirements.</p> <p>7% of the budget reflected in the adjacent column is used for, among others, project resources.</p>	<p>Total budget R290 010 131</p> <p>Learnerships, Skills Programmes, Internships and WIL Grant:</p> <p>Adult education and other Workers Special Projects:</p> <p>Promotion of Insurance:</p>

PROGRAMME	OUTCOME	RESOURCE CONSIDERATIONS	BUDGET
Programme 4: Quality Assurance	<p>Access to occupationally directed programmes increased.</p> <p>Implementation of occupational qualifications.</p> <p>Growth of the public college system supported.</p>	<p>The Quality Assurance Unit is manned by a manager, permanently employed and contracted Specialists, Administrators, and Interns to implement quality assurance in line with the QCTO SLA with INSETA.</p> <p>Contracted Specialist are responsible for monitoring of learning delivery and verification of learning.</p> <p>7% of the budget reflected in the adjacent column is used for, among others, project resources.</p>	<p>Qualification development: R146 676 321</p>

Part C: Measuring Our Performance

INSETA has over the past year experienced an increase in its performance due to the following:

1. Recovery in the levy income after the employers four months levy holiday announced by DHET.
2. The transfer of companies from other SETAs to INSETA.

INSETA plans to report all learners that were supported by INSETA resources (financial and human) against INSETA performance. This will include those who were co-funded with the industry-, completely funded by the industry or funded by any organisation that will have sponsored learners because of INSETA's fund-raising intervention.

INSETA will report on those learners who completed programmes because of learning delayed because of the pandemic.

INSETA indicators take into consideration the implementation of PIVOTAL programmes and other special projects that are classified as non-PIVOTAL. The approved Discretionary Grant budget provides for the implementation of both PIVOTAL and non-PIVOTAL programmes to support the sector.

8. Institutional Programme Performance Information

8.1 Programme 1: Administration

8.1.1 Purpose

To ensure effective Corporate Governance and Enterprise-Wide Risk Management to support the execution of the Mandate of INSETA

8.1.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
Effective Corporate Governance	Effective corporate governance maintained	Audit Opinion	Unqualified audit	Qualified Audit opinion	Qualified audit opinion	Unqualified audit opinion with no material findings	Unqualified audit opinion with no material findings	Unqualified audit opinion with no material findings	Unqualified audit opinion with no material findings
		Number of significant SCM Audit findings raised	New Indicator	0	N/A	0	No SCM Audit findings raised	0	0
		Number of material misstatements to unaudited Annual Financial Statements	New Indicator	New Indicator	N/A	0	0	0	0
		Vacancy rate for approved positions on the organisational structure within the financial year	New Indicator	New Indicator	New Indicator	5%	5%	5%	5%
		Number of quarterly good governance reports submitted	4	4	4	4	4	4	4
		Percentage of Creditors invoices paid within 30 days.	New Indicator	New Indicator	New indicator	100%	100%	100%	100%

		Development and Review of SLA, SP and APP	New Indicator	New Indicator	New Indicator	New indicator	1	1	1
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8.1.3 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Audit Opinion	Unqualified audit opinion with no material findings	N/A	N/A	N/A	Unqualified audit opinion with no material findings
Number of significant SCM Audit findings raised	No SCM Audit findings raised	N/A	No SCM Audit findings raised	N/A	N/A
Number of material misstatements to unaudited annual Financial Statements	0	0	0	0	0
Vacancy rate for approved positions on the organisational structure within the financial year	5%	N/A	N/A	N/A	5%
Number of quarterly Good Governance reports submitted	4	1	1	1	1
Percentage of Creditors invoices paid within 30 days.	100%	100%	100%	100%	100%
Development and Review of SSP, SP, APP and SLA	1	N/A	1	N/A	N/A

8.2 Programme 2: Skills Planning

8.2.1 Purpose

Ensure compliant and efficient allocation of DG budget to promote development of occupations in high demand.

8.2.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium Term Targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Occupations in high demand identified and their production increased</i>	High level skills developed through bursaries	Percentage of DG budget allocated at developing high level skills	53%	40%	28.%	34%	34%	34%	34%
	Intermediate skills developed through learning programmes	Percentage of DG budget allocated at developing intermediate skills	47%	79%	74%	65%	65%	65%	65%
	Elementary skills developed through adult education	Percentage of DG budget allocated at developing elementary skills	N/A	4%	1%	1%	1%	1%	1%
	SME WSPs & ATRs approved	Number of WSPs and ATRs approved for small firms	847	747	908	800	820	830	840
	Medium firm WSPs & ATRs approved	Number of WSPs and ATRs approved for medium firms	131	138	146	140	150	160	170
	Large firm WSPs & ATRs approved	Number of WSPs and ATRs approved for large firms	227	222	243	230	230	230	230
	Skills Planning researched	Number of sector research conducted for CET's	1	1	7	1	1	1	1

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium Term Targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
	Skills Planning researched	Number of approved Research Agenda outputs produced	New Indicator	New Indicator	6	3	3	3	3
	Programmes impact assessment conducted	Conduct an impact assessment on Learning programmes	New Indicator	New Indicator	1	1	1	1	1
	TVET curriculum development Research	Number of sector research agreements signed for TVET growth occupationally directed programmes	New Indicator	New Indicator	1	1	1	1	1

8.2.3 Indicators, Annual and Quarterly Target

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Percentage of DG budget allocated at developing high level skills	34%	N/A	N/A	N/A	34%
Percentage of DG budget allocated at developing intermediate skills	65%	N/A	N/A	N/A	65%
Percentage of DG budget allocated at developing elementary skills	1%	N/A	N/A	N/A	1%
Number of WSPs and ATRs approved for small firms	800	N/A	800	N/A	N/A
Number of WSPs and ATRs approved for medium firms	140	N/A	140	N/A	N/A
Number of WSPs and ATRs approved for large firms	230	N/A	230	N/A	N/A
Number of sector research conducted for CET's	1	N/A	N/A	N/A	1
Number of approved Research Agenda outputs produced	3	N/A	N/A	N/A	3
Conduct an impact assessment on Learning programmes	1	N/A	N/A	N/A	1
Number of sector research agreements signed for TVET growth occupationally directed programmes	1	N/A	N/A	1	N/A

8.3 Programme 3: Learning Programmes

8.3.1 Purpose:

Enable increased access of unemployed learners to work experience.

8.3.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Linking education and the workplace</i>	TVET learners enrolled on WIL programmes	Number of TVET Students enrolled for WIL programmes to complete their qualifications placed in workplaces.	665	619	1046	849	900	950	1000
	TVET learners completing WIL programmes	Number of TVET Students completed their WIL programmes	503	206	339	450	500	550	600
	Learners enrolled for Internships	Number of unemployed learners enrolled Internships	360	748	1205	850	900	950	1000
	Learners completing internships	Number of unemployed learners completed Internships	614	217	491	250	300	350	400
	Learners enrolled for learnerships	Number of unemployed learners enrolled Learnerships programme	374	1152	1777	1200	1250	1300	1350
	Learners certificated through learnerships	Number of unemployed learners completed Learnerships programmes	667	612	1071	630	640	650	670
	Learners for	Number of unemployed learners	n/a						

	enrolled for skills programme	enrolled skills programmes		672	1274	950	1000	1050	1100
	Learners completing skills programme	Number of unemployed learners completed skills programmes	1043	356	781	582	600	620	650
	Learners enrolled for candidacy programme.	Number of unemployed learners enrolled for candidacy programme	New Indicator	New Indicator	New indicator	100	105	110	115
	Learners completed candidacy programme	Number of unemployed learners completed candidacy programme	New Indicator	New Indicator	New indicator	50	50	55	55

8.3.2.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of TVET Students enrolled for WIL programmes to complete their qualifications	900	N/A	N/A	300	600
Number of TVET Students completed their WIL programmes	500	N/A	N/A	300	200
Number of unemployed learners enrolled Internships	900	N/A	N/A	200	700
Number of unemployed learners completed Internships	300	N/A	N/A	100	200
Number of unemployed learners enrolled Learnerships programmes	1250	N/A	N/A	250	1000
Number of unemployed learners completed Learnerships programmes	640	N/A	N/A	140	500
Number of unemployed learners enrolled skills programmes	1000	N/A	100	300	600
Number of unemployed learners completed skills programmes	600	N/A	N/A	200	400
Number of unemployed learners enrolled for candidacy programme	105	N/A	N/A	N/A	105
Number of unemployed learners completed candidacy programme	50	N/A	N/A	N/A	50

*Targets include industry-funded programmes according to previous year's baseline as follows:

- Unemployed entered Learnerships: 300
- Unemployed certificate for Learnerships: 200

8.3.3 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>The level of skills in the South African workforce improved.</i>	Workers enrolled granted Bursaries	Number of workers granted Bursaries (new entries)	435	975	1028	1150	1200	1250	1300
	Workers continuing granted bursaries	Number of workers granted Bursaries (continuing)	18	39	238	50	60	70	80
	Workers granted bursaries completed studies	Number of workers granted bursaries completed their studies	300	583	640	600	650	700	750
	Workers enrolled for skills programmes	Number of workers enrolled Skills programmes	2597	1593	3025	2150	2150	2200	2250
	Workers completing skills programmes	Number of workers completed skills programmes	1193	913	1640	1750	1800	1850	1900
	Workers enrolled for Learnerships programmes	Number of workers enrolled in Learnerships programmes	400	759	1024	900	950	1000	1050
	Workers completed for Learnerships programmes	Number of workers completed Learnerships programmes	630	556	521	600	630	650	660
	AET programmes enrolled	Number of workers enrolled AET programmes	32	20	58	30	40	45	50
	AET programmes completed	Number of workers completed AET programmes	21	20	23	30	40	45	50

8.3.3.1 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of workers granted Bursaries (new entries)	1200	N/A	N/A	250	950
Number of workers granted Bursaries (continuing)	60	N/A	N/A	N/A	60
Number of workers granted bursaries completed their studies	650	N/A	N/A	150	500
Number of workers enrolled Skills programmes	2150	N/A	N/A	750	1500
Number of workers completed skills programmes	1800	N/A	N/A	300	1500
Number of workers enrolled Learnerships programmes	950	N/A	N/A	100	850
Number of workers completed Learnerships programmes	630	110	110	110	300
Number of workers enrolled for AET programmes	40	N/A	N/A	20	20
Number of workers completed AET programmes	40	N/A	N/A	20	20

*Targets include industry-funded programmes according to previous year's baseline as follows:

- Workers entered Learnerships: 490
- Workers Completed for Learnerships: 343

8.3.4 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Access to occupationally directed programmes increased</i>	Unemployed enrolled granted Bursaries	Number of unemployed learners granted Bursaries (new entries)	930	844	770	900	950	1000	1050
	Unemployed continuing granted bursaries	Number of unemployed learners granted Bursaries (continuing)	130	234	472	300	400	450	500
	Unemployed granted bursaries completed studies	Number of unemployed learners granted Bursaries completed their studies	660	93	338	280	300	330	340
	Workers entered RPL	Number of learners enrolled RPL /ARPL	106	150	165	160	165	170	175
	Workers completed RPL	Number of learners completed RPL/ARPL	New indicator	110	136	130	135	140	145
	TVETs partnerships established	Number of TVET partnerships established	8	4	5	5	5	5	5
	HET partnerships established	Number of HEI partnerships established	3	3	5	5	5	5	5
	CET partnerships established	Number of CET partnerships established	1	2	3	3	3	3	3
	SETA Employer partnerships	Number of SETA Employer partnerships established		2	6	New indicator	5	5	5
	Learners placed in employment.	Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	475	307	473	400	450	500	550
	Digital skills Centre	Number of beneficiaries accessing digital skills through simulated training.	New indicator	New indicator	New indicator	New indicator	200	250	300

8.3.4.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of unemployed learners granted Bursaries (new entries)	950	N/A	N/A	150	800
Number of unemployed learners granted Bursaries (continuing)	400	N/A	N/A	100	300
Number of unemployed learners granted Bursaries completed their studies	300	N/A	N/A	100	200
Number of learners enrolled for RPL /ARPL	165	60	N/A	55	50
Number of learners completed RPL/ARPL	135	N/A	N/A	35	100
Number of TVET partnerships established	5	N/A	3	2	N/A
Number of HEI partnerships established	5	2	3	N/A	N/A
Number of CET partnerships established	3	N/A	2	1	N/A
Number of SETA Employer partnership established	5	N/A	New Indicator	N/A	5
Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	450	N/A	N/A	N/A	450

8.3.5 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
Skills development for entrepreneurship and co-operative development supported.	Co-operatives supported	Number of established or emergent Co-operatives trained on sector and national identified priority occupations or skills.	2	132	29	10	15	20	25
	SME supported	Number of small and emerging enterprises trained on sector and national identified. priority occupations or skills.	421	359	426	375	380	385	390
	Business Start-up supported	Number of people trained on entrepreneurship supported to start their businesses	33	5	5	10	15	20	25

8.3.5.1 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of established or emergent Co-operatives trained on sector and national identified priority occupations or skills.	15	N/A	5	5	5
Number of small and emerging enterprises trained on sector and national identified. priority occupations or skills.	380	N/A	180	100	100
Number of people trained on entrepreneurship skills & supported to start their businesses	15	N/A	N/A	5	10

8.3.6 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance. 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Worker-initiated training supported</i>	Union consultations held and required skills implemented.	Number of Federations/Trade Unions supported through relevant skills training interventions	1	2	2	1	1	1	1

8.3.6.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of Federations/Trade Unions supported through relevant skills training interventions	1	N/A	N/A	N/A	1

8.3.7 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Career development services supported</i>	Career Guidance for urban areas	Number of career development events in urban areas on occupations in high demand	10	12	11	10	12	14	16
	Career Guidance for rural areas	Number of career development events in rural areas in high demand	9	14	21	10	12	14	16
	Career development practitioners trained	Number of career development practitioners trained	12	11	19	15	17	19	21
	Capacity building workshops on career development initiated	Number of capacity building workshops on career development services initiated	New indicator	New indicator	New indicator	New indicator	2	3	4
	Initiated support through STEAME programmes	Number of initiatives supported through STEAME programme	New indicator	New indicator	New indicator	New indicator	2	2	2

8.3.7.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of career development events in urban areas in high demand	12	4	4	4	N/A

Number of career development events in rural areas in high demand	12	4	4	4	N/A
Number of career development practitioners trained	17	N/A	N/A	17	N/A
Number of capacity building workshops on career development services initiated	2	N/A	N/A	2	N/A
Number of initiatives supported through STEAME programme	2	N/A	N/A	N/A	2

8.3.8 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Rural Development supported</i>	Rural projects initiated	Number of rural development projects initiated	1	4	1	5	5	5	5

8.3.8.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of rural development projects initiated	5	N/A	N/A	N/A	5

8.4 Programme 4: Quality Assurance

8.4.1 Purpose

Facilitate Transformation of the Sector and implement programmes that support occupations in high demand. Targets under this programme will address sectoral priorities identified in the INSETA SSP.

8.4.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
Access to occupationally directed programmes increased	Qualifications offered in line with occupations in high demand	Number of public TVET Colleges accredited to offer insurance learning programmes directed at addressing occupations in high demand	1	4	4	4	5	6	7

8.4.2.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of public TVET Colleges accredited to offer insurance learning programmes directed at addressing occupations in high demand	5	1	1	1	2

8.4.3 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2023/24	Medium-term targets		
			2020/21	2021/22	2022/23		2024/25	2025/26	2026/27
<i>Growth of the public college system supported</i>	Support TVET offices maintained	Number of SETA offices established and/or maintained in TVET colleges	2	2	2	2	2	2	2
	TVET lecturers exposed to industry	Number of TVET lecturers exposed to the industry through skills programmes	10	49	15	20	25	30	35
	TVET lecturers awarded bursaries	Number of TVET colleges lecturers awarded bursaries	10	10	16	20	25	30	35
	CET Lecturers trained	Number of CET College Lecturers awarded skills development programmes	22	12	10	15	20	25	30

8.4.3.1 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of SETA offices established or maintained in TVET colleges	2	N/A	N/A	2	N/A
Number of TVET lecturers exposed to the industry through skills programmes	25	N/A	N/A	N/A	25
Number of TVET colleges lecturers awarded bursaries	25	N/A	N/A	15	10
Number of CET College Lecturers awarded skills development programmes	20	N/A	N/A	20	N/A

9. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

INSETA's planned performance in this APP is in relation to envisaged outputs is aligned to budgets approved by the INSETA Accounting Authority. The choice of the outcome indicators relevant to the respective outcomes stems from consultation with the sector and what has been identified by the sector as the need to be addressed in the medium term.

9.1 The outputs selected by the INSETA will contribute towards achieving the outcomes and impact in the Annual Performance Plan aligned to the Mandate of INSETA.

9.2 **Programme 1** is planned to ensure that INSETA implements effective Corporate Governance and optimal Risk Management to support the execution of the Mandate on INSETA through the various internal structures in place in the INSETA. These internal structures include committees established to ensure compliance with the PFMA, the SETA Grant Regulations and the development of policies and procedure.

9.3 **Programme 2** is planned to promote relevance of support provided by INSETA through the implementation of innovative and impactful programmes. As INSETA operates in a volatile, uncertain, complex, and ambiguous environment, conducting research allows INSETA to stay in touch with the sector and the identify and address emerging needs of the sector.

9.3.1 In addition, INSETA plans to promote Research partnerships between universities that have years of experience in conducting research and public TVET Colleges. This is a way of building competency of TVET Colleges to start conducting their own research.

9.3.2 Identified occupations in high demand their increased production will support the implementation of career pathing and better skills planning in the sector.

9.4 **Programme 3** is planned to support the INSETA's key strategic focus areas. The learning interventions are INSETA's contribution to the achievement of the NDP Five-Year Implementation Plan, the Monitoring Framework for the NDP Five-Year Implementation Plan.

9.4.1 The INSETA's interventions prioritizes Women, Youth, SMEs in the Insurance Sector and People with Disabilities nation-wide. INSETA plans to support the above-mentioned beneficiaries are as indicated below and which will include in these percentages SMEs and learners in Rural areas:

- 60% of beneficiaries will be Women (Youth and Workers)
- 4% will be People living with Disabilities.

9.4.2 The following outcomes in this Annual Performance Plan will contribute towards the national imperatives:

- Linked education and the workplace – will support Youth, Rural beneficiaries and People living with Disabilities.
- Access to occupationally directed programmes increased – will support qualification development for better articulation and transformation within the sector.
- Skills development for entrepreneurship and cooperative development supported – will support SMEs, Cooperatives and People living with Disabilities.
- Worker-initiated training supported - will support SMEs, Workers reskilling and People living with Disabilities.
- Career development services supported – will support Youth, Workers reskilling and People living with Disabilities.
- Rural Development supported – will support Youth and SMEs
- Growth of the public TVET/CET College system supported – will support Youth, People living with Disabilities and Women
- Skills level of the South African workforce increased – will support SMEs, Women and People living with Disabilities.

9.5 **Programme 4** is aimed at promoting the development and implementation of insurance-specific qualifications and programmes in support of the currently employed people in the sector and those who will enter the sector. These include people from previously disadvantaged groups in all societal areas. The outcomes under this programme are planned to:

- 9.5.1** support the growth and competency of the public TVET system nation-wide.
- 9.5.2** increase development, review, and implementation of insurance-specific occupational qualifications.
- 9.5.3** support of the implementation of deliverables under the existing service level agreement between INSETA and the QCTO.

10. UPDATED STRATEGIC RISKS AND MITIGATION

Outcomes	Key Risk	Controls	Risk Mitigation
Effective Corporate Governance	Reputational damage to INSETA	<ul style="list-style-type: none"> Stakeholder engagement strategy 	<ul style="list-style-type: none"> Implementation and monitoring of the Stakeholder Engagement Plan and Communications plan
Effective Corporate Governance	Regressed audit outcome	<ul style="list-style-type: none"> Training and capacity building IA support in reviewing interim AFS. EDRMS Quarterly review of Performance Information by Internal Audit Targeting of 25% performance per quarter and use of the APR template for quarterly reporting 	<ul style="list-style-type: none"> Filling of all positions Mandatory training and capacity building programmes- Finance Financial Data Cleansing and Integrity Project Preparation of Interim Financial Statements Implementation of electronic document records management system for all finance documents Finalise the implementation of the ERP system. Integration between the MIS, SAGE People and ERP Enforce the implementation of Policies and procedures / Internal Controls. EEMT to review the audit action plan. and supporting documents
Effective Corporate Governance	Non-compliance with laws and regulations	<ul style="list-style-type: none"> Policy and Procedure Development Framework Established and functional Policy Development Committee Monitoring of the policies register Updates on legislation, standards and guidelines changes through professional body memberships Completion and submission of quarterly compliance checklist to DHET and governance structures Appointed Information Officer Legal vetting of contracts and policies to align with legislation. Compliance Regulatory Universe PFMA Checklist 	<ul style="list-style-type: none"> Ensure compliance and staff capacitation on approved policies. Development and monitoring of Compliance Risk Management Plans for prioritised Legislation

Effective Corporate Governance	Inability of ICT to support business objectives	<ul style="list-style-type: none"> • Implementation of approved ICT Insourcing Strategy. • MIS Recovery and Stabilization Plan (Includes Change management and Stakeholder engagement plans) • Oversight by the Project Management Office, Project Management Committee, Project Steering Committee to monitor progress. • Implementation of effective contract management (service providers) • Project Charter • Vulnerability and penetrative tests conducted. • Firewall, encryption (BitLocker) and anti-virus in place • Daily backups • E-mail security (Mimecast and Microsoft Advanced Threat Protection) • Cyber Security insurance 	<ul style="list-style-type: none"> • Capacitation of developers on Odoo • Monitoring and Reporting on the MIS Recovery and Stabilization Plan • Post system review through analysis of scope of work or Tor's vs Actual System Implementation Output (Project Management end phase) • Monitoring and Reporting on the Project Charter • Testing of the Disaster Recovery Plan. • Motivation for Cloud-to-Cloud Backups to be conducted. • Finalisation and implementation of the Documents Management Policy and Procedure • Refresher training on the EDRMS
Effective Corporate Governance	Fraud and Corruption	<ul style="list-style-type: none"> • Declaration of interest done annually by staff. Declaration of Interest completed for all governance structures, including internal committees and meetings. • Vetting of staff prior to appointment. • Contract vetting • Procure Check - Conflict of interest tool. • Code of Ethics and Business Conduct • Fraud and Ethics Hotline 	<ul style="list-style-type: none"> • Annual declaration of Board, Committees and Staff Members. • Create awareness on fraud prevention and whistleblowing mechanisms in place for both internal and external stakeholders. • Implementation and monitoring of the Fraud Prevention Plan and Fraud Risk Action Plans • Review, approve and implementation of the Fraud Prevention Policy
Occupations in high demand identified and their production increased	Inability of INSETA to meet the need of scarce skills and occupations in high demand.	<ul style="list-style-type: none"> • Keeping abreast of latest developments by participation sector seminars, workshops. • ISSF targets expanded to include 4IR skills. • Research Chairs • Strategic partnerships for strengthening regulatory compliance. • DG policy and procedure 	<ul style="list-style-type: none"> • Implement programs with strategic partners to address the changing world of work and possible retrenchments. • Undertake research on future skills required for detection and mitigating climate change. • Develop qualifications linked to climate change in partnership with other SETAs. • Implement regulatory programs with the FSCA for regulatory compliance by SME's.

			<ul style="list-style-type: none"> • Reposition the research agenda to focus on occupational linked research. • Research Colloquium to be hosted
Effective Corporate Governance	Inability to continue with operations in the event of a disaster.	<ul style="list-style-type: none"> • Remote Work Policy. • Cloud based system which allows access to data remotely. • EDRMS 	<ul style="list-style-type: none"> • Approval of the BC Policy and Framework • Development and approval of BC Plan • Motivation for procurement of portable power stations • Testing of the Disaster Recovery Plan. • Motivation for Cloud-to-Cloud Backups to be conducted. • Finalisation and implementation of the Documents Management Policy and Procedure • Refresher training on the EDRMS
Effective Corporate Governance	Loss of revenue / funding	<ul style="list-style-type: none"> • SME Support currently implemented- Skills development interventions aimed at improvement of resilience / leadership capabilities. • Digital fluency programs for re-skilling and multi-skilling • ISSF 	<ul style="list-style-type: none"> • Engaging with regulatory, insurance trade associations, professional bodies, and sector stakeholders in the industry on qualifications development • Non-life related insurance qualifications development • Review ISSF proposal to include funding model and stakeholder identification and engagement strategy. • Identification of alternate revenue streams

11. DISTRICT DEVELOPMENT MODEL

AREAS OF INTERVENTION		MTEF PLANNING PERIOD			
Learning Programmes	Project description	District Municipality	Location GPS co-ordinates	Project Leader	Social Partner
	Skills Programmes and Learnerships for Unemployed youth	Ugu (KZN)	30.6218° S, 30.2513° E	Mr B Mthombeni	Multiple
		Capricorn (LP)	23.6123° S, 29.2321° E	Mr B Mthombeni	Multiple
		Amathole (EC)	32.5842° S, 27.3616° E	Mr B Mthombeni	Multiple
		Francis Baard (NC)	28.4251° S, 24.3341° E	Mr B Mthombeni	Multiple

INSETA is currently contributing to six (6) provinces across the different learning programmes. The SETA ran the skills programmes and learnerships unemployed at the Limpopo province in the Capricorn District Municipality Mopani, Sekhukhune, Vhembe and Waterberg district with 415 learners. In the Mpumalanga province INSETA took through 275 learners through the Skills programmes and learnerships in the Ehlanzeni and Gert Sibande District Municipality. 400 learners in the northern Cape province, 60 learners in the northwest province.



**TECHNICAL INDICATOR DESCRIPTIONS
FOR THE ANNUAL PERFORMANCE PLAN
2024/2025**

Submitted by: Gugu Mkhize (CEO)

Date: 31 January 2024

Definitions

Technical Indicator Descriptions:

The Technical Indicator Descriptions (TID's) facilitates consistency in understanding, guiding, and measuring performance indicators i.e., what each indicator means; why it is important; the records that must be collected, compiled, stored, and verified to prove performance against the indicator; including the responsibility for such activities.

The National Treasury "Framework for Strategic Plans and Annual Performance Plans" (published by the National Treasury in August 2010) requires that technical indicator descriptions be developed for every performance indicator and thereafter be posted on the institution's website together with the Strategic Plan.

Attendance Register – Used to signify learner entrance or completion of a programme is the learner's signature appearing on the attendance register for the full training and completion of learner's notional hours of learning required for the learning programme.

Bursaries – Grants awarded to learners in need of financial assistance to study at learning institutions for qualifications identified as required by the sector in the SSP.

Certification of Competency – Refers to a report, statement of results or certificate (May be issued by a University, College, or SETA) that shows learners competency towards a full or part qualification as recognized by the South African Qualifications Authority.

Certificate of Completion/Attendance – This certificate signifies the completion of a learning programme. It may be issued by a Skills Development Provider for a credit-bearing or non-credit bearing programme.

Completion of Learning – INSETA defines the completion of learning as learners who attend all required classroom and/or workplace training required, whether the learner was found competent on completion of the learning programme.

Economically depressed areas – Represents Quintile school 1 to 3 and or schools in Rural areas in youth accessing bursaries.

Entered Learners – INSETA defines learner entry onto a programme as follows: Learner who provides all the required documentation to enter a learning program, whose information is captured onto the learner management system in line with INSETA evaluation criteria.

Industry required Skills - Industry required skills refers to all skills that are specific for entry into the insurance sector qualifications.

Internship: Refers to a workplace-based experiential learning opportunity that is offered through hosting learners in workplaces to supplement formal study completed

Learnership - A learnership is a structured work-based learning programme that includes both theoretical learning with an accredited training provider and practical experience in the workplace that leads to a registered qualification.

Learning Programmes – Refers to Learnerships, Bursaries, Internships, WIL, Skills, and Entrepreneurial Programmes

Work Integrated Learning (WIL) Programmes – Refers to work-based learning programme offered to TVET College learners to comply with the qualification requirement for work-based learning component.

Learnership Closure report – Signifies a report of all the information on the workplace and academic learning that the learner has completed as per the learning agreement between INSETA, Learner and Employer. This report confirms that the learner stayed for the duration of the programme and does not speak to the learner's competence against the qualification or programme.

Qualification – Is a registered national qualification which is a of cluster of skills programmes (known as modules) when completed, will constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in section 1 of the South African Qualifications Authority Act (**Skills development act 97 of 1998**).

Recognition of Performance - INSETA will only recognize and report performance information when it is verified, approved, and submitted for reporting.

Scarce and Critical Skills – Refers to the INSETA approved list of scarce and critical skills in the

insurance industry as reflected in the Sector Skills Plan.

Skills Programme– Also referred to short skills programme. A short course is a type of short learning programme through which a learner may or may not be awarded credits, depending on the purpose of the programme.

- A Credit-bearing short course is a type of short learning programme which a learner acquires credits.
- A non-credit bearing short course is a type of short learning that the learner does not get awarded any credits.

Statement of Results – (May be issued by a University, SDP, College, or SETA) This statement signifies the learner’s achievements of credits towards of a part qualification.

Verification report –This report is issued by the SETA Verifier and signifies the list of learners who attended and completed training and were found competent or not yet competent on the learning programme(s).

Institutional Programme Performance Information

INSETA has identified four programmes with 10 outcomes. The outcomes listed below are critical to the achievement of INSETA’s mandate in respect of NSDP, the Skills Development Act and INSETA’s operational efficiency.

PROGRAMME 1: Administration	
<i>NSDP Outcome 9</i>	<i>Effective corporate governance</i>
PROGRAMME 2: Skills Planning	
<i>NSDP Outcome 1</i>	<i>Identify and increase production of occupations in high demand</i>
PROGRAMME 3: Learning Programmes and Projects	
<i>NSDP Outcome 2</i>	<i>Linking education and the workplace</i>
<i>NSDP Outcome 3</i>	<i>Improving the level of skills in the South African workforce</i>
<i>NSDP Outcome 4</i>	<i>Increase access to occupationally directed programmes</i>
<i>NSDP Outcome 6</i>	<i>Skills development support for entrepreneurship and cooperative development</i>
<i>NSDP Outcome 7</i>	<i>Encourage and support worker-initiated training</i>
<i>NSDP Outcome 8</i>	<i>Support career development services</i>
<i>NSDP Outcome 10</i>	<i>Number of rural development projects initiated</i>
PROGRAMME 4: Quality Assurance	
<i>NSDP Outcome 4</i>	<i>Increase access to occupationally directed programmes</i>
<i>NSDP Outcome 5</i>	<i>Support the growth of the public college system</i>

PROGRAMME 1:

Administration

NSDP OUTCOME 9:

Effective corporate governance

NSDP SUB-OUTCOMES: <i>Effective Corporate Governance</i>	
Indicator Title	Audit Opinion
Definition	This indicator measures Audit Opinion issued by the Auditor General for a financial year
Source of data	Annual Financial Statements Annual Performance Report Auditor General's report
Method of calculation/Assessment	Auditor General's report
Means of verification	Auditor General's report
Assumptions	Unqualified audit opinion with no material findings obtained by INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Unqualified audit opinion with no material findings obtained
Indicator responsibility	CFO

NSDP SUB-OUTCOMES:**9.1 Effective Corporate Governance**

Indicator Title	Number of significant SCM Audit findings raised
Definition	This indicator measures the number of significant SCM findings per programme that appears on the management report during the reporting period
Source of data	Auditor- General's final report
Method of calculation/Assessment	The number of SCM related findings per programme that may be rated as significant by the Auditor General
Means of verification	AG's final audit and management report
Assumptions	Number of significant SCM Audit findings kept at zero
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	No significant SCM audit findings raised
Indicator responsibility	SCM Manager

NSDP SUB-OUTCOMES:
9.1 Effective Corporate Governance

Indicator Title	Vacancy rate for approved positions on the organisational structure within the financial year
Definition	This indicator measures the vacancy rate of approved positions that are in the organisational structure in a financial year.
Source of data	INSETA - Human Resource
Method of calculation/Assessment	Percentage of vacant positions within the financial year divided by the total positions on the approved organisational structure.
Means of verification	Human Resource Reports or Vacancy rate report
Assumptions	Complete and fully capacitated positions across all levels
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	Number of filled positions in line with the Approved Organisational Structure
Indicator responsibility	EMCS

NSDP SUB-OUTCOMES:**9.1 Effective Corporate Governance**

Indicator Title	Number of quarterly good governance reports submitted
Definition	This indicator measures the number of Quarterly Good Governance reports submitted to DHET
Source of data	INSETA
Method of calculation/Assessment	Number of quarterly good governance reports submitted to DHET
Means of verification	Reports and proof of submission
Assumptions	Number of quarterly good governance reports submitted to DHET
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting cycle	quarterly
Desired performance	4 Quarterly Good Governance reports submitted to DHET for each financial year
Indicator responsibility	ERM

NSDP SUB-OUTCOMES:
9.1 Effective Corporate Governance

Indicator Title	Percentage of Creditors' invoices paid within 30 days
Definition	This indicator measures compliance with the PFMA requirement to pay creditors' invoices within 30 days from the day of receipt.
Source of data	INSETA – Financial and Management Reports
Method of calculation/Assessment	The percentage of invoices actually paid within 30 days divided by the total invoices received for the period.
Means of verification	SAGE 300 DG and Administration Age Analysis Reports
Assumptions	INSETA will pay creditors' invoices within 30 days.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	Creditors invoices paid within 30 days on receipt of invoices
Indicator responsibility	CFO

**NSDP SUB-OUTCOMES:
9.1 Effective Corporate Governance**

Indicator Title	Development and review of SP, APP and SLA
Definition	This indicator measures the approved organisational planning documents and compliance within the required prescripts within the financial year.
Source of data	INSETA - OPDR
Method of calculation/Assessment	Strategic documents approved and submitted within the prescribed timelines.
Means of verification	Signed and approved SP, APP and SLA.
Assumptions	Signed and approved SP, APP and SLA signed by DHET.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	Successful submission of signed and approved SP,APP and SLA.
Indicator responsibility	OPDR Manager

PROGRAMME 2:

Skills Planning

NSDP OUTCOME 1:

Identify and increase production of occupations in high demand

NSDP Sub-OUTCOMES:***Occupations in high demand Identified and their production increased***

Indicator Title	Percentage of DG budget allocated at developing high level skills
Definition	Allocation of DG budget to funding of priority skills through Bursary Grant funding
Source of data	DG allocation reports
Method of calculation/ Assessment	Percentage of discretionary budget allocated to Bursaries
Means of verification	Approved Discretionary Grant Allocation Report
Assumptions	All approved allocations will be taken up by stakeholders
Disaggregation of Beneficiaries (where applicable)	Workers Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Allocated funds taken up by employers and institutions
Indicator responsibility	OPDR Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Indicator Title	Percentage of DG budget allocated at developing intermediate skills
Definition	Allocation of DG budget to funding of priority skills through Learnerships, Skills Programmes, Work Experience/ Internships and WIL grant funding
Source of data	DG allocation reports
Method of calculation/ Assessment	Percentage of discretionary budget
Means of verification	Approved Discretionary Grant Allocation Report
Assumptions	All approved allocations will be taken up by stakeholders
Disaggregation of Beneficiaries (where applicable)	Workers Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Allocated funds taken up by employers and institutions
Indicator responsibility	OPDR Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Indicator Title	Percentage of DG budget allocated at developing elementary skills
Definition	Allocation of DG budget to funding of priority skills through foundational and adult education and training grant funding
Source of data	DG allocation reports
Method of calculation/ Assessment	Percentage of discretionary budget
Means of verification	Approved Discretionary Grant Allocation Report
Assumptions	All approved allocations will be taken up by stakeholders
Disaggregation of Beneficiaries (where applicable)	Workers Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Allocated funds taken up by employers and institutions
Indicator responsibility	OPDR Manager

NSDP OUTCOME: <i>Occupations in high demand Identified and their production increased</i>	
Indicator Title	Number of WSPs and ATRs approved for small firms
Definition	This indicator measures the number of WSPs and ATRs approved by INSETA for both levy and non-levy payers. Small Firms: Entities with a staff compliment of (1 – 49)
Source of data	A list of submitted and approved WSPs and ATRs
Method of calculation/ Assessment	Each approved WSP and ATR with a unique Levy number or reference number for small businesses is counted once
Means of verification	WSPs and ATRs documents Approval Letter
Assumptions	All approvals are based on all WSPs and ATRs submitted
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Approved WSPs and ATRs increased
Indicator responsibility	Skills Division Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Indicator Title	Number of WSPs and ATRs approved for medium firms
Definition	This indicator measures the number of WSPs and ATRs approved by INSETA for both levy and non-levy payers. Medium Firms: Entities with a staff compliment of (50 - 149)
Source of data	A list of submitted and approved WSPs and ATRs
Method of calculation / Assessment	Each approved WSP and ATR with a unique Levy number or reference number for medium businesses is counted once
Means of verification	WSPs and ATRs documents Approval Letter
Assumptions	All approvals are based on all WSPs and ATRs submitted
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Approved WSPs and ATRs increased
Indicator responsibility	Skills Division Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Performance Indicator	Number of WSPs and ATRs approved for large firms
Definition	This indicator measures the number of WSPs and ATRs approved by INSETA for both levy payers and non-levy payers. Large Firms: Entities with a staff compliment of (150+)
Source of data	A list of submitted and approved WSPs and ATRs
Method of calculation / Assessment	Each approved WSP and ATR with a unique Levy number or reference number for large businesses is counted once
Means of verification	WSPs and ATRs documents Approval Letter
Assumptions	All approvals are based on all WSPs and ATRs submitted
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Approved WSPs and ATRs increased
Indicator responsibility	Skills Division Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Performance Indicator	Number of sector research conducted for CETs
Definition	This indicator measures the research conducted to identify existing skills needs of the CETs.
Source of Data	A final Sector Research Report conducted for CETs.
Method of calculation / Assessment	Approved research paper on CETs will be counted once.
Means of verification	Approved research paper
Assumptions	Identified skills demand and supply needs for CETs.
Disaggregation of Beneficiaries (where applicable)	CETs
Spatial Transformation (where applicable)	Nationally
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Research on CETs completed and reported on to inform and direct INSETA discretionary grant funding
Indicator responsibility	Skills Planning & Research Manager

NSDP OUTCOME: <i>Occupations in high demand Identified and their production increased</i>	
Performance Indicator	Number of approved Research Agenda outputs produced
Definition	This indicator measures the sign off research topics included in the Research agenda
Source of Data	Board Approved research Agenda
Method of calculation / Assessment	The Research Agenda will be counted once
Means of verification	Approved research agenda document
Assumptions	The research agenda will be approved in time to implement conduct research on some of the approved topics
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Nationally
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Obtain approval for the research agenda
Indicator responsibility	Skills Planning & Research Manager

NSDP OUTCOME:	
<i>Occupations in high demand Identified and their production increased</i>	
Performance Indicator	Conduct an impact assessment on Learning programme
Definition	This indicator produces an impact assessment report that will measure the impact of INSETA programmes facilitated and the impact of such a program on learners who attended the program.
Source of data	Research partners
Method of calculation / Assessment	Impact assessment report paper will be counted once
Means of verification	Impact assessment report
Assumptions	The research assessment will be completed successfully
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	N/A
Calculation type	Non - Cumulative
Reporting cycle	Annual
Desired performance	Impact assessment conducted on the learners that completed learning programmes has impacted positively on learners
Indicator responsibility	Skills Division Manager

NSDP OUTCOME: <i>Occupations in high demand Identified and their production increased</i>	
Performance Indicator	Number of sector research agreements signed for TVET growth occupationally directed programmes
Definition	This indicator measures the numbers of agreements entered with TVET Colleges to interview and survey their occupational programmes
Source of Data	TVET college
Method of calculation / Assessment	Each MoU is counted once
Means of verification	MoU
Assumptions	This indicator covers a Research MoU only and not the actual research, because research of this nature takes more than a year to be produced
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The research will be completed successfully
Indicator responsibility	Skills Planning & Research Manager

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 2:

Linking education and the workplace

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of TVET Students enrolled for WIL programmes to complete their qualifications placed in workplaces
Definition	This indicator measures the number of Public TVET learners enrolled for Work Integrated Learning
Source of data	Employers and TVET colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	WBPLA and POPIA consent form and Learner ID copy and Statement of Results or Certificate and Matric certificate
Assumptions	Availability of learners that match employer requirements
Disaggregation of Beneficiaries (where applicable)	Youth Women People with disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of TVET Students completed their WIL programmes
Definition	This indicator measures the number of TVET learners completed Work Integrated Learning.
Source of data	Employers and TVET colleges
Method of calculation/Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Closure Reports and Learner ID copy
Assumptions	All learners will complete the full duration of WIL Programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners enrolled Internships
Definition	This indicator measures the number of unemployed Youth with qualifications entering Internship programmes for work experience
Source of data	Employers
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	WBPLA and Copies of learner IDs and Learner qualification
Assumptions	Availability of learners that match employer requirements
Disaggregation of Beneficiaries (where applicable)	Youth Women
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Targeted number of learners are hosted as Interns
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners completed Internships
Definition	This indicator measures the number of unemployed youths with qualifications completing internship programmes in the workplace
Source of data	Employers
Method of calculation/Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Closure reports and Copies of learner IDs
Assumptions	All learners will complete Internships Programme
Disaggregation of Beneficiaries (where applicable)	Youth Women
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners enrolled Learnerships programmes
Definition	This indicator measures the number of unemployed youths entering Learnerships
Source of data	Employers & TVET Colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	WBPLA and Copies of learner IDs and Learner qualification/statement of results/ Academic transcript/letter from institution confirming completion of the qualification.
Assumptions	Sufficient number of learnership applications from stakeholders
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners hosted for Learnerships
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners completed Learnerships programmes
Definition	This indicator measures the number of unemployed youths awarded certificates on completing learnership programmes
Source of data	INSETA Learners Management System
Method of calculation/ Assessment	Each learner will be counted for each learning programme certificated within the financial year.
Means of verification	ID copy and Statement of results or Certificate
Assumption	All learners successfully complete the learnership programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disability
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners certificated
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners enrolled for skills programmes
Definition	This indicator measures the number of unemployed youths entering Skills programmes
Source of data	TVETS colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	Learner agreements or registration form and Learner ID copy and POPIA consent form
Assumptions	Sufficient number of Skills Programmes applications received from TVETS/HETs
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners entering skills programmes
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners completed skills programmes
Definition	This indicator measures the number of unemployed youths completing Skills Programmes, including non-credit bearing skills programmes
Source of data	TVET Colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Statement of Results or Certificate of completion/attendance and Learner ID copy
Assumptions	Learners completes the Skills programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners completed skills programmes
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners enrolled for candidacy programme
Definition	This indicator measures the number of unemployed learners enrolled for candidacy programme
Source of data	Employers
Method of calculation / Assessment	Each learner will be counted for each learning programme within the financial year.
Means of verification	Signed Candidacy Agreement Copy of qualification and Learner ID copy
Assumptions	Learners enrolled in the candidacy programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners enrolled in candidacy programmes
Indicator responsibility	Learning Manager: Workers programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of unemployed learners completed candidacy programmes
Definition	This indicator measures the number of unemployed youths completing Skills Programmes, including non-credit bearing skills programmes
Source of data	Employers
Method of calculation / Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Statement of Results or Certificate of completion and Learner ID copy
Assumptions	Learners completes the Candidacy programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners completed candidacy programmes
Indicator responsibility	Learning Manager: Worker Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 3:

The level of skills in the South African workforce improved

NSDP OUTCOME: <i>The level of skills in the South African workforce improved</i>	
Indicator Title	Number of workers granted Bursaries (new entries)
Definition	This indicator measures the number of Workers entering (NQF) level 4 and above qualifications through bursary funding.
Source of data	Employers Educational institution
Method of calculation/Assessment	Each worker will be counted on for each learning programme entered within the financial year.
Means of verification	ID copy and Worker Programme Agreement and POPI Act consent form and Proof of registration from the Institution and Confirmation of employment on employer's letterhead
Assumptions	Employers will apply for Bursary for their employees who have been admitted to Education Institutions to study for relevant qualifications available to meet the Insurance industry needs
Disaggregation of Beneficiaries (where applicable)	Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High intake rate from our stakeholders
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers granted Bursaries (continuing)
Definition	<p>This indicator measures the number of workers who were previously funded by INSETA and continuing their studies on (NQF) level 4 and above through bursary funded qualifications</p> <p><i>Learners who did not successfully pass all the modules but allowed by Education Institution to proceed to the next level will be counted as continuing.</i></p>
Source of data	<p>Employer Educational institution</p>
Method of calculation /Assessment	<p>Each worker will be counted for each learning programme continuing within the financial year.</p>
Means of verification	<p>ID copy and Worker Programme Agreement and Proof of registration from the Institution and Confirmation of employment on employer's letterhead and Previous year results</p>
Assumptions	<p>Workers that commenced multiple year studies will continue studies and remain employed in the sector</p>
Disaggregation of Beneficiaries (where applicable)	<p>Workers People with disabilities</p>
Spatial Transformation (where applicable)	<p>Nationally</p>
Calculation type	<p>Cumulative</p>
Reporting cycle	<p>Quarterly</p>
Desired performance	<p>More workers will continue with their studies</p>
Indicator responsibility	<p>Learning Manager: Workers Programmes</p>

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers granted bursaries completed their studies
Definition	Number of workers supported to complete part or full qualifications through bursaries at National Qualifications Framework <i>Only worker who complete their qualifications will be reported as completed.</i>
Source of data	Employers
Method of calculation / Assessment	Each worker will be counted once for each learning programme completed within the financial year.
Means of verification	Statement of Results or Certificate of Competency and ID Copy
Assumptions	Workers who are awarded bursaries are given full support by employers to complete studies committed to.
Disaggregation of Beneficiaries (where applicable)	Workers People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers enrolled Skills programmes
Definition	This indicator measures the number of workers entering skills programmes,
Source of data	Employer
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	Certified Id copy Worker Programme agreement with a POPI Act consent form or Learner registration form with a POPI Act consent form or Confirmation of admission letter from the Skills Development Provider and Confirmation of employment on employer's letterhead
Assumptions	Employers will apply for workers to participate
Disaggregation of Beneficiaries (where applicable)	Workers People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers completed skills programmes
Definition	This indicator measures the number of workers completing skills programmes.
Source of data	Employer SDPs
Method of calculation / Assessment	Each worker is counted once for each learning programme completed
Means of verification	Statement of results or Certificate of completion/attendance and Certified Id copy
Assumptions	The workers will complete the skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	More workers to successfully complete the skills programmes
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME: <i>The level of skills in the South African workforce improved</i>	
Indicator Title	Number of workers enrolled Learnerships programmes
Definition	This indicator measures the number of workers (employed learners) entering learnership programmes
Source of data	Employer
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	WPBLA and Learner IDs and Confirmation of employment
Assumptions	That employers will have interest on the programme and that there will be enough learnership applications
Disaggregation of Beneficiaries (where applicable)	Women People with disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers completed Learnerships programmes
Definition	This indicator measures the number of workers (employed learners) receiving full qualifications through Learnerships
Source of data	INSETA Learners Management System
Method of calculation / Assessment	Each learner is reported once for each learning programme certificated
Means of verification	Statement of result or Certificate Learner IDs
Assumptions	Workers will be committed to attend the programmes to completion
Disaggregation of Beneficiaries (where applicable)	Workers People with disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Learners enrolled will be certificated
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers enrolled for AET programmes
Definition	This indicator measures the number of workers that enrolled basic learning or bridging programmes, to meet entry requirements for entry into Insurance qualifications and occupational qualifications.
Source of data	Employer Skills Development Provider
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	ID copy and Worker Programme Agreement with a POPI Act consent form and Confirmation of employment on an employer's letterhead and Highest level of qualification Proof of registration on institution's letterhead
Assumptions	Predicted demand matches the actual uptake of AET programmes Skills Development Provider will have relevant programmes for the AET needs of workers
Disaggregation of Beneficiaries (where applicable)	Women Black PWDs
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High intake rate
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:*The level of skills in the South African workforce improved*

Indicator Title	Number of workers completed AET programmes
Definition	This indicator measures the number of workers that completed basic learning or bridging programmes, to meet the requirements for entry into Insurance qualifications and/or occupational qualifications.
Source of data	Skills development provider Employer
Method of calculation / Assessment	Each worker will be counted for each learning programme completed within the financial year.
Means of verification	Statement of results or Certificates and Certified ID copy
Assumptions	Workers will be committed to attend the programmes to completion Availability of relevant Learning and bridging programmes
Disaggregation of Beneficiaries (where applicable)	Women Black PWDs
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High success rate
Indicator responsibility	Learning Manager: Worker Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 4:

Access to occupationally directed programmes increased

NSDP OUTCOMES:***Access to occupationally directed programmes increased***

Indicator Title	Number of unemployed learners granted Bursaries (new entries)
Definition	This indicator measures the number of unemployed youth entering bursaries to obtain a full qualification through public higher education or further education institutions
Source of data	TVET Colleges HET Institutions Employer
Method of calculation / Assessment	Each Learner will be counted for each learning programme entered within the financial year.
Means of verification	Learner ID Document and Proof of registration with Institutions and Learner list from applicant institutions or employer and MoA and Bursary for youth agreement
Assumptions	The institutions or employers will apply on behalf of the learners
Disaggregation of Beneficiaries (where applicable)	Women Youth People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate from stakeholders
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOMES:***Access to occupationally directed programmes increased***

Indicator Title	Number of unemployed learners granted Bursaries (continuing)
Definition	<p>This indicator measures the number of unemployed youth continuing with the studies through bursaries to complete a full qualification through public higher education or further education institutions</p> <p><i>Learners who did not successfully pass all the modules but allowed by Education Institution to proceed to the next level will be counted as continuing.</i></p>
Source of data	TVET Colleges HET Institutions Employer
Method of calculation/ Assessment	Each learner will be counted for each learning programme continuing within the financial year.
Means of verification	Learner ID Document and Proof of registration with Institutions and Bursary for Youth Agreement and Previous year results
Assumptions	Learners that commenced multiple year studies will continue studies in the same field chosen
Disaggregation of Beneficiaries (where applicable)	Women Youth People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	More learners will continue with their studies
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOMES:***Access to occupationally directed programmes increased***

Indicator Title	Number of unemployed learners granted Bursaries completed their studies
Definition	This indicator measures the number of unemployed youth completing full qualifications through bursary funding. <i>Only learners who completed their qualification will be reported.</i>
Source of data	TVET Colleges HET Institutions Employer
Method of calculation / Assessment	Learners who have completed their qualifications are counted once
Means of verification	Statement of Results or Certificate of Competency and Learner ID Document
Assumptions	The learner completed the year of studies
Disaggregation of Beneficiaries (where applicable)	Women Youth
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME: Access to occupationally directed programmes increased	
Indicator Title	Number of workers enrolled for RPL /ARPL
Definition	This indicator measures the number of workers enrolled RPL programmes to meet access requirements or credits towards attaining qualifications and or designation.
Source of data	Employer Educational Institution
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	ID copy and Learner Agreement or Learner enrolment form List of workers from employer's Letter head or Confirmation of employment letter
Assumptions	There will be learners willing to enroll for RPL/ARPL programme
Disaggregation of Beneficiaries (where applicable)	Workers SMEs People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More stakeholders to show interest on the programmes
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME: Access to occupationally directed programmes increased	
Indicator Title	Number of workers completed RPL/ARPL
Definition	This indicator measures the number of workers completed RPL/ARPL programmes to meet access requirements or credits towards attaining qualifications and or designation.
Source of data	Employer Educational Institution
Method of calculation / Assessment	Each worker will be counted for each learning programme completed within the financial year.
Means of verification	ID copy and Result moderation report from Assessment Quality Partner (AQP) or Statement of Results
Assumptions	Learners will complete the RPL/ARPL programme
Disaggregation of Beneficiaries (where applicable)	Workers SMEs People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME: Access to occupationally directed programmes increased	
Indicator Title	Number of TVET partnerships established
Definition	This indicator measures the number of partnerships with TVET Colleges to promote the sector
Source of data	TVET Colleges
Method of calculation/ Assessment	Each TVET Colleges partnership agreement is counted for each year the contract is active
Means of verification	Signed MoUs with TVET Colleges
Assumptions	TVET Colleges will continue to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More TVET colleges will show interest in partnering with INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:	
<i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of HEI partnerships established
Definition	This indicator measures the number of partnerships with HET to promote the sector
Source of data	Higher Education Institutions
Method of calculation / Assessment	Each HET partnership agreement is counted for each year the contract is active
Means of verification	Signed MoUs with HEIs
Assumptions	HETs will continue to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More HETs will show interest in partnering with INSETA
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME: <i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of CET partnerships established
Definition	This indicator measures the number of partnerships with CET to promote the sector
Source of data/Assessment	CET's
Method of calculation	Each CET partnership agreement is counted for each year the contract is active
Means of verification	Signed MoUs with CETs
Assumptions	CET's will continue to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More CETs will show interest in partnering with INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:***Access to occupationally directed programmes increased***

Indicator Title	Number of SETA Employer partnerships established
Definition	This indicator measures the number of employers in the sector that INSETA has partnered with
Source of data	INSETA
Method of calculation / Assessment	Count each MoA
Means of verification	MoAs between INSETA and employers
Assumptions	This bodies will be willing to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Achieve the planned planed Target
Indicator responsibility	Learning Manager: Workers Programme

NSDP OUTCOME: <i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment
Definition	This indicator measures the number of unemployed youths who have been absorbed for employment (full- or part-time) on completion of Internship or Learnerships or Work Integrated Learning
Source of data	Employers
Method of calculation / Assessment	Count learners offered part-time and full-time employment on completion of programmes
Means of verification	Learner ID copy and Closure reports or Confirmation of employment
Assumptions	Employers will employ Learners at the end of the programmes
Disaggregation of Beneficiaries (where applicable)	Youth People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Increase in employment – INSETA has no control over the target
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME: Access to occupationally directed programmes increased	
Indicator Title	Number of beneficiaries accessing digital skills through simulated training.
Definition	This indicator measures the number of unemployed youths who accessed the digital skills through simulated training.
Source of data	Employers
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	Learner agreements or registration form and Learner ID copy and POPIA consent form
Assumptions	Sufficient number of learners accessed skills development interventions.
Disaggregation of Beneficiaries (where applicable)	Youth People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	High take up
Indicator responsibility	Learning Manager: Strategic programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 6:

***Skills Development for Entrepreneurship and Cooperative
development provided***

NSDP OUTCOME:***Skills development support for entrepreneurship and cooperatives provided***

Indicator Title	Number of established or emergent co-operatives trained on sector and national identified priority occupations or skills.
Definition	This indicator measures the number of cooperatives (including burial societies) receiving support from interventions like workshops or training sessions. This includes information sessions conducted to increase awareness of INSETA offerings.
Source of data/Assessment	Cooperatives or Burial Societies or Micro Insurers Skills Development Provider INSETA
Method of calculation/ Assessment	Each co-operative or Burial Societies & Macro Insurers is counted once
Means of verification	A registration form for the co-operative stating the kind of support provided or Workshop / meeting attendance register with clear purpose of support to cooperative
Assumptions	There will be interest from co-operatives participating in or attending INSETA meetings
Disaggregation of Beneficiaries (where applicable)	SMEs People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	There will be interest from cooperatives will attend to workshops or training sessions
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME: <i>Skills development support for entrepreneurship and cooperatives provided</i>	
Indicator Title	Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.
Definition	This indicator measures the number of small and emerging enterprises trained on sector and national identified priority occupations or skills.
Source of data	Small Businesses Emerging enterprises Service Provider Skills Development Provider INSETA
Method of calculation/ Assessment	Each small business or emerging enterprise is counted once
Means of verification	Registration form for the small business or emerging enterprise stating the kind of support provided; or Workshop/meeting attendance register with clear purpose of supporting the small business; or Agreement between the small business or emerging enterprise with clear purpose of support provided
Assumptions	Sufficient number of small businesses or emerging enterprise will attend INSETA interventions
Disaggregation of Beneficiaries (where applicable)	SMEs
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Commitment of small businesses or emerging enterprise to attend training
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:	
<i>Skills development support for entrepreneurship and cooperatives provided</i>	
Indicator Title	Number of people trained on entrepreneurship supported to start their own businesses.
Definition	This indicator measures the number of unemployed youth or workers trained and supported towards starting their own small businesses through innovation challenges
Source of data	Entrepreneurship Development Partner
Method of calculation/ Assessment	Each learner will be counted for each learning programme implemented within the financial year.
Means of verification	Business plan and Proof of company registration and POPIA consent form and ID copy
Assumptions	People trained start up their businesses at the end of the program
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Annual
Desired performance	Sustainable Start-ups created
Indicator responsibility	Learning Manager: Strategic Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 7:

Worker-Initiated training Supported

NSDP OUTCOME: <i>Worker-initiated training supported</i>	
Indicator Title	Number of Federations/Trade Unions supported through relevant skills training interventions
Definition	Measure the number of Federations/trade unions supported through skills programme.
Source of data	INSETA Federations/ Trade Unions
Method of calculation/ Assessment	Number of federations/trade Unions supported offered is counted once
Means of verification	MoU with federation/trade union and Statement of results
Assumptions	Federations/Trade Union(s) willing to engage with INSETA There will be worker-initiated programmes resulting from consultations
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	National
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Planned Target achieved
Indicator responsibility	Learning Manager: Worker Programme

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 8:

Career development services supported

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of career development events in urban areas on occupations in high demand
Definition	This indicator measures the number of career guidance exhibitions held in urban areas informing learners about occupations in high demand
Source of data	Public schools TVET colleges Employers in the sector Career guidance event organisers
Method of calculation/ Assessment	Each urban area is counted once
Means of verification	Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	INSETA will be invited by career exhibition organizers or may create (facilitate) own career exhibitions
Disaggregation of Beneficiaries (where applicable)	Youth
Spatial Transformation (where application)	Urban areas
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More participation and exhibitions by INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of career development events in rural areas for occupations in high demand
Definition	This indicator measures the number of career guidance exhibitions held in rural areas informing learners about occupations in high demand.
Source of data	INSETA representative(s)
Method of calculation/ Assessment	Each rural area is counted once
Means of verification	Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	INSETA will be invited by career exhibition organizers or may create (facilitate) own career exhibitions
Disaggregation of Beneficiaries (where applicable)	Youth
Spatial Transformation (where application)	Rural areas
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More participation and exhibitions by INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of career development practitioners trained
Definition	This indicator measures the number of career development practitioners in the TVET and/or HET that have been trained and/or supported to provide career guidance related to the institution and INSETA offerings
Source of data	TVET colleges HET college
Method of calculation/ Assessment	Each practitioner will be counted for each learning programme implemented within the financial year.
Means of verification	Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	Sufficient interest from TVETs in participating in this INSETA offering
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More practitioners to attend the workshops
Indicator responsibility	Learning Manger: Strategic Programmes TVET Strategy

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of capacity building workshops on career development services initiated
Definition	This indicator measures the number of capacity building workshops initiated on career development services.
Source of data	TVET colleges HET college INSETA Stakeholders
Method of calculation/ Assessment	Each workshop will be counted once.
Means of verification	Advert, Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	INSETA will be invited for capacity building workshops or may create (facilitate) own capacity building workshops.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (were application)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More stakeholders to attend the capacity building workshops
Indicator responsibility	Learning Manger: Strategic Programmes

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of initiatives supported through STEAME programme
Definition	This indicator measures the number of initiatives supported through STEAME on career development services.
Source of data	TVET colleges HET college INSETA Stakeholders
Method of calculation/ Assessment	Each initiative supported will be counted for once within the financial year.
Means of verification	Advert, Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	INSETA will be invited or may facilitate initiative support through STEAME on career exhibition.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More initiatives supported through STEAME by INSETA
Indicator responsibility	Learning Manger: Strategic Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 10:

Rural Development Supported

NSDP OUTCOME: <i>Rural Development supported</i>	
Indicator Title	Number of rural development projects initiated
Definition	Number of projects implemented in the rural areas
Source of data	Stakeholders
Method of calculation/ Assessment	The intervention will be calculated once
Means of verification	Signed MoAs/ Project contracts
Assumptions	Stakeholders will participate in the rural development project
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Rural Areas
Calculation Type	Cumulative
Reporting cycle	Annually
Desired performance	More stakeholders will participate in the rural development project
Definition	Learning Manager: Youth programmes

PROGRAMME 4:

Quality Assurance

NSDP OUTCOME 4:

Access to occupationally directed programmes increased

NSDP OUTCOME: Access to occupationally directed programmes increased	
Indicator Title	Number of public TVET Colleges accredited to offer insurance learning programmes directed at addressing occupations in high demand
Definition	The number of occupationally directed learning programmes delivered by Technical Vocational Education and Training Colleges.
Source of Data	TVET Colleges identified to offer occupationally directed learning programmes accredited or registered with a relevant quality assuring body
Method of calculation/ Assessment	Number of TVET Colleges offering occupationally directed learning programmes
Means of verification	Accreditation Letter
Assumptions	At least one TVET College is willing or capable of delivering occupationally directed learning programmes addressing occupations in high demand
Disaggregation of Beneficiaries (where applicable)	Youth Workers People with disabilities
Spatial Transformation (where application)	Workers and Youth located in historically disadvantaged, underdeveloped, or vulnerable communities
Calculation Type	Cumulative
Reporting cycle	Annually
Desired performance	TVETs showing interest in implementing INSETA learning programmes
Indicator responsibility	Quality Assurance Manager

PROGRAMME 4:

Quality Assurance

NSDP OUTCOME 5:

Growth of the public college system supported

NSDP OUTCOMES: <i>Growth of the public college system supported</i>	
Indicator Title	Number of SETA offices established and/or maintained in TVET colleges
Definition	This indicator measures the number of SETA Offices opened, maintained, or shared with other SETAs at TVET Colleges
Source of data	TVET colleges or Coordinator(s)
Method of calculation/ Assessment	Each office opened, maintained, or shared is counted once
Means of verification	Signed MoA with the college
Assumptions	The office will be fully functioning and shared by other SETAs
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Offices fully functioning and assist the TVET colleges
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOMES: Growth of the public college system supported	
Indicator Title	Number of TVET lecturers exposed to the industry through skills programmes
Definition	This indicator measures the number of TVET lecturers introduced to the insurance industry through short skills programmes.
Source of data	TVETs
Method of calculation/ Assessment	Each lecture will be counted for each learning programme implemented within the financial year.
Means of verification	POPIA and Registration form or Enrolment form and Lecturer ID copy and Confirmation of Employment on employer letterhead and Statement of Results
Assumptions	Sufficient applications by TVET lecturers for INSETA bursaries for Insurance-related studies.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	TVET lectures to take up the skills programme and complete training
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOMES:
Growth of the public college system supported

Indicator Title	Number of TVET colleges lecturers awarded bursaries
Definition	This indicator measures the number of TVET lecturers that are awarded bursaries to study towards attaining insurance-related learning programmes and qualifications
Source of data	TVETs Educational Institutional
Method of calculation/ Assessment	Each lecturer will be counted for each learning programme implemented within the financial year.
Means of verification	POPIA and Proof of registration with the Education Institution and Lecturer ID copy and Confirmation of employment on the TVET letterhead
Assumptions	Sufficient applications by TVET lecturers for INSETA bursaries for Insurance-related studies.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	TVET lectures to take up the bursaries and complete studies
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOMES: <i>Growth of the public college system supported</i>	
Indicator Title	Number of CET College Lecturers awarded skills development programmes
Definition	This indicator measures the number of CET lectures supported through skills programme.
Source of data	CET College Institutions
Method of calculation/ Assessment	Each CET Manager is counted once
Means of verification	POPIA and ID copies and Learner registration or agreement form and Proof of Employment on CET college Letterhead
Assumptions	None
Disaggregation of Beneficiaries (where applicable)	Women
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Uptake from CET colleges and release of lecturers to attend training
Indicator responsibility	Learning Manager: Worker Programmes

